



GOETHE
INTERNATIONAL
CHARTER SCHOOL

CHARTER RENEWAL PETITION

**Submitted to the
Los Angeles Unified School District**

November 15, 2017

For charter term of July 1, 2018 – June 30, 2023

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Goethe International Charter School (also referred to herein as “GICS” and “Charter School”) shall:

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

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

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

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

A. GENERAL INFORMATION

GENERAL INFORMATION	
The contact person for Charter School is:	Gwenis Laura Executive Director
The contact address for Charter School is:	12500 Braddock Drive Los Angeles, CA 90066
The contact phone number for Charter School is:	310-306-3484
The proposed address or target community of Charter School is:	12500 Braddock Drive Los Angeles, CA 90066
This location is in LAUSD Board District:	4
This location is in LAUSD Educational Service Center:	West
The grade configuration of Charter School is:	TK - 5
The number of students in the first year will be:	450
The grade level(s) of the students in the first year will be:	TK or K
Charter School's scheduled first day of instruction in 2018-2019 is:	August 14, 2018
The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	525
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional Year
The bell schedule for Charter School will be:	8:15 a.m. – 3:05 p.m. Regular Days
The term of this charter shall be from:	July 1, 2018 to June 30, 2023

B. COMMUNITY NEED FOR CHARTER SCHOOL

Goethe International Charter School (GICS) is a public charter school serving students in transitional kindergarten through grade five following the International Baccalaureate Primary Years Programme (IB PYP) model. The school has been the home to the German Language Immersion (GLI) program since its inception in school year 2009-2010 and serves a linguistically and culturally diverse community of students, with 19.9% speaking German in the home, 51.4% speaking English and the remaining 28.7% speaking 26 languages other than English or German in the home. At the conclusion of the 2016-17 school year, 20% of the students are English learners, with an additional 22% who were formerly identified as English

learners now reclassified as English proficient. The GICS community also features an ethnically and socioeconomically diverse student body, comprised of 42% White, 31% Hispanic, 16% Two or More Races, 7% African American, 3% Asian, 1% Filipino. GICS' demographics is a strength and effectively reflects the school's emphasis on developing its students as global citizens with multilingual skills in an international school setting.

The school was founded through the efforts of local residents who were German nationals who wanted their children to continue to develop their German language and literacy as well as global citizenship skills. The program originally served all students through a German immersion model, but an additional program beginning in school year 2016-2017 added a German language acquisition option for selected students in grades 3-5 who needed to receive all core content in English.

The GICS Charter was renewed in 2013, and the school is in its ninth year of operation. GICS received accreditation from the Western Association of Schools and Colleges in 2014 and authorization as an International Baccalaureate World School in 2014. GICS was recognized by the California Department of Education as a 2014 California Distinguished School, a 2016 California Gold Ribbon School and a 2017 California Green Ribbon School.

As an IB PYP authorized school, GICS is unique in the west Los Angeles community and maintains a healthy enrollment and wait list. The emphasis on bilingualism at GICS makes the school an attractive option for the west Los Angeles community. The IB PYP provides students with critical 21st Century learning skills and attributes necessary for success in a global society. Students increase their understanding of language and culture and become more globally engaged through the IB PYP curriculum.

In addition, at GICS learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding. GICS' programs support complex, rich, dynamic learning across a range of language domains. At GICS, all students at all levels are language learners, whether they are learning English or German or Spanish for the first time. The instructional approaches and scope and sequence of content learning is designed to meet the academic learning needs of a highly diverse student population and to support the achievement of multilingualism. The diversity and different language learning and cultural backgrounds of GICS' linguistic subgroups bring richness to the GICS experience.

a. ACADEMIC PERFORMANCE DATA

1. California Assessment of Student Performance and Progress (CAASPP)

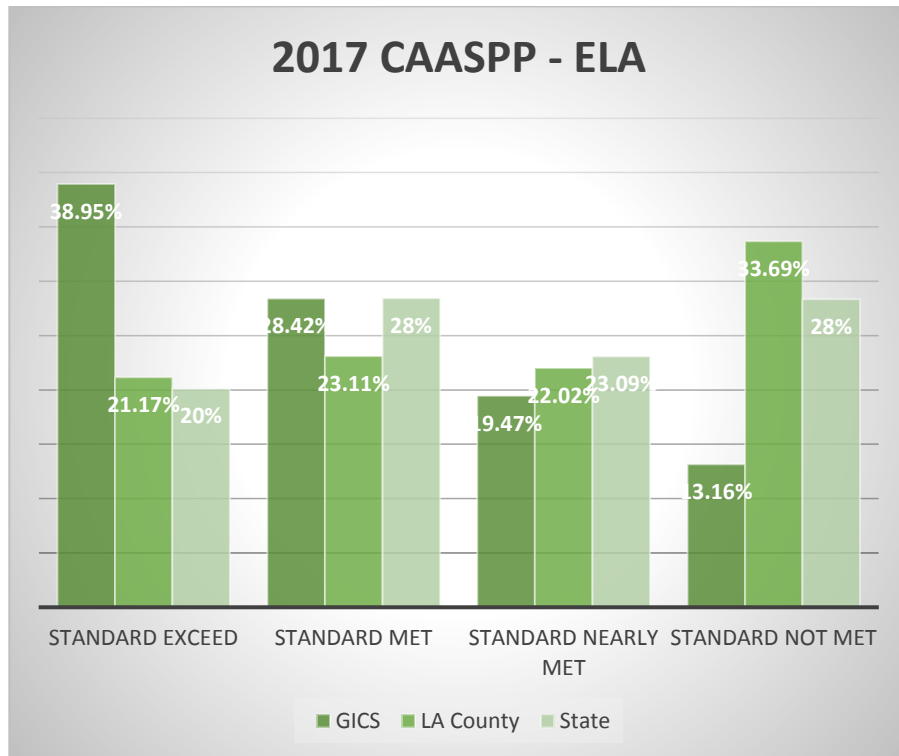
All Students (Grades 3-5)

Goethe International Charter School's (GICS) students continue to outperform on the California Assessment of Student Performance and Progress (CAASPP) in comparison to Los Angeles County and the state of California in both English language arts (ELA) and math.

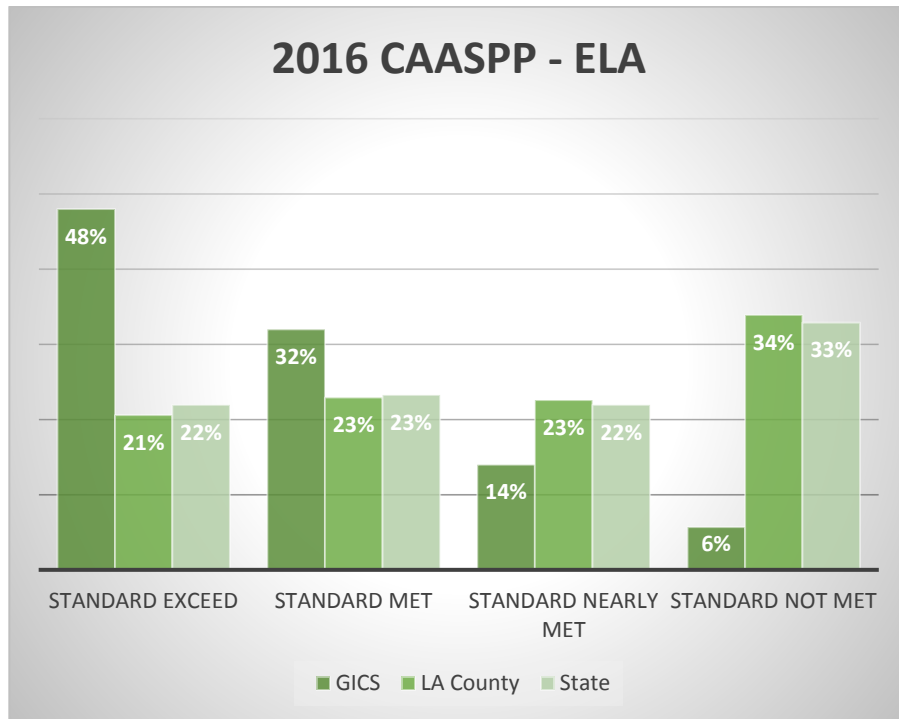
English Language Arts (ELA)

The last three years' trend data reveals the majority of GICS students either met or exceeded standards in ELA; 66% in 2015, 80% in 2016, and 67% in 2017 (see Graphs A, B and C). While there was a decline in the percentage from 2016 (Graph B) to 2017 (Graph A), the 2017 CAASPP results for ELA are consistent with the 2015 results (Graph C), with 67% and 66%, respectively, of students who met or exceeded state standards

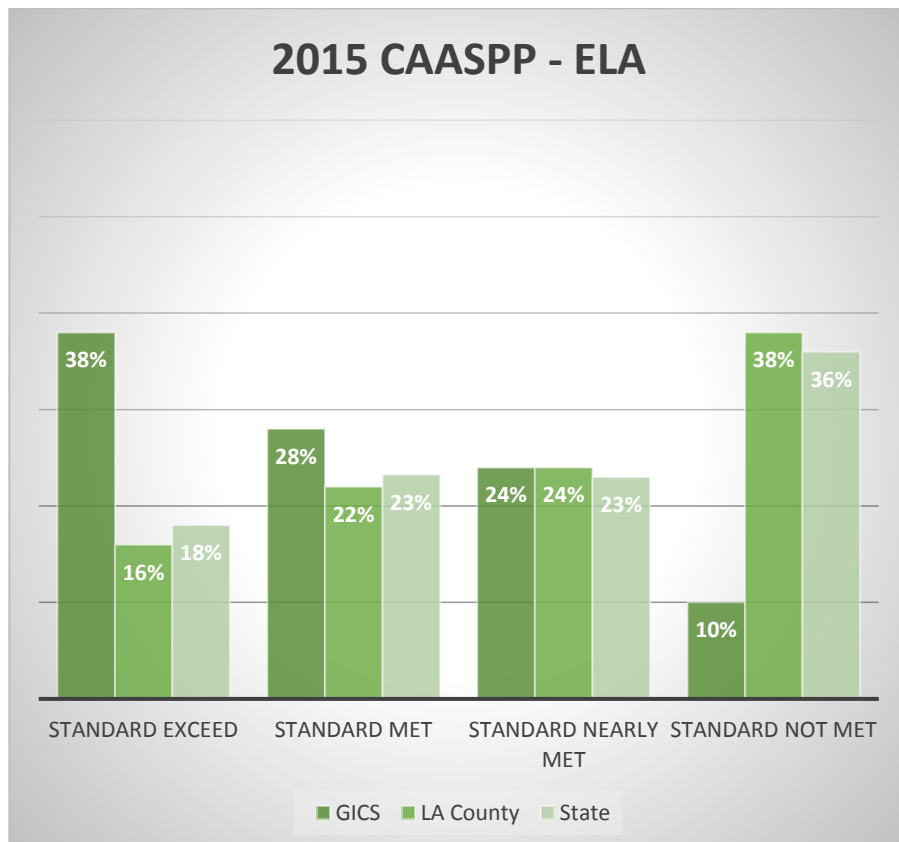
Graph A <http://caaspp.cde.ca.gov>



Graph B <http://caaspp.cde.ca.gov>



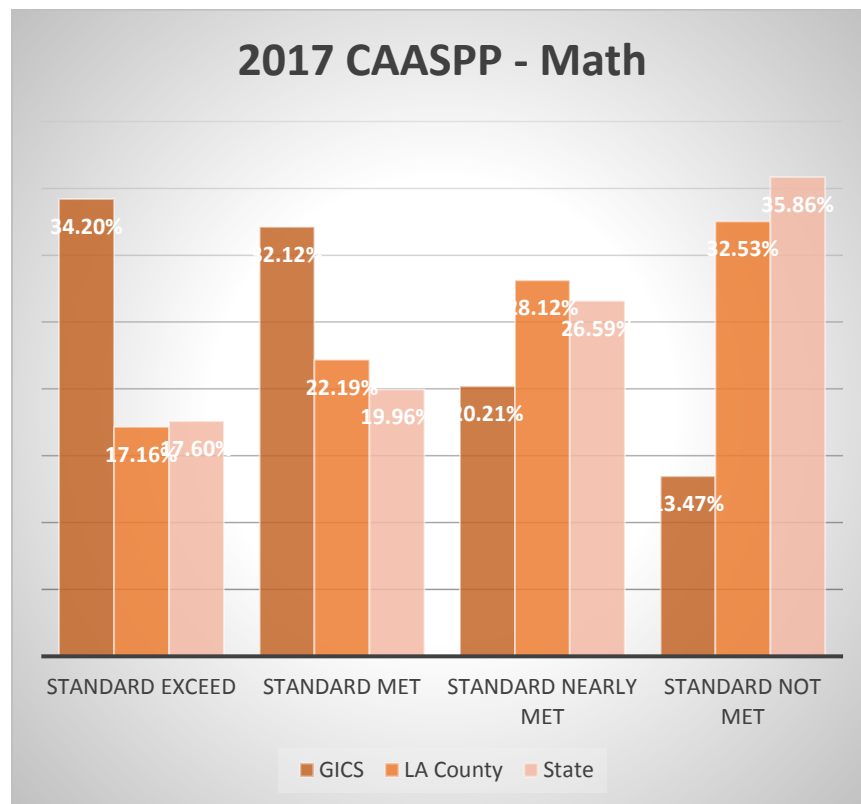
Graph C <http://caaspp.cde.ca.gov>



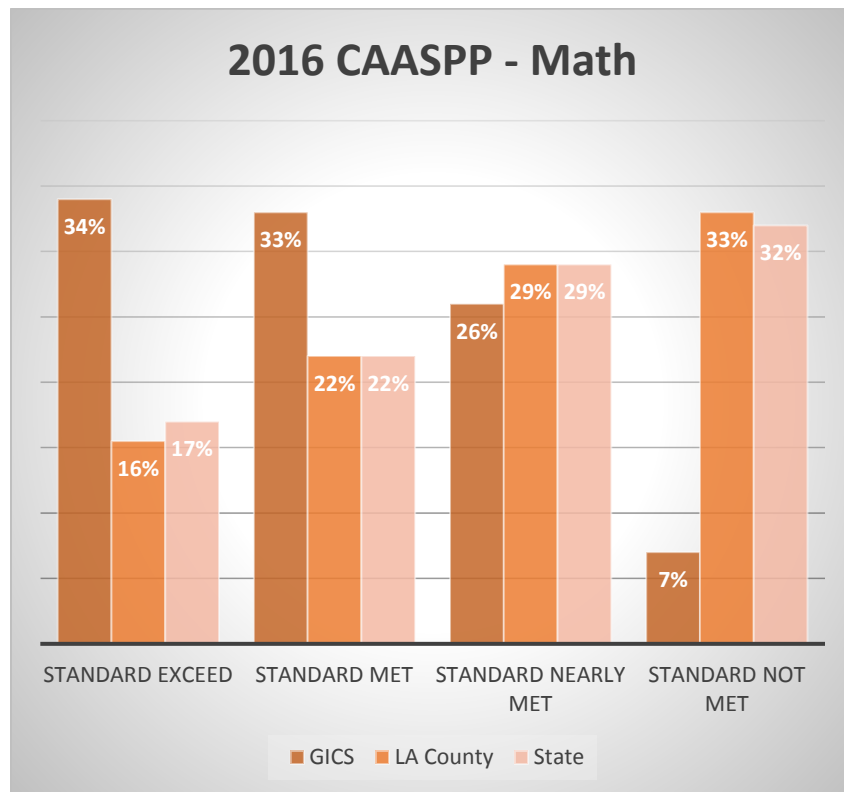
Math

The last three years' trend data reveals the majority of GICS students either met or exceeded standards in math; 55% in 2015, 67% in 2016, and 66% in 2017 (see Graphs D, E and F). The 2017 results were consistent with those from 2016, with 66% and 67%, respectively, of students who met or exceeded standards (Graphs D and E). While there was an increase from 2016 to 2017 in the percentage of students who did not meet standards, this percentage is still less than it was in 2015 (Graph F). The last three years' trend data also reveals an increase in the percentage of students who exceeded standards. In both 2016 and 2017, the percentage of students who exceeded standards was higher than any other group: met, nearly met, and not met (Graphs D and E).

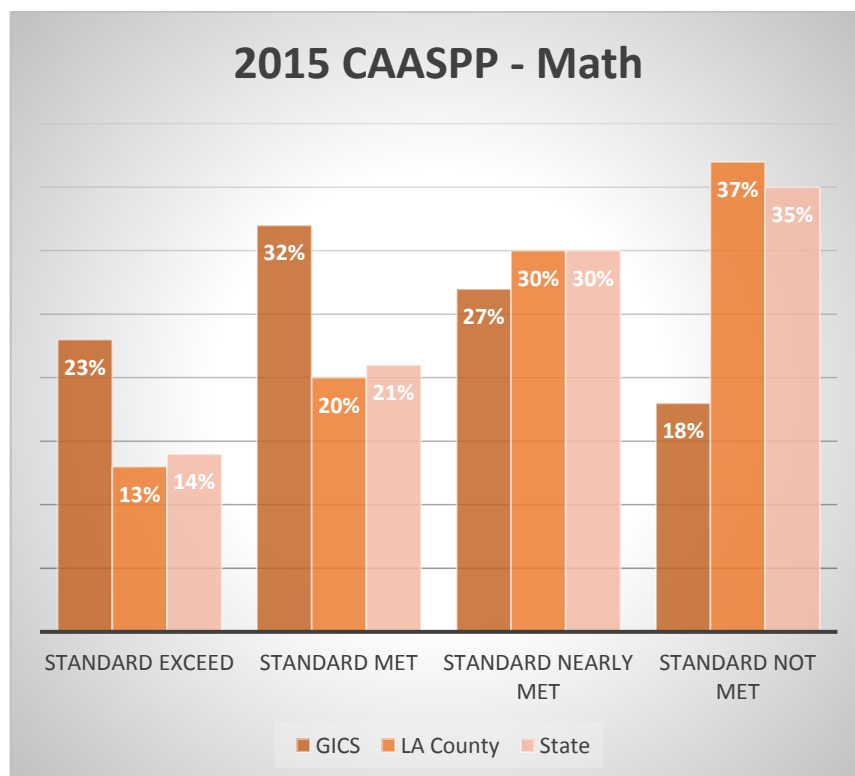
Graph D <http://caaspp.cde.ca.gov>



Graph E <http://caaspp.cde.ca.gov>



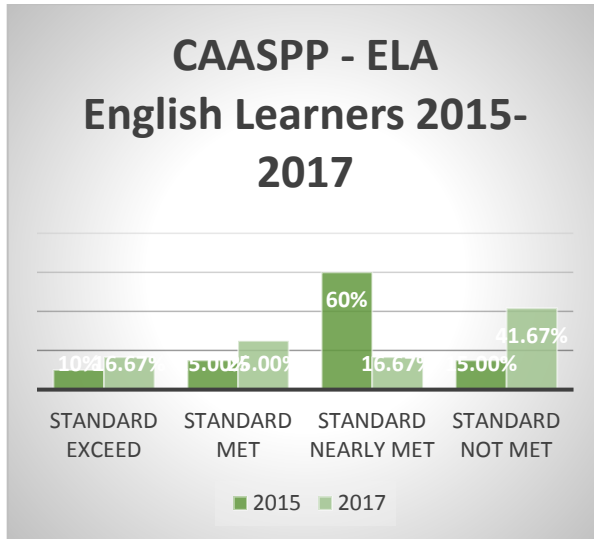
Graph F <http://caaspp.cde.ca.gov>



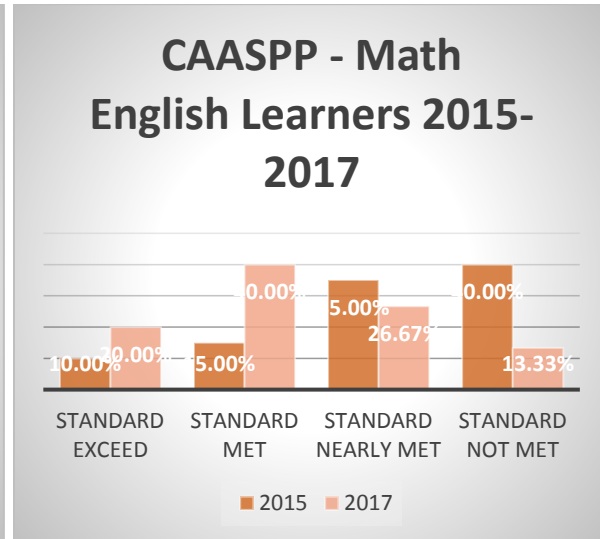
English Learners

While a significant number of English Learners (EL) took the 2015 and 2017 CAASPP, Goethe International Charters School's EL subgroup was not considered numerically significant for 2016. The three-year trend data shows an increase in the percentage of students who met and exceeded standards in both math and ELA from 2015 to 2017 (Graphs G and H). In ELA, the percentage of EL students who met or exceeded standards increased from 25% in 2015 to 42% in 2017 (Graph G). In Math, the percentage increased from 25% in 2015 to 60% in 2017 (Graph H).

Graph G <http://caaspp.cde.ca.gov>



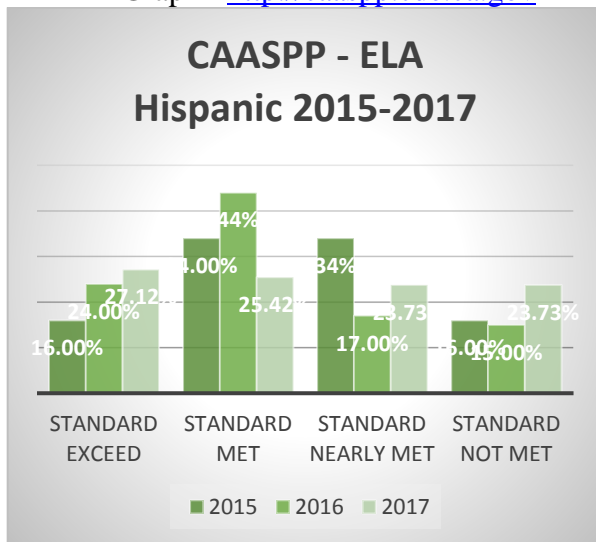
Graph H <http://caaspp.cde.ca.gov>



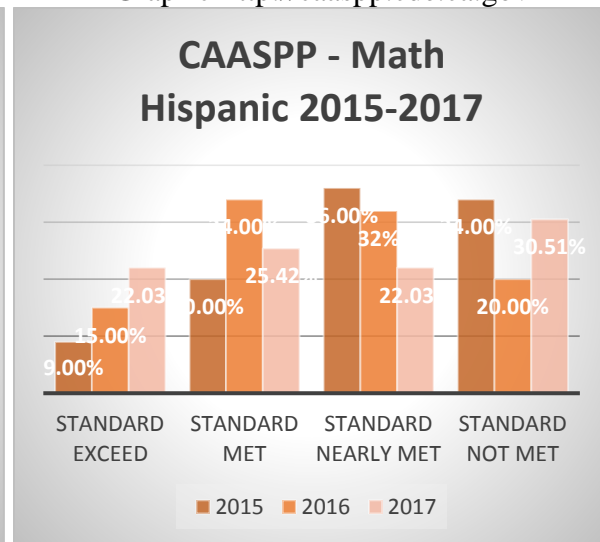
Ethnicity - Hispanic

The three-year trend data for Hispanic students is consistent with the overall student results in ELA. The percentage of Hispanic students who met or exceeded standards increased from 50% in 2015 to 68% in 2016. In 2017, this percentage dropped to 53%, which matches the 2015 results (Graph I). In Math, Hispanic student results were also consistent with the overall student results; the percentage of students who met or exceeded standards increased from 29% in 2015 to 49% 2016 and then stayed relatively the same, with 47% in 2017 (Graph J).

Graph I <http://caaspp.cde.ca.gov>



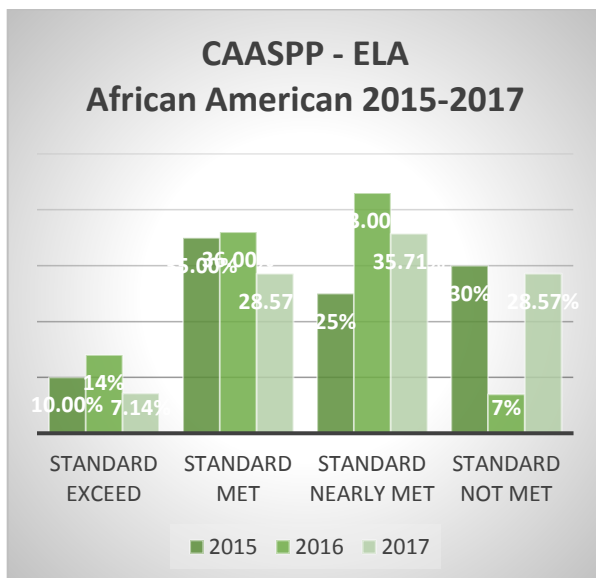
Graph J <http://caaspp.cde.ca.gov>



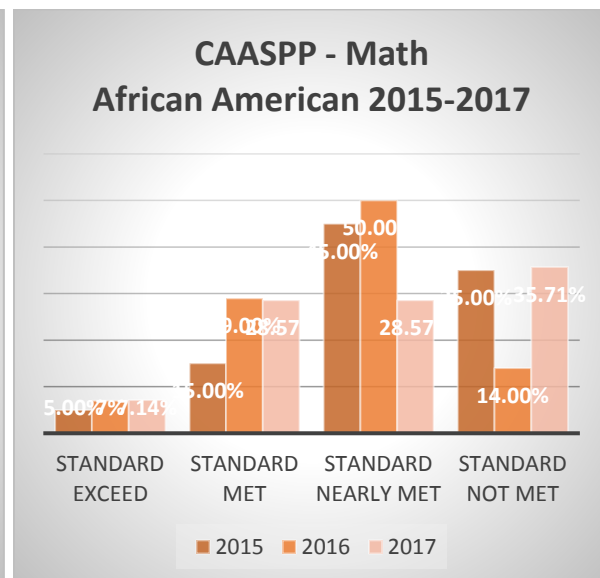
Ethnicity - African American

The three-year trend data reveals an increase in the percentage of African American students who met or exceeded standards in ELA from 45% in 2015 to 50% in 2016, and a decrease in this percentage from 2016 to 36% in 2017 (Graph K). In math, the three-year trend data reveals that African American student results were consistent with the overall student results; the percentage of students who met or exceeded standards increased from 20% in 2015 to 36% in 2016, and then stayed at 36% in 2017 (Graph L).

Graph K <http://caaspp.cde.ca.gov>



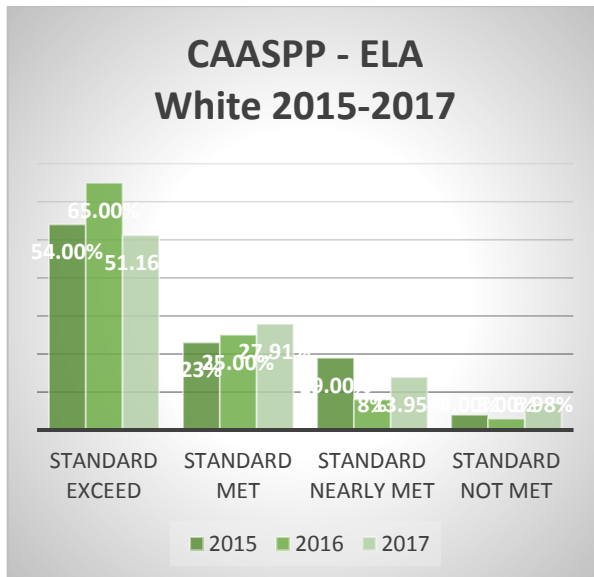
Graph L <http://caaspp.cde.ca.gov>



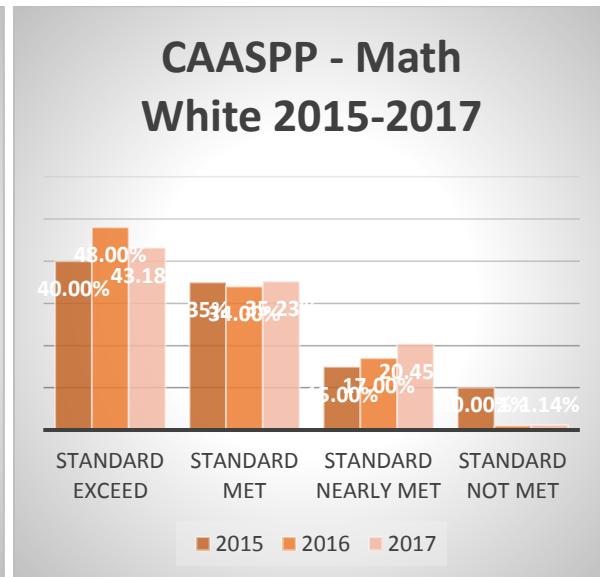
Ethnicity - White

The three-year trend data reveals that White student results were consistent with the overall student results; the percentage of students who met or exceeded standards increased from 2015 to 2016 and then returned to match the 2015 results (Graph M). In math, the three-year trend data reveals a consistent percentage of students who met or exceeded the standards, with 75% in 2015, 80% in 2016 and 78% in 2017. The three-year trend data shows a decrease in the amount of students who did not meet standards.

Graph M <http://caaspp.cde.ca.gov>



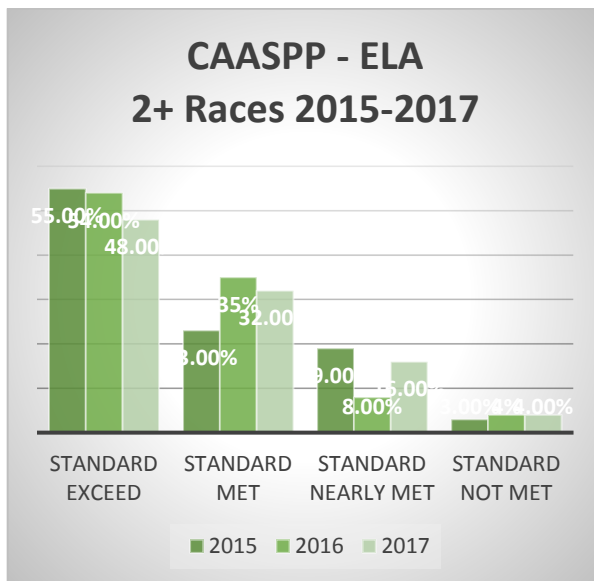
Graph N <http://caaspp.cde.ca.gov>



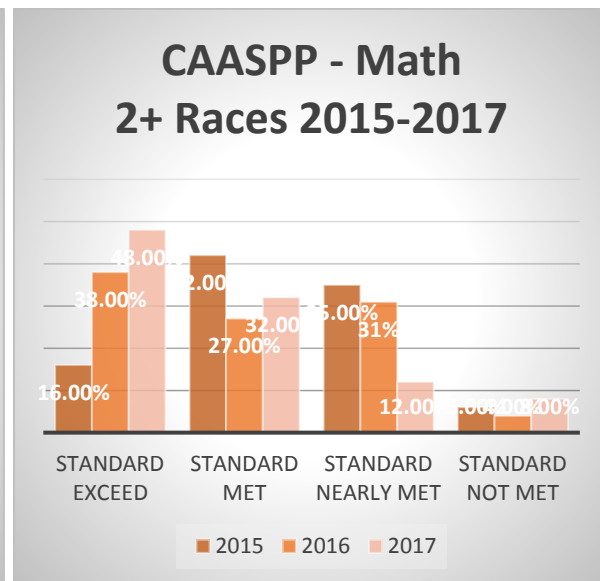
Ethnicity - Two or More Races

The three-year trend data for students of Two or More Races is consistent with the overall student results in ELA. The percentage of students of Two or More Races who met or exceeded standards increased from 2015 to 2016 and then returned to match the 2015 results, with 78% in 2015, 89% in 2016 and 80% in 2017 (Graph O). While students of two or more races were consistent with the overall student results in ELA, this subgroup has continued to increase the percentage of students who met or exceeded standards each year in math; 58% in 2015, 65% in 2016 and 80% in 2017 (Graph P).

Graph O <http://caaspp.cde.ca.gov>



Graph P <http://caaspp.cde.ca.gov>



b. INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

There are many innovative and promising practices that GICS can build on that were noted in recent stakeholder interviews and observed in classrooms. When asked to identify the school's strengths, nearly all staff and parents agree that the International Baccalaureate Primary Years Programme (IB PYP) curriculum, with its project based approach and focus on the development of global citizenship skills, provides a rigorous and well-rounded education for the students. Stakeholders also expressed appreciation for the school's provision of instruction in German, which they acknowledged provides a unique opportunity for the children in the community, whether they come from a home where German is spoken or from a home where English or another language is spoken.

1. International Baccalaureate Primary Years Programme (IB PYP)

The educational program at Goethe International Charter School is based on the Primary Years Programme (PYP) of the International Baccalaureate (IB). The IB PYP has a long-standing reputation for its academic and personal rigor, challenging students to excel in their studies and personal growth. The goal of the IB PYP is to develop well rounded students who respond to challenges with an open mind and are prepared to apply what they learn to real world situations.

An interdisciplinary approach to teaching and learning are characteristics that make an IB education not only innovative but also effective. An interdisciplinary approach allows students to make connections beyond content area knowledge to develop conceptual thinking. For example, exploring the concept of function or how things work can be applied in any subject area. When students have the opportunity to practice using conceptual questioning and critical thinking in multiple disciplines, this better solidifies these important "learning how to learn" skills. Furthermore, the IB PYP emphasizes engagement with real world topics and problems. Most issues students may inquire into will involve multiple disciplines. For example, students studying

the effects of global warming will need strong reading and writing skills to access information; they will need to use math skills to read and understand graphs and statistics about warming trends and the effects on earth; students will also need to learn scientific terms and concepts related to atmosphere, oceans, and climate. The IB PYP strongly believes that students who can make connections across disciplines are better prepared for the complex problems and demands, both academic and professional, in a rapidly changing global society.

The IB PYP has a positive impact on our diverse student populations, to include, students with special needs, English learners and socio-economically disadvantaged students. The IB PYP not only focuses on academics but also fosters character development based on intercultural understanding. At its core, the IB PYP model develops international mindedness via the attributes of the IB learner profile. The IB learner profile represents a broad range of human capacities and responsibilities that go beyond academic success. Several of the IB Learner Profile traits are aimed at developing cultural awareness, appreciation of multiple perspectives and respect of those different from ourselves. Learner Profile traits such as being open-minded, caring, balanced, and principled are explicitly taught and woven throughout curriculum and school-wide behavior guidance practices. Additionally, as a language school, knowledge and appreciation of students' home and other languages are essential to the success of our program.

Our students in the IB PYP have consistently shown success on state standardized tests. In recent years, even though the CAASPP has increased in rigor, GICS students show an ability to use conceptual and critical thinking skills on these assessments. The state assessments require students to analyze and synthesize information. The emphasis at GICS on essential reasoning and communication skills better prepares students to apply their knowledge and explain their thought processes on the demanding written tasks. GICS students that score in the proficient or advanced ranges surpass the number of students in other surrounding schools.

The annual Exhibition event in grade 5 is one of the hallmarks of our IB PYP success. The IB PYP emphasizes learning in order to take action. Student projects focus on inquiry into a real-world issue and include a service component in which students decide upon an action to take to help solve a problem that they have researched. Students share their posters, artifacts, and give an oral presentation to the school community about their issue, their inquiry findings, and their action. Student projects have raised awareness, contributed donations and volunteer service to causes including homelessness, animal rights, global warming, bullying, refugee crisis, and childhood health and nutrition.

2. German Language Immersion (GLI) Program

GICS has been the home to the GLI program since its inception in school year 2009-2010. The GLI is a 50/50 dual language immersion model with German as the target language. The GLI is a program for students in grades TK-5 and serves a linguistically and culturally diverse community of students, with 19.9% speaking German in the home, 51.4% speaking English, and the remaining 28.7% speaking 26 other languages.

The Vision and Mission Statements of GICS are aligned with the goals set forth in effective dual language programs, namely; the attainment of bilingualism and bi-literacy, high levels of academic achievement, and development of cross cultural competence skills.

The 50/50 model, 50% English instruction and 50% German instruction continues through 5th grade for those students enrolled in the dual language immersion program. The German immersion program includes the core subject content as well as German language arts instruction. The German curriculum follows the California State Common Core Standards and follows a comprehensive German Scope and Sequence. The German language arts curriculum has been developed with interdisciplinary learning in mind. It is divided into oral practice, language and grammar and vocabulary development.

The multilingual and cross-cultural goals of the GLI program provide a beneficial complement to the global citizenship goals of the IB PYP. In addition to the German language, students are exposed to the culture of German speaking countries with respect to history, traditions and the arts.

The success of the GLI Program is also measured in student outcomes. Students in the GLI Program work toward taking the A1 – Deutsche Sprachdiplom I (DSD I) starting in the third grade and the A2 – DSD I in the fifth grade. From 2014 to 2017, the average percentage of students who took the A1 – DSD I and passed was 63%. From 2014 to 2017, the average percentage of students who took the A2 – DSD I and passed was 88%.

3. German Language Acquisition (GLA) Program

The GLA was implemented in the 2015-2016 school year. The model of instruction in grades 3-5 ensures language and academic content is targeted to students who require more language support in English. The GLA provides a second language methodology and focus. Students are grouped using specific placement criteria and instruction is differentiated. The program provides another option for students beginning in grade 3 to pursue German language learning as a continuum GICS student or as a newly enrolled student entering in the program.

Through the IB PYP, students succeed in integrating German for real world purposes in culturally appropriate ways. Attention to form allows students to comprehend and produce the language with increasing accuracy. Students develop the cultural and communicative skills necessary to function in real world settings.

The GLA Program was implemented to support students needing more language support in English and to close the achievement gap. As 2016-17 was the first year of implementation for this program, GICS will continue collecting student achievement data in order to analyze the success of the program. The small group instruction that students in the GLA program receive allows for strong relationships between teacher, students, and peers to develop. Within this small group environment, teachers are able to differentiate instruction to meet the diverse needs of their students and provide more on-on-one support.

The success of the GLA Program can also be measured in the number of students who were able to enroll in GICS in the later grades without exposure to the German language

c. MEETING THE NEEDS OF THE STUDENT POPULATION

The diversity and different languages and cultural backgrounds of the GICS community bring richness to the child's school experience. GICS is unique in the fact that twenty-seven different languages are spoken by GICS students. At GICS, 19.9% of students are native German speakers and 15.4% are native Spanish speakers. Other languages spoken by GICS students include Japanese, Russian, Arabic, Swedish, French, Farsi, Korean, Hungarian, Serbo-Croatian, Bulgarian, Filipino, Czech, Portuguese, Vietnamese, Armenian, Turkish, Italian, Tamil, Hebrew, Thai, Uzbek, Lithuanian, Estonian and Catalan.

At Goethe International Charter School, all students are considered language learners, whether they are learning English or German or Spanish for the first time. The curriculum, instructional approaches and scope and sequence of content learning is designed to meet the academic learning needs of highly diverse students in order to support their achievement of full multilingualism.

The following illustrate the categories of language learners at GICS.

1. Native English Speakers (NES)

These students are monolingual English speakers who speak and hear only English in the home. These students may not have experience in a bilingual/multilingual environment prior to enrollment at GICS. English-Only speakers represent 50% of GICS' student population.

2. German Heritage Speakers (GHS)

These students have learned or are learning German as a second or heritage language. These students may speak German equivalent to the level of a native-German age peer or they may be English/German bilingual learners with different levels of exposure to and use of German. Their language-learning contexts vary, such as students who have two German-speaking parents and speak German predominantly in the home. Or they may have one German-speaking parent with whom they speak German and may be fully bilingual upon entering school. They may be English-dominant or German-dominant, depending on the language in which they have attained an age-peer equivalent fluency (Level 4 or 5 on the FSI scale). Consequently, they may or may not be classified as English language learners (EL) based on their level of English proficiency on the California English Language Development Test (CELDT). German Heritage Speakers represent 21% of GICS' 2017-2018 student population.

3. Spanish Heritage Speakers (SHS)

Most of these students speak Spanish at the level of a native Spanish speaking age peer. They speak Spanish in the home and may or may not speak some level of English. Some SHS may be Spanish/English bilingual learners and/or English-dominant. Consequently, they may or may not be classified as EL based on their level of English proficiency on the CELDT, which is required for all students who indicate that their home language is not English. Some may come from homes that are described as “transnational” in that their families reside in or travel to a Spanish-speaking country. Many may hear and use Spanish predominantly or nearly exclusively in their home and community environments. Spanish Heritage Speakers represent 15% of GICS’ 2017-2018 student population.

4. Heritage Speakers of Languages Other than English (LOEHS)

These students speak a language other than English, German or Spanish in the home. They have a peer age fluency in their native language and may or may not be classified as an English learner based on their level of English proficiency on the CELDT. Twelve percent of our students speak a language other than German, Spanish or English at home.

A profile of the student’s language-learning context is recorded based on the initial Home Language Survey data and information obtained from parents during the enrollment period. This information is reviewed by the English language learner coordinator. The English Language Proficiency Assessments for California (ELPAC) is administered to new students within thirty days of the start of the school year or within two weeks after the date of the first enrollment at the school.

GICS supports students who enroll in upper grades with no previous German language experience by providing placement in the German Language Acquisition Option Program. Students enrolled in the German Language Acquisition Option Program are instructed in the core academic subjects, language arts, math, social studies and science in English. German is taught as a foreign language class twice a week for a total of 120 minutes.

d. AREAS OF CHALLENGE

Goethe International Charter School (GICS) has identified three areas of challenge:

1. Student Enrollment in the Upper Grades

Recent data revealed that GICS was not maintaining the enrollment of Hispanic and African American students above 3rd grade. Receiving core academic instruction 50% of the time in a language (German) that the student was not yet proficient in, resulted in a decline in academic performance for this population. The academic achievement of the underserved population in ELA and math may also be connected to a student’s English learner status rather than his or her lack of conceptual understanding. Parent perceptions that their child’s poor results in the CAASPP was due to the rigorous nature of the dual language immersion program and their child’s status as an English learner contributed to students leaving GICS in the later grades.

The addition of the German Language Acquisition program provides a German language instruction option not only to provide instruction in the core academic subjects in English but to provide students access to a German language class to continue exposure to an additional language.

2. Achievement Gap for the Underserved Population

The German Language Acquisition program is supported by the 2016-2020 GICS Strategic Plan Priority #1: Academic Excellence which states, “all students will meet or exceed proficiency in the core content areas to fulfill the mission of Goethe International Charter School. Objective 1.1 “Focus on academic excellence assuring all students are prepared, valued and supported in their learning environments, and Objective 1.2 “Refine strategies to address and narrow the achievement gap of identified student subgroups.” This priority and its objectives exemplify the rationale to design and implement a more flexible framework that supports students without exposure to the German language who are entering our school at a later age. Students are able to focus on core academic content in English rather than delivery of core content in the German language. The German Language Acquisition program is the result from the strategic desire to strengthen the school’s demographic diversity and to close the achievement gap.

3. German Language Immersion (GLI) Program Teacher Recruitment and Retention

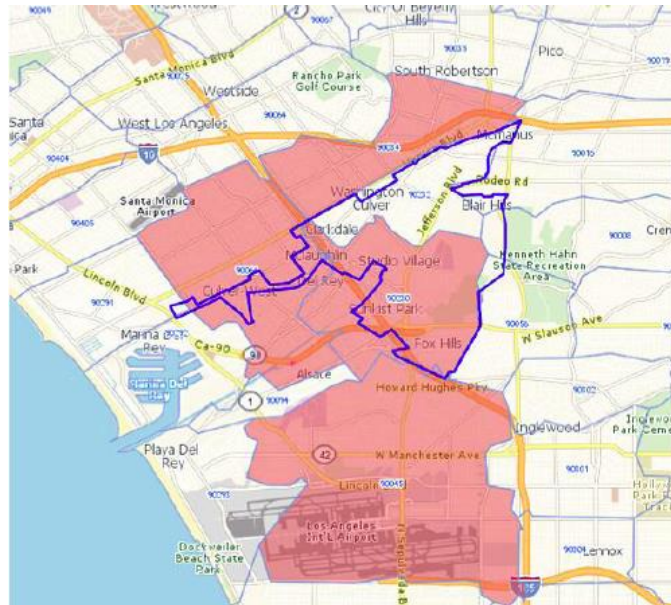
Recruiting and retaining qualified immersion staff to teach in GICS’ GLI program is identified as posing a significant challenge for the school. Turn around among the German teachers at GICS impacts the school’s ability to deliver on its promise to promote bilingualism and bi-literacy among its students. A complicating factor in the GLI staffing equation is that appropriately credentialed and linguistically prepared teaching staff for German classrooms must be recruited from countries where German is spoken since there are few such candidates available locally. Such “guest” teachers were previously eligible on a three-year J-1 Visa to teach in the United States for a limited time only, and therefore, were coming and going from one year to the next, making it difficult to build German teacher capacity at GICS. Being one of only two German immersion schools in the Los Angeles area, the school must be resourceful, self-reliant, and strategic in staffing for the German language immersion component of its educational program.

GICS administration has developed partnerships with organizations that recruit teachers from overseas, including the Checkpoint Charlie Foundation and the *Bundesverwaltungsamt/ZfA* (Central Agency for Schools Abroad), a German government agency that sends German teachers abroad to official German schools and partner schools like GICS. These organizations post GICS’ teacher vacancies in their literature and on their websites.

In order to teach at GICS the German teachers must have their German teacher credentials evaluated by an outside agency. This evaluation “translates” the German degree into a California equivalent. The evaluation is submitted to the Los Angeles County Office of Education that is responsible for issuance of the teacher credential. Teachers recruited to serve in German immersion classrooms must be eligible for the issuance of a Preliminary California Multiple Subject credential and a Bilingual, Cross-Cultural, Language and Academic Development (BCLAD) credential. GICS reimburses the German teachers the cost of the preliminary credentials and the fees for a BCLAD.

C. STUDENT POPULATION TO BE SERVED

a. TARGET STUDENT POPULATION



Due to the unique nature of our program, GICS draws enrollment from a broad area, with four primary zip codes. (Source: healthycity.org/Census2010)

90066 (19% of enrollment)

Our school is co-located on the campus of Marina del Rey Middle School in zip code 90066, a densely populated and diverse community of more than 55,000 residents.

90045 (11% of enrollment):

This geographically large zip code of almost 11 square miles includes LAX and the surrounding industrial area, as well as the Westchester community with more than 39,000 residents.

90034 (5% of enrollment):

The Palms neighborhood is also densely populated with nearly 58,000 residents.

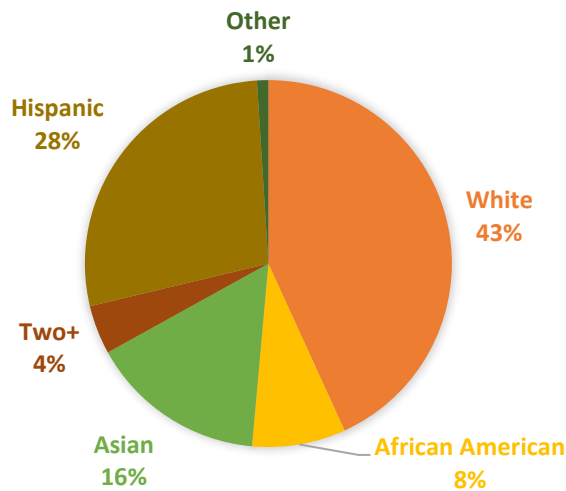
90230 (5% of enrollment):

The majority of zip code 90230, with a population of approximately 32,000 lies in the Culver City Unified School District (as shown with the blue boundary in the map below).

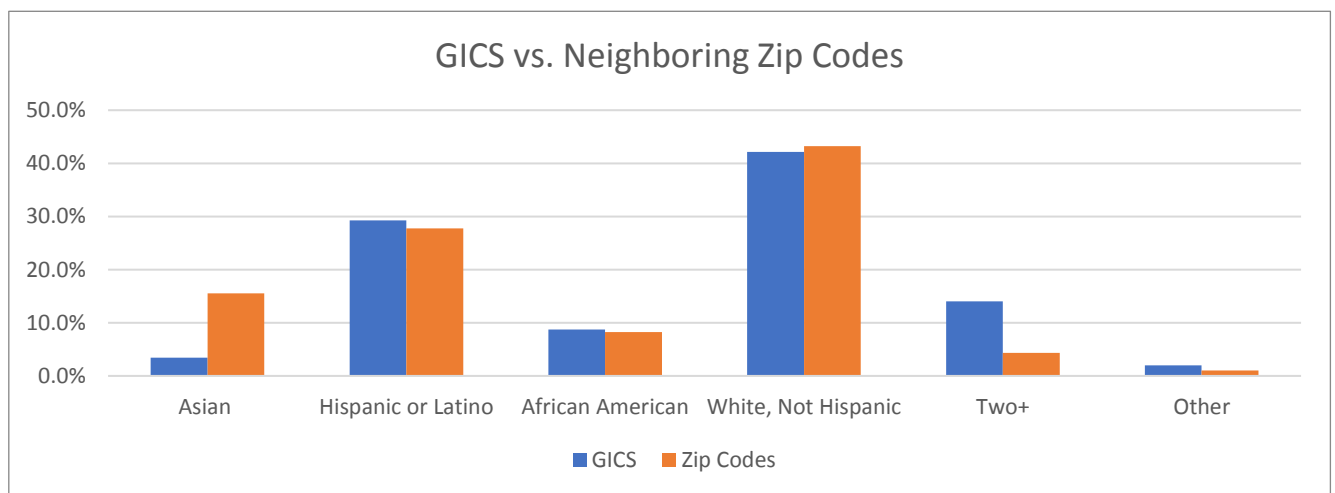
The remaining 41% of our current year enrollment includes approximately 40 zip codes.

Ethnicities

ZIP CODES 90066, 90045, 90230, 90034



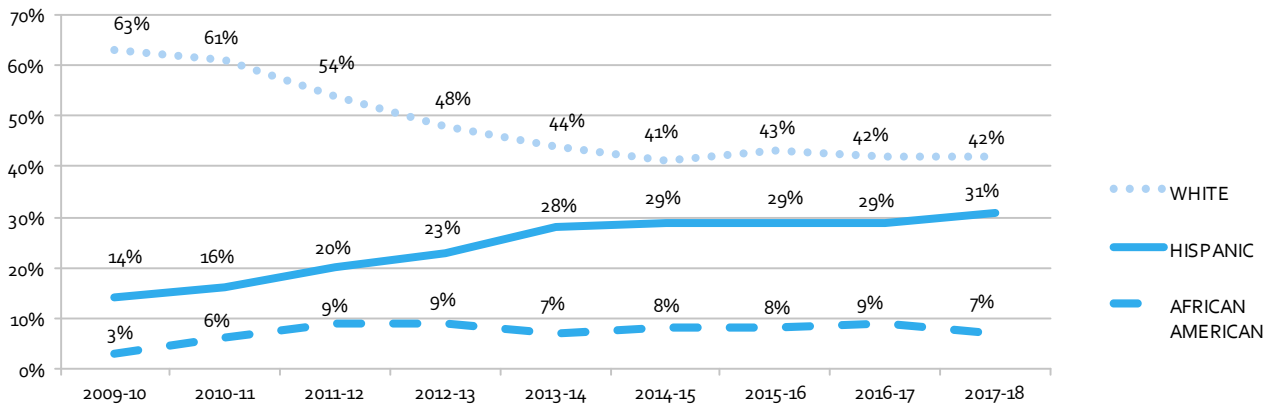
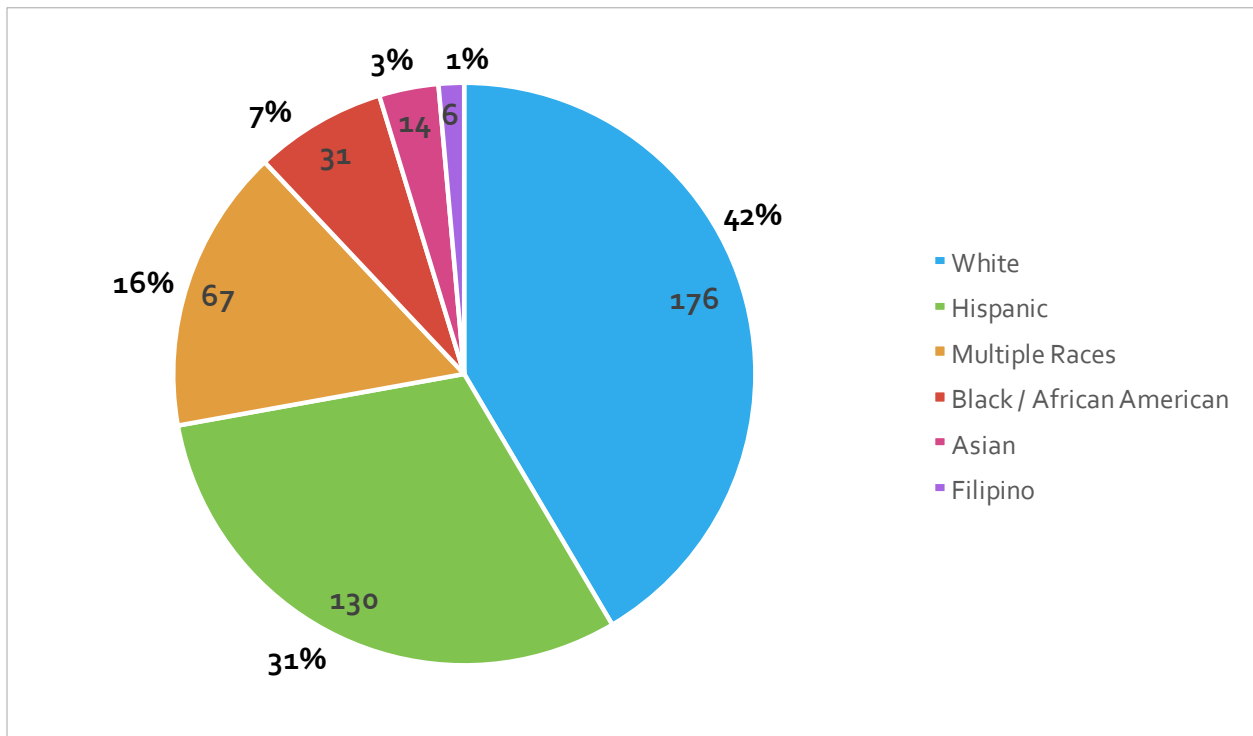
The “Ethnicity by Zip Codes” pie graph details the key demographics of GICS’ full target area. The composition closely mirrors the ethnicities of GICS except that GICS exceeds the percentage of Two or More Races by 12%.



*As illustrated in the “GICS vs. Zip Code Demographics” bar graph, GICS exceeds the neighboring zip codes in the percentage of Hispanic students (30% vs. 28%). For African American students, GICS is close to the zip code demographics with 7% African American students versus 8% across the neighboring zip codes. In the category of Two or More Races, GICS far exceeds the neighboring zip codes revealing 16% versus 4%.

Source: Healthy City.org/Census 2010

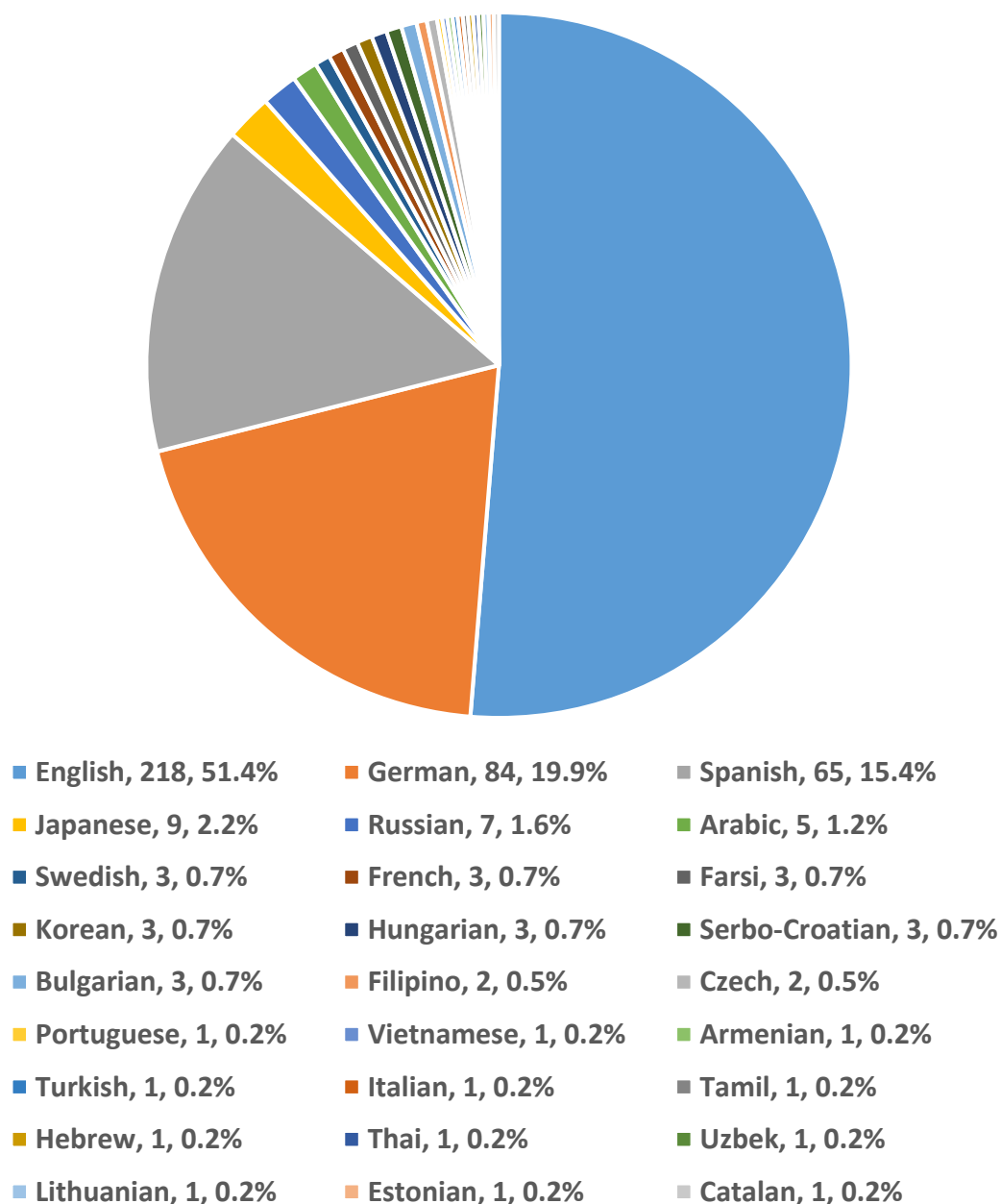
Ethnicity



Ethnicity data since GICS opened in 2009, indicates a steady increase in the enrollment of Hispanic students from 14% in 2009 to the current 31%. Since 2009, the percentage of White students decreased from an initial percentage of 63% to the current percentage of 42%. African American students are reported at 7% of the enrollment.

Source: <http://www.calpads.ca.gov/login>

2017-18 Language Census



Twenty-seven different home languages are included in the GICS student population. Families from every continent, with the exception of Antarctica, and dozens of nations all over the world are a part of the GICS international school community.

Source: <http://www.calpads.ca.gov/login>

b. GICS DIVERSITY PLAN

Student diversity is a strength at GICS, and effectively reflects the school's emphasis on developing its students as global citizens with multilingual skills. GICS has made continuous progress toward serving the diversity of students in the surrounding communities.

A Diversity Plan, written at the beginning of the Charter's second renewal term in 2013, continues to be the blueprint for building a school culture that is inclusive, supportive and welcoming of all members of the school community. Through the implementation of the Diversity Plan, GICS aims to achieve diversity that is reflective of the surrounding neighborhood.

The GICS Board of Trustees and Administration share the responsibility of monitoring the plan. A monthly report regarding progress on achievement indicators/accomplishments, professional development, demographic representation and other actions has been submitted during the renewal term to the Charter School Division and presented by the Executive Director at the monthly Board of Trustees meetings.

The Diversity Plan included five goals that address recruitment, curriculum, sense of self, community involvement and diversity trainings.

- Goal 1: Create and maintain a community that is diverse and reflective of our mission and community at large.
- Goal 2: Develop a comprehensive curriculum that is inclusive, reflects multicultural diversity and promotes contributions by all races, creeds and cultures.
- Goal 3: Provide an environment that promotes the development of a positive self-image for all students.
- Goal 4: Encourage community involvement in creating an inclusive school environment.
- Goal 5: Provide education and training to the Board of Trustees, staff, students and parents that raises awareness of a sensitivity to the issue of diversity.

GICS acknowledges the need to remove barriers to the recruitment, retention and advancement of students and staff to reflect the surrounding population. Currently, GICS staff represents: 15% Hispanic, 8% African American, 71% White and 6% Asian. In addition, recruitment to increase diversity membership of the GICS Board of Trustees has resulted in the current membership consisting of 43% Hispanic and 57% White board members in comparison to 100% White board members in 2013.

Demographics projection data established as part of the Diversity Plan reveals that GICS has exceeded the projected percentage of Hispanic students by 1%. The 2010 U.S. Census Bureau data, upon which the projections were established, discloses a 30% Hispanic population in the 90066 Zip Code, the current location of GICS. In the Hispanic student category, the five-year

projections began at 24% and increased to 30% in school year 2017-2018. GICS current Hispanic enrollment is 31%, which exceeds projections by 1%.

Through monthly reporting, GICS refines strategies in order to be successful in the achievement of a diverse school community that truly reflects the school's surrounding neighborhood.

The following chart representing Fall 2016 data from the California Department of Education online data reporting resource, DataQuest, illustrates a comparison between Goethe International Charter School and eighteen LAUSD schools located in the four predominant zip codes of GICS enrollment: 90066, 90045, 90034 and 90230. Academic performance is illustrated by the percentage of all students who have met or exceeded state standards in both ELA and math as determined by the 2015, 2016 and 2017 California Assessment of Student Performance and Progress (CAASPP) results. Demographic information includes the percentage of Socio-Economically Disadvantaged (SED) students, Students with Disabilities (SWD), English Learners (EL), Reclassified Fluent English Learners (RFEP), and ethnicities, African American, Asian/Pacific Islander/Filipino, Hispanic, Two or More and White.

Results from the 2017 CAASPP, reveal that GICS outperformed thirteen of the eighteen schools in ELA (67.37%) and sixteen of the eighteen schools in math (66.33%).

In the Two or More Races ethnicity subgroup, GICS far exceeds all eighteen schools at 14.10%, reported DataQuest. GICS trends at 16% for the 2017-2018 school year.

LAUSD Schools in Zip Codes	# of Students	2015 Met / Exceeded in ELA	2015 Met / Exceeded in Math	2016 Met / Exceeded in ELA	2016 Met / Exceeded in Math	2017 Met / Exceeded in ELA	2017 Met / Exceeded in Math
90066							
GOETHE	434	66%	55%	80%	67%	67.37%	66.33%
Beethoven Street Elementary	330	52%	46%	50%	44%	50.33%	40.67%
Grand View Boulevard Elementary	704	35%	27%	47%	32%	48.52%	39.56%
Mar Vista Elementary	573	67%	63%	75%	69%	79.76%	66.80%
Short Avenue Elementary	266	43%	37%	46%	41%	49.29%	38.73%
Walgrove Avenue Elementary	318	40%	19%	48%	31%	28.57%	23.58%
90045							
Cowan Avenue Elementary	296	31%	26%	47%	45%	62.19%	51.66%
Kentwood Elementary	352	49%	28%	63%	38%	57.40%	42.69%
Loyola Village Magnet	395	31%	20%	41%	29%	54.46%	33.64%
Westport Heights Elementary	329	34%	22%	30%	29%	36.42%	30.46%
Open Magnet Charter School	409	78%	72%	79%	66%	71.23%	65.57%
90034							
Castle Heights Elementary	562	68%	52%	69%	58%	70.15%	60.23%
Charnock Elementary	356	30%	18%	49%	28%	43.13%	34.93%
Clover Avenue Elementary	596	82%	77%	80%	84%	83.54%	82.85%
Palms Elementary	353	34%	19%	34%	25%	38.46%	25.26%
Shenandoah Street Elementary	475	27%	18%	33%	29%	38.35%	26.22%
90230							
Braddock Elementary	419	52%	41%	47%	41%	50.88%	42.49%
Playa del Rey Elementary	267	75%	53%	65%	56%	71.68%	63.71%
Stoner Avenue Elementary	308	21%	15%	35%	22%	27.97%	19.44%

LAUSD Schools in Zip Codes	SED	SWD	EL	RFEP	African American	Asian, Pacific Islander, Filipino	Hispanic	Two or More Races	White
90066									
GOETHE	23%	6.90%	19.60%	17.30%	8.80%	5.80%	29.20%	14.10%	42.20%
Beethoven Street Elementary	60%	6.70%	15.40%	12.70%	3%	3%	58%	2.70%	32%
Grand View Boulevard Elementary	67.90%	10.80%	33.40%	8.50%	11.60%	1.70%	68.30%	1.90%	15.90%
Mar Vista Elementary	10.40%	9.40%	7%	1.60%	5.20%	14.50%	16.80%	12.20%	50.60%
Short Avenue Elementary	62.40%	12.80%	12.80%	5.30%	9%	3%	56.80%	6%	22.20%
Walgrove Avenue Elementary	46.50%	20.10%	5.70%	0.90%	14.80%	4.70%	29.60%	7.20%	43.70%
90045									
Cowan Avenue Elementary	65.50%	10.10%	3.70%	1.40%	78%	1.30%	13.50%	3.40%	3.70%
Kentwood Elementary	30.40%	17.60%	1.40%	0.60%	31.80%	6.50%	26.40%	8.80%	26.40%
Loyola Village Magnet	72.10%	7%	7.60%	3.80%	58%	2.50%	31.90%	3.20%	3.20%
Westport Heights Elementary	66%	11.90%	12.50%	4.90%	41.60%	10.30%	35.30%	6.10%	6.70%
Open Magnet Charter School	17.60%	7.30%	2.90%	2.20%	26.10%	12%	12.70%	14.90%	34.20%
90034									
Castle Heights Elementary	33.50%	9.60%	8.90%	3.00%	11.70%	9.30%	33.10%	7.10%	38.80%
Charnock Elementary	80%	18.80%	37.90%	15.20%	13.20%	14.90%	60%	1%	11.20%
Clover Avenue Elementary	24.70%	4.70%	11.60%	4.40%	5.40%	41.40%	16.40%	7.40%	28.50%
Palms Elementary	82.20%	14.40%	36%	11.60%	17.30%	10.50%	64%	1%	7%
Shenandoah Street Elementary	90.10%	13.30%	58.70%	11.80%	4.20%	0.08%	92.20%	0.02%	2.50%
90230									
Braddock Elementary	64.20%	4.50%	20.80%	9.10%	9.80%	9.50%	57.80%	6.70%	14.60%
Playa del Rey Elementary	47.20%	6.70%	9.40%	6%	15.70%	11.20%	41.90%	8.20%	22.50%
Stoner Avenue Elementary	94.40%	20.10%	44.20%	13.00%	2.90%	1.60%	90.90%	0%	4.20%

c. FIVE YEAR ENROLLMENT ROLLOUT PLAN

The following rollout plan shows the number of students per grade and the total number of students that GICS plans to serve in each year of the charter term.

Enrollment Projections					
Grade	2018-19	2019-20	2020-21	2021-22	2022-23
TK/K	125	125	100	100	100
1	75	100	100	75	75
2	75	75	100	100	75
3	50	75	75	100	100
4	75	50	75	75	100
5	50	75	50	75	75
TOTAL	450	500	500	525	525

D. GOALS AND PHILOSOPHY

a. MISSION AND VISION

Preamble

Goethe International Charter School was founded on the premise of the International Baccalaureate (IB) Programme along with a focus on German language immersion.

Mission Statement

Goethe International Charter School's mission is to foster a multilingual and international educational environment that advances the knowledge and critical thinking of our students and prepares them to be self-motivated citizens who will thrive in the global world.

Vision

Goethe International Charter School aspires to be the benchmark institution for multilingual, IB, K-12 education of future global citizens.

Goethe International Charter School recognizes the diversity of its surrounding and clearly articulates this understanding in its mission statement. GICS is committed to the mission and to the promise of recognizing and nurturing talent and achievement by supporting diversity and equal opportunity in its education, services and administration.

GICS particularly acknowledges Goethe International Charter School's curriculum is based on the International Baccalaureate Primary Years Program, while incorporating California Common Core Standards within a multi-lingual learning environment. The International Baccalaureate Programme (IB) is premised on academic rigor as students make connections between traditional subjects and the "real world," becoming critical and reflective thinkers with a positive attitude toward learning. IB incorporates interdisciplinary, inquiry-based instruction in which the concept of the "whole child" includes physical, intellectual, emotional and ethical development in the context of the quest for "international-mindedness." "IB learners strive to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, open-minded, caring, balanced and reflective." (ibo.org).

b. CHARACTERISTICS OF AN EDUCATED PERSON IN THE 21ST CENTURY

In order to succeed in work and life, mastery of a variety of skills, knowledge and expertise are required. As our world rapidly changes and access to information becomes more readily available, the types of jobs students need to be prepared for and the skills required to perform these jobs effectively also change. Particularly in the 21st Century, it is important that individuals learn skills and gain knowledge across all subject areas, blending content knowledge specific skills, expertise and literacy.

The Partnership for 21st Century Learning (2007) lists four types of skills: content knowledge, learning, literacy, and life skills. Content knowledge refers to the mastery of subject areas such as language arts, math, science, geography, and history while promoting global

awareness. Learning skills focus on creativity, critical thinking, communication and collaboration. Literacy refers to those skills necessary to evaluate and utilize media, information, and technology while life skills include thinking skills as well as social and emotional competencies.

An educated person in the 21st Century must possess the following skills and attributes:

1. **High Academic Proficiency:** the academic understanding of concepts that include and exceed the scope of state and national standards in the major subject areas.
2. **Communication skills:** the ability to communicate ideas effectively through reading, writing, and speaking in more than one language.
3. **Research Skills:** the aptitude to access, process, manage, interpret, question, validate, and act upon information.
4. **Technological Proficiency:** the knowledge of the software and hardware required to research and present information in a variety of media.
5. **Interpersonal Skills:** the social skills necessary to cooperate, make group decisions, resolve conflicts, and identify group roles in order to work effectively as a team.
6. **Intrapersonal Skills:** the ability to be aware of one's own learning, reflect upon personal strengths/weaknesses, and identify and execute the steps necessary to achieve growth.
7. **Innovation:** the ingenuity to creatively solve problems, make connections, and construct interdisciplinary combinations (Boyer 1995, Friedman).
8. **Tolerance:** the willingness to understand and respect cultural differences in perspectives, beliefs, values and traditions.
9. **Curiosity:** the capacity to recognize personal inquiries and identify individualized learning goals accordingly.

(2007) *Framework for 21st Century Learning*. <http://www.p21.org/our-work/p21-framework>

c. HOW LEARNING BEST OCCURS

GICS applies the best of research-proven strategies to provide a rich and rigorous academic program that gives all students the chance to be successful.

Learning best occurs when schools are small and have small class sizes. Research has shown that second only to socioeconomic status, school size is the most significant predictor of student success (Klonsky, 1998). Also, research strongly emphasizes the superiority of small schools as places where the learning environment is enhanced (Raywid, 1998). The enhanced social relationships of small school environments affect student achievement by increasing trust and positive attitudes toward school among students and staff, while decreasing violence and conflict (Gladden, 1999). Small schools also tend to increase student participation across the board resulting in lower dropout rates and higher attendance rates (Fine, 1998).

Learning best occurs when parents participate in the educational program, and small schools are more likely to encourage parental involvement (Cotton, 1996). When the US Department of

Education focused their research on 4th grade reading comprehension (1996), researchers found, after eliminating confounding variables, a 44-point gap in scores still existed between students with significant parent involvement and students without. GICS strives to enhance relationships with parents through a program of parent participation, parental involvement in governance, and parent education.

Learning best occurs in a collaborative environment. Research has shown that school success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among teachers, between students and teachers, between parents and teachers and administration and community is necessary for a successful school. GICS emphasizes cooperative learning for students. Our current educational model further enhances this spirit of collaboration where teaching teams collaborate to develop IB thematic units and share the implementation of such units between the English and German teachers.

Learning best occurs in a climate where there are measurable goals. This "beginning with the end in mind" requires a standards-based system that gives direction to academic programs and is designed to ensure proficiency for students. The assessment of student's progress is based on multiple measurement tools looking at the many facets of the learners.

Learning best occurs in a climate of accountability. As Schmoker (1996) simply states, "What gets measured gets done." GICS provides a continuous collection and application of data for students, parents, teachers and administrators.

Learning best occurs with highly specialized teachers and staff. Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states, "the single most important determinant of student achievement is the expertise and qualifications of teachers." GICS provides a complete program of staff development as outlined below.

Learning best occurs in programs that have strong literacy components. Literacy provides a foundation for most academic success. If students do not succeed in the progression of reading skills, intensive remediation interventions are usually necessary (Torgeson, 1998).

Learning best occurs in a program that incorporates technology. Technological innovations can enhance communication and hence relationships within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st Century.

Learning best occurs when students are immersed in an educational environment that honors their cultural heritage. Enduring understanding occurs when content instruction includes cultural learning as well (Lessow-Hurley, 2000).

Learning best occurs when children are known and understood as individuals. Each child's learning journey needs to start from the individual starting point, including the learner's existing knowledge and socio-economic background and cultural heritage.

The IB Learner Profile stresses the importance of inquiry. Students are expected to develop their natural curiosity, together with the strategies and skills needed to become autonomous lifelong learners. Students are also expected to think for themselves so that they can approach complex problems and apply their knowledge and skills critically and creatively to arrive at reasoned conclusions or answers. International Baccalaureate courses specify a large amount of content, with the area of study often defined in considerable detail. It is the way in which content is presented in class that is critical. The objectives of each course emphasize the importance of students investigating answers for themselves. IB assessments are designed to reward evidence of independent student thinking leading to considered individual responses, so it is important that students practice these skills at every opportunity. Different subjects also provide a number of opportunities for students to design their own inquiry, with the Personal Project (MYP) as the ultimate structured inquiry exercise.

Learning how to become an effective learner requires students to realistically evaluate and regulate their own learning and performance. “Metacognition” is a term used to refer to reflective thinking strategies, attitudes and other competencies used to monitor and control learning. Metacognitive strategies and skills can be nurtured in a supportive learning environment that focuses on the affective as well as cognitive competencies identified in the learner profile. In order to become independent learners, students need to develop powers of reflection, self-confidence and self-awareness, a willingness to communicate ideas without fear of losing face, and a willingness to take risks and be open-minded.

Students learn best when:

- Their prior knowledge is considered to be important.
- Learning is in context.
- Context is relevant.
- They can learn collaboratively.
- The learning environment is provocative.
- They get appropriate feedback to support their learning.
- Diverse learning styles are understood and accommodated.
- They feel secure and their ideas are valued and respected.
- Values and expectations are explicit.
- There is a culture of curiosity at the school.
- They understand how judgments about learning are made, and how to provide evidence of their learning.
- They become aware of and understand how they learn.
- Metacognition, structured inquiry and critical thinking are central to teaching in the school.
- Learning is engaging, challenging, rigorous, relevant and significant.
- They are encouraged in everything they do in school to become autonomous lifelong learners.

d. REQUIREMENTS OF EDUCATION CODE

LCFF STATE PRIORITIES					
GOAL #1					
All teachers will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching thus ensuring Highly Qualified Teacher (HQT) status.			Related State Priorities ✓ 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8		
Specific Annual Actions to Achieve Goal					
All teachers will hold the appropriate credentials to teach in the program.					
Expected Annual Measureable Outcomes					
Outcome # 1: All hired teachers possess the appropriate credential.					
Metric/Method for Measuring: Percentage of teachers with appropriate credentials					
Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
100% Compliance	100% Compliance	100% Compliance	100% Compliance	100% Compliance	100% Compliance

LCFF STATE PRIORITIES						
GOAL #2						
All pupils will have access to standards aligned instructional materials.				Related State Priorities ✓ 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 ✓ 7 <input type="checkbox"/> 8		
Specific Annual Actions to Achieve Goal						
Maintenance of the program/resources TK-5						
Expected Annual Measureable Outcomes						
Outcome # 1: The school will annually increase the number of students meeting or exceeding standards in mathematics as measured on the CAASPP.						
Metric/Method for Measuring: Percentage of students meeting or exceeding mathematics standards as measured on CAASPP						
Applicable Student Groups	Baseline 2016-2017	2017-2018	20182019	2019-2020	2020-2021	2021-2022
	Met/ Exceeded	Met/ Exceeded	Met/ Exceeded	Met/ Exceeded	Met/ Exceeded	Met/ Exceeded
All Students (School wide)	55%	56%	58%	60%	63%	67%
English Learners	60%	62%	65%	68%	70%	75%
SED/Low Income Students	38%	40%	43%	46%	48%	53%

Students with Disabilities	19%	20%	22%	24%	27%	31%
African American Students	36%	37%	39%	41%	44%	48%
Hispanic Students	47%	48%	50%	52%	55%	59%
<p>Outcome # 2: The school will annually increase the number of students meeting or exceeding standards in English language arts as measured on the CAASPP.</p> <p>Metric/Method for Measuring: Percentage of students meeting or exceeding English language arts standards as measured on the CAASPP</p>						
Applicable Student Groups	Baseline 2016-2017 Met/ Exceeded	2017-18 Met/ Exceeded	2018-19 Met/ Exceeded	2019-2020 Met/ Exceeded	2020-2021 Met/ Exceeded	2021-2022 Met/ Exceeded
All Students (School wide)	80%	81%	83%	85%	88%	92%
English Learners	42%	44%	47%	50%	54%	57%
SED/Low Income Students	45%	47%	50%	53%	55%	60%
Students with Disabilities	29%	30%	32%	34%	37%	41%
African American Students	36%	37%	39%	41%	44%	48%
Hispanic Students	53%	54%	56%	58%	61%	65%

LCFF STATE PRIORITIES					
GOAL #3					
All teachers will enhance their instructional practice through participation in various professional development trainings that focus on 21 st century teaching and learning and the integration of the IB PYP and the California Common Core State Standards.			Related State Priorities		
			☐ 1 ✓ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Specific Annual Actions to Achieve Goal					
Financial assistance is provided for teachers and administrators to attend IB PYP workshops. Substitute teachers will provide release time for teachers to attend trainings.					
Expected Annual Measureable Outcomes					
Outcome # 1: All staff will attend IB PYP Level 1 training.					
Metric/Method for Measuring: Percentage of teachers who have attended an IB PYP Level 1 training					
Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
100% Compliance	100% Compliance	100% Compliance	100% Compliance	100% Compliance	100% Compliance

Expected Annual Measureable Outcomes					
Outcome # 2: All staff will attend IB PYP Level 2 or 3 training.					
Metric/Method for Measuring: Percentage of teachers in their third year of teaching at Goethe International Charter School who have attended an IB PYP Level 2 or 3 training					
Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
100% of teachers in their 3 rd year at Goethe	100% of teachers in their 3 rd year at Goethe	100% of teachers in their 3 rd year at Goethe	100% of teachers in their 3 rd year at Goethe	100% of teachers in their 3 rd year at Goethe	100% of teachers in their 3 rd year at Goethe

LCFF STATE PRIORITIES						
GOAL #4						
All teachers will participate in English Learner professional development to include Guided Language Acquisition Design (GLAD) teaching strategies.				Related State Priorities ☐ 1 ✓ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Specific Annual Actions to Achieve Goal						
Financial assistance will be provided for GLAD trainings for teachers						
Expected Annual Measureable Outcomes						
Outcome # 1: English Learners will attain English language proficiency as measured on the CELDT/ELPAC.						
Metric/Method for Measuring: Percentage of students moving up to the next level of proficiency on CELDT/ELPAC						
Applicable Student Groups	Baseline 2016-2017 CELDT	2017-2018 CELDT/ELPAC	2018-2019 CELDT/ELPAC	2019-2020 CELDT/ELPAC	2020-2021 CELDT/ELPAC	2021-2022 CELDT/ELPAC
English Learners	54%	55%	56%	57%	58%	59%

LCFF STATE PRIORITIES						
GOAL #5						
Provide additional programs for English Learners, socio-economically disadvantaged students and students with disabilities.				Related State Priorities ☐ 1 ☐ 2 ☐ 3 ✓ 4 ☐ 5 ☐ 6 ☐ 7 ✓ 8		
Specific Annual Actions to Achieve Goal						
Financial assistance for purchasing intervention & support programs such as Envision Math Intervention Kits, Fountas & Pinnell Levelled Literacy Intervention and Step Up to Writing Program						
Expected Annual Measureable Outcomes						
Outcome # 1: The school will annually increase the number of students meeting or exceeding standards in mathematics.						
Metric/Method for Measuring: Percentage of students meeting or exceeding mastery of grade level standards as measured on the Galileo internal benchmark assessment						
Applicable Student Groups	Baseline 2016-2017 Met/ Exceeded	2017-2018 Met/ Exceeded	2018-2019 Met/ Exceeded =	2019-2020 Met/ Exceeded	2020-2021 Met/ Exceeded	2021-2022 Met Exceeded
English Learners	72%	74%	77%	80%	82%	87%
SED/Low Income Students	15%	17%	20%	23%	25%	30%
Students with Disabilities	13%	14%	16%	18%	21%	25%
Outcome # 2: The school will annually increase the number of students meeting or exceeding standards in English language arts as measured on the Galileo internal benchmark assessment.						
Metric/Method for Measuring: Percentage of students meeting or exceeding mastery of grade level standards as measured on the Galileo internal benchmark assessment						
Applicable Student Groups	Baseline 2016-2017 Met/ Exceeded	2017-2018 Met/ Exceeded	2018-2019 Met/ Exceeded	2019-2020 Met/ Exceeded	2020-2021 Met/ Exceeded	2021-2022 Met/ Exceeded
English Learners	69%	71%	74%	77%	79%	84%
SED/Low Income Students	21%	22%	26%	29%	31%	36%
Students with Disabilities	19%	20%	22%	24%	27%	31%

LCFF STATE PRIORITIES					
GOAL #6					
Increase parent involvement through translated communications and parent training workshops			Related State Priorities <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8		
Specific Annual Actions to Achieve Goal					
Schedule guests and topics for Community Universities throughout the year; survey parent community for relevant and needed topics.					
Expected Annual Measureable Outcomes					
Outcome # 1: The school will annually increase the number of parents attending Community Universities.					
Metric/Method for Measuring: Percentage of parents participating in Community Universities					
Baseline Attendance	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
30 parents average	31 parents average	32 parents average	33 parents average	34 parents average	35 parents average

LCFF STATE PRIORITIES	
GOAL #7	
Increase student attendance and decrease chronic tardies, truancies and absenteeism.	Related State Priorities <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
Specific Annual Actions to Achieve Goal	
<p>Inform parent community of school policy regarding start time and the tardy/absent policy.</p> <p>After 7 tardies, parents are notified; at 14 tardies, Assistant Principal communicates with parent & child about proactive ways to resolve the situation; at 21 tardies, parent meets with Assistant Principal and student to continue discussing reasons for tardiness; at 25 tardies, parent meets with Executive Director.</p> <p>Every 3 truancies or unexcused absences are documented through a form letter to parent, 6 truancies or unexcused absences parent meets with Assistant Principal to discuss factors surrounding lateness/inability to come to school, at 9 truancies or unexcused absences Executive Director, Assistant Principal and parent meet.</p>	
Expected Annual Measureable Outcomes	
<p>Outcome # 1: Decrease the percentage of students who are tardy, truant or absent</p> <p>Metric/Method for Measuring: Percentage of students who have tardies, truancies, and absences on PowerSchool attendance report</p>	

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	28%	27%	25%	23%	20%	18%
English Learners	22%	21%	19%	17%	14%	12%
SED/ Low Income Students	73%	72%	70%	68%	65%	63%
Students with Disabilities	44%	43%	41%	39%	36%	34%
African American Students	64%	63%	61%	59%	56%	54%
Hispanic Students	40%	39%	37%	35%	32%	30%

LCFF STATE PRIORITIES					
GOAL #8					
Increase resources and services to pupils, parents and teachers to provide a sense of safety, school connectedness and increased student motivation.			Related State Priorities ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ✓ 6 ☐ 7 ☐ 8		
Specific Annual Actions to Achieve Goal					
Financial support for purchasing Caring School Community curriculum kits for all teachers and to provide for contracted consultant to support teachers with social-emotional learning					
Beginning of the year professional development on the Caring School Community curriculum					
Expected Annual Measureable Outcomes					
Outcome # 1: Teachers will implement the Caring School Community curriculum and hold regular class meetings twice a month.					
Metric/Method for Measuring: Log of class meeting times					
Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
80% of teachers hold meetings twice a month	85% of teachers hold meetings twice a month	90% of teachers hold meetings twice a month	95% of teachers hold meetings twice a month	100% of teachers hold meetings twice a month	100% of teachers hold meetings twice a month
Outcome # 2: Maintain low number of students who are suspended or expelled.					
Metric/Method for Measuring: Percentage of students who are suspended or expelled					

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	0%	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population
English Learners	0%	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population
SED/Low Income Students	0%	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population
Students with Disabilities	0%	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population
African American Students	0%	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population
Latino Students	0%	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population	Less than 1% of the school population

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

Goethe International Charter School (GICS) will enable students to become self-motivated, competent and lifelong learners through the implementation of the International Baccalaureate Primary Years Programme (IB PYP). The core philosophy of the IBPYP actively promotes the holistic development of lifelong learners and is expressed in a series of attributes that characterizes students with an “international-mindedness.” Whether students first enroll at GICS in kindergarten or in a higher grade, they are immediately immersed in a program designed to “develop internationally minded people who, recognizing our common humanity and shared guardianship of the planet, help to create a better and more peaceful world.” IB learners strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Courageous, Balanced and Reflective. The IB program gives full credence to the notion of educating the “whole child.”

The IB PYP emphasizes a holistic, interdisciplinary approach to education that is promoted through a commitment to structured inquiry. Inquiry is defined as a process that moves the learner from his or her current level of understanding to a new and deeper level. The IB PYP recognizes many forms of inquiry that are based on the student’s genuine curiosity to know more about the world. Examples of the forms of inquiry include: exploring, wondering and

questioning, experimenting and investigating possibilities, researching and seeking information, collecting data and reporting findings. The process of inquiry nurtures students' innate curiosity and promotes a love of learning. It is self-leveling and permits the student to develop deeper and more extensive projects according to their individual capacity. The teacher will nurture and stimulate further the student's natural curiosity by being a careful and thoughtful participant and a monitor of the exploration and investigation the children engage in or initiate; and by stimulating their curiosity and inquiry through the presentation of surprises.

At GICS, everyone is a learner, to include, teachers, staff, parents and students. The IB PYP is not just about the development of skills and knowledge, but also about the development of self-awareness, personal values and attitudes.

E. INSTRUCTIONAL DESIGN

a. INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME (IB PYP)

1. Description of Primary Years Programme (PYP)

Curricular/Instructional Design

The educational program combines the rigorous International Baccalaureate (IB) educational model with the Common Core State Standards and the California History-Social Science Standards and the Next Generation Science Standards, which form its foundational underpinning. To broaden the cognitive impact, Goethe International Charter School (GICS) offers a Multilingual Program that focuses explicitly on language development in academic settings by providing instruction in English, German and Spanish through language immersion and language enrichment.

The overarching umbrella that shapes our educational program into a cohesive, viable model is the International Baccalaureate Primary Years Programme (IB PYP). The International Baccalaureate states it clearly with the following summary: "The International Baccalaureate Primary Years Programme (PYP) is designed for students aged three to twelve. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children."

The PYP premise is based on thematic, inquiry-based units of instruction which focus on structured questioning methods that promote higher-level questioning and global mindedness encouraging and enhancing a child's natural curiosity.

The curriculum framework consists of five essential elements: concepts, knowledge, skills, attitude and action. The knowledge component is developed through inquiries into six trans-disciplinary themes of global significance supported and balanced by six subject areas as outlined in the following visual representation.



At the heart of the program's philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. Inquiry is the leading pedagogical approach of the PYP and "is the process initiated by the learner in which the teacher moves the learner from his or her current level of understanding to a new and deeper level of understanding. The PYP recognizes many different forms of inquiry, based on the student's genuine curiosity and wanting and needing to know more about the world. It is most successful when students' questions are honest and have real significance in moving them in a substantial way to new levels of knowledge and understanding. The PYP states that the most penetrating questions are ones most likely to move the child's understanding further" (IBO, A Basis for Practice – The Primary Years).

Students are taught to frame and express open-ended questions that provide the momentum to drive exploration and inquiry. Beginning in kindergarten, students learn to identify conceptual questions such as these:

Form:	What is it like?
Function:	How does it work?
Causation:	Why is it like it is?
Change:	How is it changing?
Connection:	How is it connected to other things?
Perspective:	What are the points of view?
Responsibility:	What is our responsibility?
Reflection:	How do we know?

Program Staffing

IB Coordinator

A full-time teacher with experience in writing and implementing the IB curricular program is essential in training teaching staff, parents, and other members of the school community about the philosophy, standards, and practices of the PYP. In addition to supporting teachers in the ongoing process of writing, implementing, and reflection of curriculum, the IB Coordinator maintains communication between the International Baccalaureate Organization (IBO) and school administration and ensures the school's adherence to the IB standards granted through the authorization process.

Key Educational Theories and Research

GICS embraces the PYP guiding theories and beliefs about how children learn. The PYP curriculum model is best described as a commitment to the constructivist approach. "Constructivism is the term used when we build upon our prior knowledge using real world experiences. In schools, we use a constructivist approach to preparing students to solve problems and construct or refine new understandings" (Budi Usodo, 2016). PYP teachers carefully design learning experiences to build upon students' previous knowledge, thoughtfully respond to student questions, and provide experiences to allow students to make meaning and connections between new and existing understanding (IBO 2007). This follows Vygotsky's definition of learning as "the creation of meaning that occurs when an individual links new knowledge with...existing knowledge" (Williams and Woods 1997). The PYP curriculum framework is grounded in a student-centered approach to learning with the teacher as facilitator for structured inquiry allowing students to construct their own understandings and knowledge (Piaget).

The PYP further focuses on the development of the whole child and takes into consideration inquiry learning in developmentally appropriate ways paying close attention to the child's everyday environment, relevant content, positive relationships, real-life experiences, and individual needs.

The focus on inquiry further allows teachers to respond and differentiate learning for the wide range of students' existing knowledge and individual learning strengths and needs. According to Bruner (1990) and Gardner (1993), teachers must be able "to make connections between learners' existing knowledge and their individual learning styles in the context of new experiences" (IBO 2007). The PYP suggests that inquiry may take many forms ranging from independent, partner, or group work within the classroom. In line with Vygotsky's socio-cultural constructivist theory, the teacher as facilitator is seen as paramount to planning and designing learning environments and experiences that enable students to interact with one another as they collaborate and construct meaning together.

Teacher collaboration at GICS is both a signature practice and a necessity in implementing inquiry based, transdisciplinary curriculum in dual languages. Collaboration is a topic of increasing study and evidence has shown that quality teacher collaboration has a positive impact on both teacher quality and student achievement (Ronfeldt, McQueen, Grissom 2015). The

amount and quality of collaboration at a PYP school must be high in order to plan and implement inquiry across content areas that is engaging, relevant, challenging, and significant (IBO 2007).

How Program Design Meets the Needs of Targeted Students

The IBO requires second language instruction based on the assumption that cultural doors are opened to students as they are exposed to the language, traditions and cultural mores of other countries. GICS has taken the requirement a step further by providing students an opportunity not only for exposure to another language, but also for full language immersion. The global sensitivity derived expands the effectiveness and impact of the IB thematic approach. Students are not only engaging in abstract discussion of global issues, but they are experiencing them through the lens of another culture's perspective.

The PYP is well suited for the diverse student population at GICS. It mandates units of inquiry focusing on depth rather than breadth. It requires concepts to be globally relevant, allowing students to see themselves as citizens of the world. It incorporates the explanation and examination of cultural assumptions and requires that materials and resources are reflective of, and meaningful to, all learners. The nature of inquiry encourages students to reflect upon, choose and take action in regard to their own learning. This student-driven learning expectation allows for all cultures and backgrounds to be valued and investigated. The IBPYP model ensures that the curriculum is appropriate for all learners.

2. Curriculum and Instruction

Curriculum

Innovative Curricular Components

Transdisciplinary Curriculum Framework

The PYP has six transdisciplinary themes that are considered essential in the context of a program of international education. The six transdisciplinary themes of global significance provide the framework for exploration and study. They are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet.

These themes:

- Have global significance for all students in all cultures
- Offer students the opportunity to explore the commonalities of human experience
- Are supported by knowledge, concepts and skills from the traditional subject areas but utilize them in ways that transcend the confines of these subjects, thereby contributing to a transdisciplinary model of teaching and learning.
- Is revisited throughout the students' years of schooling, so that the end result is immersion in broad-ranging, in-depth, articulated curriculum content
- Contribute to the common ground that unifies the curriculum in all PYP schools

Aligned with the six transdisciplinary themes outlined above, every grade level teaches to these six subject areas:

- Social studies
- Language arts
- Mathematics
- Arts
- Science and technology
- Personal, social and physical education

GICS acknowledges the importance of the traditional disciplines of particular subject domains: language; mathematics; social studies; arts; science and technology; and physical education. The knowledge and skills that constitute the essence of each of these subject domains becomes the framework or scope and sequence which set out the overall expectations for each subject within each grade level each year.

Throughout the GICS curriculum, students will read a variety of literature from multiple world cultures and regularly engage in analyzing current news events, research and writing projects. Core literature units are integrated to include reading, writing, speaking, listening, and critical thinking. Students read poetry, short stories, drama, myths, creative stories, and informative material such as newspapers and magazines. Whether studying ancient civilizations or current events, fiction or non-fiction, literature is chosen for its ability to inspire a connection in students.

Writing is a critical element of the program as well, not only in language arts, but across the curriculum where students write to demonstrate knowledge and critical thinking. Students brainstorm, research, write, revise, proofread, correct, edit, present and receive peer and teacher feedback, work cooperatively and collaboratively. Students are given increasing autonomy to self-select on their topics and evaluate their own and others' work. In the integrated language arts classroom students are offered varied opportunities across the curriculum to engage in oral language in both formal and informal situations. Working in collaborative and/or cooperative groups enables students to refine their oral skills by sharing ideas, feelings and opinions in a supportive environment. Critical listening, an essential skill that enables the listener to evaluate the message of a speaker, is reinforced. Students practice concentration skills and active listening to recognize the propaganda and bias of the speaker. Many of these skills are integrated into the performing arts such as reader's theatre, multi-lingual short plays, song writing and performance, and debate.

At GICS, hands-on, engaging and collaborative activities carry throughout the curriculum, particularly during German Language instruction, so that “English” Language Arts are actually developed through foreign language as well. The instructional strategies we use also have been well documented to provide English Language Learners with meaningful opportunities to develop their English proficiency via authentic peer communication. Group interactions that focus on the task rather than the language provides a nonthreatening opportunity for the second language learner to listen to their peers’ discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). In both English Language Arts class time and during German Language classes, 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. Teachers also 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. Students may work in heterogeneous groups and at times on their own. These techniques support English learners throughout our curriculum.

Programme of Inquiry

Having implemented the IB component of the instructional plan, GICS’s scope and sequence is designed around the school’s Programme of Inquiry (PoI) under the framework of the International Baccalaureate program, while aligned with the Common Core State Standards (CCSS). The English language arts and mathematics curriculum are guided by the scope and sequence outlined in a state approved textbook and are used as a reference to pace and sequence those content areas. Science and social studies concepts are taken directly from the California History – Social Science Standards and the Next Generation Science Standards. As teachers develop their PoI within and across grade-levels, special concern is given to plan and introduce concepts at the most appropriate grade level. The goal of GICS is to ensure true depth of understanding rather than just provide minimally required coverage of topics. Therefore, when planning a unit of inquiry, teachers look at their own grade level standards, in addition to the standards of the grades above and below them. Units are then planned in an interdisciplinary manner ensuring English and German are consecutive with as little repetition as possible to correlate vocabulary.

Together the thematic units of inquiry and the content domains are the core knowledge of the academic program, neither of which can exist separately from the CCSS.

GICS acknowledges that not all subject content can be effectively taught within these units. Subjects such as phonics instruction and mathematics are most effectively delivered in a sequence of ever building dependent concepts. Phonics, reading skills, grammar, spelling and language development, as well as mathematics are taught daily in a linear building of concepts, using the prior week’s conceptual foundation in one language (English) as a launch pad for the next more complex concept in the other language (German), without duplication and redundancy. Content-based vocabulary is developed in both languages so that students can adequately comprehend and discuss these increasing complex ideas.

PYP Programme of Inquiry (PoI)

	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
5	Healthy Human Central Idea: Human beings have interconnected systems that affect life and health. Lines of Inquiry: <ul style="list-style-type: none"> Life structures How body systems are related How behaviors impact health How physical & mental health are connected 	Inventions & Innovations Central Idea: Innovation affects people's way of life. Lines of Inquiry: <ul style="list-style-type: none"> The scientific method Inventions and innovations that have changed daily life Technological advances and their effects throughout history 	Beliefs to Action Central Idea: We can make a difference by expressing our beliefs. Lines of Inquiry: <ul style="list-style-type: none"> Real world issues Essential Elements Taking action Exhibition	Severe Weather Central Idea: Severe weather affects people's lives around the world. Lines of Inquiry: <ul style="list-style-type: none"> Types of severe weather Causes and effects of severe weather Roles of sun, water, air in causes of weather 	We Rule Central Idea: Societies establish rules in order to organize themselves. Lines of Inquiry: <ul style="list-style-type: none"> How governments reflect the rules and beliefs of a society Conflicts between people with different perspectives Societal rules and beliefs around the world 	Water World Central Idea: Natural resources essential to life are limited. Lines of Inquiry: <ul style="list-style-type: none"> Processes of the water cycle Community water sources Water conservation as a global responsibility
	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
4	Invaluable Values Central Idea: Values determine rights and responsibilities in communities. Lines of Inquiry: <ul style="list-style-type: none"> Rights & responsibilities of community leaders Similarities and differences of different governments How collective identity impacts responsibility 	Eureka! Central Idea: Discoveries of new resources affect ways of life. Lines of Inquiry: <ul style="list-style-type: none"> Effects of discovered resources on communities Development of communities based on the discoveries of new resources Discovery of a new resource 	Awesome Authors Central Idea: People express their ideas, feelings, culture, values, and beliefs through writing. Lines of Inquiry: <ul style="list-style-type: none"> The structures of writing The purpose of writing for communication Interpretation when responding to literature 	Rocks and Rolls Central Idea: The Earth's dynamics affect life. Lines of Inquiry: <ul style="list-style-type: none"> Formation and properties of rocks and minerals Transformation of Earth's surface over time How rapid processes impact Earth's surface and affect life 	Mission Matters Central Idea: Power struggles occur when various cultures interact. Lines of Inquiry: <ul style="list-style-type: none"> Relationship between environmental conditions and exploration Beliefs behind the creation of the mission system Impact of colonization on the indigenous population Consequences of the Mexican rule in California 	Electric Atmosphere Central Idea: Sharing finite resources creates global impact. Lines of Inquiry: <ul style="list-style-type: none"> The impact of the Earth's magnetic field The relationship between electricity, heat, light and motion. Transforming simple electromagnets into electricity

3	<p>Teammates</p> <p>Central Idea: Interdependence is an integral part of human relationships.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Our actions within diverse communities • Understanding origins of prejudice in ourselves & others • Identity based on awareness of fair play 	<p>Cultural Connections</p> <p>Central Idea: Settlement and exploration affect indigenous populations.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Multiple perspectives of people with different experiences • Effects of exploration & settlement • Transformation of culture 	<p>Lights, Camera, Action!</p> <p>Central Idea: People communicate ideas in various ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Communicating with empathy • Using imagination to produce a performance • Various ways of interpretation a work of art 	<p>Patterns in Space</p> <p>Central Idea: Solar systems have predictable patterns.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How gravity makes the solar system function • Seasonal patterns on earth and star patterns (constellations) • Phases of the moon 	<p>World of Work</p> <p>Central Idea: People are connected through societal work.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Creating and maintaining simple economic systems • Types of employment within a given organization • Trading goods and services 	<p>Booming Biomes</p> <p>Central Idea: The interdependence of organisms in an environment impacts survival.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Diverse life forms and their different environments • Organisms and their effect on environments • Organisms' adaptations and survival
2	<p>People Make a Difference</p> <p>Central Idea: Influential people impact life.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Different types of influential people and their characteristics • Different methods of conflict resolution influential people have used over time • Consequences of individuals' actions 	<p>Family History</p> <p>Central Idea: Predecessors help shape lives.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Our daily lives compared with those of our ancestors • Personal and family histories • Family life and traditions around the world 	<p>Art</p> <p>Central Idea: Feelings and creativity can be expressed visually.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Similarities and differences of how artists communicate experiences, beliefs, and ideas • How art is used in events and celebrations in various cultures, past and present • Communicating our own feelings and creativity using a variety of artistic techniques 	<p>Laws of Motion</p> <p>Central Idea: Laws of physics determine how things move.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How an object's position can be described and changed • The function of simple machines • How simple machines affect daily life 	<p>From Production to Consumption</p> <p>Central Idea: People collaborate to produce goods.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The connection between natural resources and the production of goods • The stages of production • Worldwide collaboration for the production of goods 	<p>Reduce, Reuse, Recycle</p> <p>Central Idea: The ways resources are handled have consequences on the environment.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Human actions that impact earth • Environmental consequences of human behaviors • The responsibility to conserve natural resources and help sustain life on our planet

	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
1	<p>Beliefs and Values</p> <p>Central Idea: Your identity is influenced by cultures, beliefs, and values.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Cultural symbols are connected to people, events, or ideas • How people share cultures and traditions • How immigration changes communities • Rights & responsibilities 	<p>Our Changing World</p> <p>Central Idea: Lifestyles are influenced by technology and changing views.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How technology changes transportation • How schools and communities change over time • Everyday life across generations 	<p>Music and Poetry</p> <p>Central Idea: Feelings can be expressed through music and poetry.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The patterns in music and poetry • How music and poetry express ideas • How music and poetry evoke different emotions 	<p>What's the Matter?</p> <p>Central Idea: All states of matter follow the laws of the natural world.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • States of matter and their different properties • How matter changes • The laws of nature 	<p>Money Makes the World Go 'Round</p> <p>Central Idea: People trade goods and services with each other and make choices about how to spend their money.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How people make choices based on needs and wants (saving) • How people can trade services or goods • How people do jobs to earn money 	<p>Animal Habitats</p> <p>Central Idea: All living things are interdependent within a habitat.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The structure of habitats • The relationship between animals and plants • How animals adapt to survive in their environment
TK/K	<p>Healthy Me</p> <p>Central Idea: Knowing our bodies helps us care for them well.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • My senses • Taking care of myself • Eating well • Staying safe 	<p>Community Helpers</p> <p>Central Idea: People have a variety of rules in a community that impact me.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • People in our community • Keeping safe in a community • What makes a community 	<p>Imagine It, Make It</p> <p>Central Idea: Our imagination and creativity can be expressed in so many ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Using my imagination • Tools we use • Things we build • Art all around us 	<p>Cause and Effect</p> <p>Central Idea: Understanding how materials behave and interact determine how people use them.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Human-made materials • How materials change • The many uses of different materials in different states 	<p>Ready for School</p> <p>Central Idea: Expectations, routines, and behaviors support learning.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • My school • Making friends • Learning together • Getting along 	<p>Nature All Around Us</p> <p>Central Idea: The environment is made up of important natural cycles</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How plants grow • What is in the sky • Our weather • Seasons

Skills and Character Development (21st Century Skills)

Skills

As stated on the IBO website “Within the subject domains children acquire the particular skills that define the discipline of that subject, for example, in language the students become literate, in mathematics they become numerate. The acquisition of literacy and numeracy is essential as these skills provide children with the tools of inquiry. Within the transdisciplinary themes, the children acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills and self-management skills. These skills are valuable, not only in the units of inquiry, but also in all the subject domains and in events experienced outside the classroom.”

Student Character Development

GICS promotes a culture of academic responsibility that is a vital component of the PYP philosophy. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. This culture emerges at the earliest ages as children begin to understand and act upon the following attributes of the learner profile. IB learners strive to be: reflective, inquirers, communicators, caring, risk-takers, thinkers, balanced, open-minded, knowledgeable, and principled. The vitality and energy of this educational model erupts from within the children as they identify within themselves these expectations of a “Learner.”

Action

The cycle of action moves children from academic understanding to application and action within their world community. The cycle begins with comprehensive and empathetic learning as the students reflect upon their personal responsibility to what they now understand. Reflection leads to student-identified action, reaching out into their community through service. The interface of these five essential elements: concepts, knowledge, skills, attitudes, and action in combination give students the opportunity to:

- gain knowledge that is relevant and of global significance.
- develop an understanding of concepts to make connections throughout their learning.
- acquire transdisciplinary and disciplinary skills.
- develop attitudes that will lead to international-mindedness.
- take action as a consequence of their learning.

IB Learner Profile

The IB learner profile represents ten attributes valued by IB Organization. These attributes assist our students to better serve not only their local community but also on a national and global level.

The IB model, at its core, regardless of how diverse or homogenous a school may be or where it may be located, emphasizes a quest for “international mindedness”. Students are encouraged and given opportunities to explore other cultures and the ways in which the human experience might differ from their own, all in an effort to build understanding and respect for themselves, their

peers, members of their community and the broader world. GICS is located in a remarkably diverse city of GICS' location, this emphasis on awareness and perspective is an invaluable characteristic for our students.

IB LEARNER PROFILE

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning is sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Instruction

Curricular and Instructional Materials

<i>Subject</i>	<i>Class Sets Standards Aligned/ State Approved</i>	<i>Curriculum Development</i>	<i>Instructional Resource</i>
English Language Arts	<ul style="list-style-type: none"> - <u>Treasures</u>, McGraw-Hill - Literary Study, i.e., class sets of novels, biographies, etc. - Learning Headquarters Writing Materials 	<ul style="list-style-type: none"> - Test Ready Materials - ELA Content Standards 	<ul style="list-style-type: none"> - <u>Reader's and Writer's Workshop</u>, Lucy Calkins - Fountas & Pinnell: Benchmark Assessment System, Pearson -
English Language Development	<ul style="list-style-type: none"> - ELL Support in Treasures (Reading), EnVision (Math), Reflections (Social Studies), and HSP Science 	<ul style="list-style-type: none"> - English Language Development Standards 	<ul style="list-style-type: none"> - ELL Support in Treasures (Reading), EnVision (Math), Reflections (Social Studies), and HSP Science
Mathematics	<ul style="list-style-type: none"> - <u>EnVision Math</u> - Das Zahlenbuch 1-4 Publisher: Klett Verlag 	<ul style="list-style-type: none"> - Mathematics Content Standards - Test Ready Materials 	<ul style="list-style-type: none"> - <u>Number Talks: Helping Children Build Mental Math and Computation Strategies, Grades K-5</u>, Sherry Parrish
Science	<ul style="list-style-type: none"> - <u>HSP Science</u>, Harcourt - Jo-Jo Sachbuch 1-4- German science series; Publisher: Cornelsen 	<ul style="list-style-type: none"> - Science Content Standards - Inquiry and National Science Education Standards National Research Council - Test Ready (5th grade) - United Streaming 	<ul style="list-style-type: none"> - Resources for IBPYP units of inquiry - Science "workshops" Werkstätten e.g. "Der Wasserkreislauf", Publisher: AOL Verlag
Social Studies	<ul style="list-style-type: none"> - <u>Reflections</u>, Harcourt - Jo-Jo Sachbuch 1-4- German Social Studies series; Publisher: Cornelsen 	<ul style="list-style-type: none"> - History-Social Science Content Standards - United Streaming 	<ul style="list-style-type: none"> - Resources for IBPYP units of inquiry
German Language Arts	<ul style="list-style-type: none"> - Pepino Vorschulserie - basic phonics; Publisher: Cornelsen - Jo-Jo Fibel 1 and 2- phonics instruction; Publisher: Cornelsen - Tobi Fibel - phonics instruction; Publisher: Cornelsen - Jo-Jo Sprachbuch 2-4 Publisher: Cornelsen - Student Workbooks, Publisher: Cornelsen 	<ul style="list-style-type: none"> - German-German and German-English dictionaries - Reference Materials - German Children's Literature 	<ul style="list-style-type: none"> - Leseprojekt: Eine Woche voller Samstage- reading project 4thgrade; Publisher: Cornelsen - Leseprojekt: Räuber Ronjatochter – reading project 3rd grade; Publisher: Cornelsen
Spanish Language Arts	<ul style="list-style-type: none"> - Viva el Español; Publisher: Wright Group (text) - Hola!; Publisher: Wright Group (text) 	<ul style="list-style-type: none"> - Reference Materials - Spanish-English Dictionary 	

<i>Subject</i>	<i>Instructional Resource</i>
Inquiry	<ul style="list-style-type: none"> - <u>Developing More Curious Minds</u>, John Barel - <u>Children's Inquiry</u>, Judith Wells Lindfors - <u>Tribes</u> by Jeanne Gibbs
Learner Profile Literary Resources	<ul style="list-style-type: none"> - <u>Old Turtle</u> by Douglas Wood - <u>Old Turtle and the Broken Truth</u> by Ed Wood - <u>Seven Blind Mice</u> by Ed Young - <u>The Empty Pot</u> by Demi - <u>Yi-Min and the Elephants</u> by Caroline Heaton - <u>If the World Were a Village</u> by David J. Smith - <u>The Kids Volunteering Book</u> by Arlene Erlbach - <u>Miss Rumphius</u> by Barbara Cooney - <u>Wake Up World</u> by Beatrice - <u>Hey Little Ant</u> by Phillip Hoose - <u>The Librarian of Basyra</u> by Jeanette Winter (Conflict, Peace, Character) - <u>Click Clack Moo</u> by Doreen Cronin (Conflict) - <u>The Great Fuzz Frenzy</u> by Janet Stevens (Conflict) - <u>The Skin I'm In</u> by Pat Thomas - <u>A Star is Born</u> - <u>Little One Step</u> by Simon James - <u>Nadia's Hands</u> by Karen English - <u>The Crow and the Pitcher</u> by Stephanie Gwyn Brown - <u>The Mightiest</u> by Keiko Kasza - <u>Mercedes and the Chocolate Pilot</u> - <u>Desiderata</u> by Max Ehrmann - <u>Jump Baby</u> by Penny Matthews - <u>Once Upon an Ordinary School Day</u> by Colin McNaught - <u>The Perfect Thanksgiving</u> by Eileen Spinelli - <u>Skin Again</u> by Bell Hooks - <u>In November</u> by Cynthia Rylant - <u>Here comes the Year</u> by Eileen Spinelli - <u>Hearts of Gold Series: Four True Life Stories About Compassion, Courage, Imagination, Determination</u>

Instructional Methods and Strategies

Inquiry-Based Learning Emphasis

For effective inquiry learning to take place, teachers draw upon numerous instructional methods and strategies aimed at developing the trans disciplinary skills needed to learn and work both independently and collaboratively. Inquiry-based learning must be student-centered, engaging, relevant, challenging and significant (IBO 2007). As language is an inseparable element of all learning, the IBPYP considers all teachers to be language teachers; therefore, many language specific instructional methods are highly effective in promoting inquiry as they scaffold students' learning and provide hands-on comprehensible experiences.

Inquiry-based instructional methods and strategies used in GICS classrooms:

- Visible Thinking Routines (Project Zero, Harvard School of Education)
- Graphic organizers (i.e. Thinking Maps)
- Learning Stations/Discovery Centers
- Student conferencing within Reader's and Writer's Workshop (Lucy Calkins)
- Guided Language Acquisition Design (GLAD)
- Specifically Designed Academic Instruction in English (SDAIE)
- Different learning modalities (Gardner)

How Program Supports Implementation of Common Core State Standards (CCSS)

Initially, all content standards were embedded within grade-level developed scope and sequence pacing charts to assure students have comprehensive instruction in all core content areas. All of the PYP Units of Inquiry (UoI) have been collaboratively developed using the CCSS as a foundation of the content and skills to be covered for every grade level year. A master scope and sequence document outlines the CCSS taught within each UoI throughout each grade level year. Teaching teams may rearrange the order certain standards are taught to better align with unit concepts, current events, or special resources available at certain times of the year. A school-wide yearly goal of vertical articulation of standards covered throughout grades TK-5 also helps to refine the curriculum program to avoid repetition when possible as well as ensure a natural progression and increasing depth of conceptual learning.

The German/English teaching partners must further determine which standards are most effectively taught through which instructional language. After careful analysis of students' language proficiency, prior knowledge and level of vocabulary development, the teachers identify the language through which each content standard is addressed. For example, numbers are often considered to be an international language, so mathematics standards can be more easily taught through German. Based on recent test data showing a decline in upper grade students' in math, teachers closely analyzed performance data to determine whether advanced content in math requires more focused instruction in English for some students. Accordingly, GICS has implemented a German Language Acquisition Program option. Within this program, qualifying students are taught the core content in English while still receiving instruction in German as a foreign language class.

GICS acknowledges that not all subject content can be effectively taught within the UoI. Subjects such as phonics instruction and mathematics are most effectively delivered in a sequence of ever building dependent concepts. Phonics, reading skills, grammar, spelling and language development, as well as mathematics are taught daily in a linear building of concepts, using the prior week's conceptual foundation in one language (English) as a launch pad for the next more complex concept in the other language (German), without duplication and redundancy. Content-based vocabulary is developed in both languages so that students can adequately comprehend and discuss these increasing complex ideas. Subjects and skills such as these make up about 40% of the instructional time as noted in the Intersect Overview Table.

CURRICULAR INTERSECT OVERVIEW

	Curricular Component	Curricular Planning Tool	Curricular Intersect	Content Areas Addressed	Percentage of Instructional Minutes
IB / Non-IB Instructional Time	International Baccalaureate Primary Years Programme (IBPYP)	Programme of Inquiry Scope and Sequence PYP Planner	Taught in English & German Common Core State Standards	Science Social Studies Literature Writing Arts	Approximately 60%
	Non-IBPYP	Grade Level Scope & Sequence State Approved Textbooks	Taught in English & German Common Core State Standards	Mathematics Phonics/Reading Instruction K-2 All other content standards not embedded in IB units	Approximately 40%
Common Core State Standards	Common Core State Standards	Unit Plans State Approved Textbooks	Embedded in Units of Inquiry Taught in English & German	Language Arts Mathematics Social Studies Science/Technology Health/Physical Education Arts Foreign Language	100% All instruction is based upon the Common Core State Standards
Language of Content Instruction	English Instruction		Common Core State Standards All IBPYP Units of Inquiry/ Non-PYP Instruction	Language Arts Mathematics Social Studies Science/Technology Health/Physical Education Visual Arts	50% Immersion students Grades K-5 100% Language Acquisition students Grades 3-5
	German Instruction	Scope and Sequence California Standards	Common Core State Standards All IBPYP Units of Inquiry/ Non-PYP Instruction	Mathematics Social Studies Science/Technology Health/Physical Education Visual Arts	50% Immersion students Grades K-5
Language Enrichment	Spanish Instruction	CA World Language Framework State Approved Textbooks	Taught through Second-Language Instruction	Foreign Language	Approximately 10% Grades 3-5

How Program Supports Student Development of Technology-Related Skills

Due to the inquiry-based nature of the PYP, the use and development of students' technology-related skills are essential to how students learn and work at GICS. Although knowledge and content as outlined by the CCSS are what students acquire, they are seen not as the end result, but rather the means to an end. The end of an inquiry-based curriculum being that students develop the skills necessary for independent, self-driven learning and problem solving. Skills that include research, thinking, communication, self-management, and social-emotional.

In the classroom, teachers use technology daily as an instructional tool to share information visually and to use a variety of media related to current units and topics including music, educational and relevant websites, and videos. Our curriculum model places an emphasis on using multiple sources of information and current events rather than solely referring to a singular textbook, therefore teachers and students regularly rely on computers/tablets to conduct research for their inquiries and lessons. Classroom computers/tablets are also utilized in small groups or learning stations for students in all grades to practice language and math skills through a variety of engaging educational websites and applications.

Technology-related skills are also developed as students increasingly use computers as a tool for applying and sharing their learning. Students often use computers to publish their writing, create informative slideshows, or design publications such as brochures and posters. Additionally, school-wide and state assessments are currently administered on computers and tablets. Teachers ensure regular computer use and practice of keyboarding skills in order to help students feel comfortable and proficient when completing these assessment tasks.

3. Transitional Kindergarten

The Kindergarten Readiness Act of 2010 amended EC sections 46300, 48000, and 48010 to change the required birthday for admission to kindergarten and first grade and established a TK program. A child is eligible for enrollment in the GICS Transitional Kindergarten class if the child will have his or her fifth birthday between September 2 and December 2. At GICS, the Transitional Kindergarten classroom is a separate and unique experience for our youngest students to prepare them for kindergarten and beyond.

Transitional Kindergarten (TK) is an early childhood education program that builds a bridge between the preschool years and traditional Kindergarten. With increasing academic demands and structure in Kindergarten, TK prepares young children for these demands by focusing on social-emotional development and providing a strong emphasis on self-regulation and social engagement. Alongside the core subject areas of literacy, math, history-social science and science, students' social-emotional skills are developed through whole group instruction and activities, small group instruction, and independent, hands-on learning.

Kindergarten readiness and social-emotional skills are developed through structured and unstructured opportunities for students to build socialization and communication skills. To

accomplish this, the TK teacher implements learning centers to provide opportunities for play and discovery, foster curiosity, problem solving and inquiry.

While the focus is on developing students' social-emotional and communication skills in TK, it is also important that students are prepared for the 50/50 Dual Immersion program which begins in Kindergarten. To support this transition, TK students receive an hour a day of instruction in German, from a BCLAD credentialed German teacher. The TK German teacher provides direct instruction in a hands-on and interactive setting, similar to the way the rest of the school day is structured in TK. In order to ensure that students receive German instruction in a variety of subject areas and situations, students will receive German instruction in both whole group games and activities that focus on building vocabulary as well as small group instruction in German at their language level.

English learners enrolled in TK are provided additional support to overcome language barriers and to ensure they have meaningful access to the core curriculum.

4. Academic Calendar

GICS 2018-2019 ACADEMIC CALENDAR

Jul-18	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
	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T
Aug-18	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
	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F
Sep-18	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	
	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	
Oct-18	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
	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W
Nov-18	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	
	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	
Dec-18	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
	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M
Jan-19	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
	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH
Feb-19	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			
	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH			
Mar-19	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
	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S
Apr-19	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	
	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	
May-19	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
	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F
Jun-19	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	
	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	

X DAYS ON TRACK	*T NEW TEACHER ORIENTATION	X MINIMUM DAYS
□ DAYS OFF TRACK	■ HOLIDAY - school closed	■ WEEKENDS
T TEACHER WORK DAYS - no student attendance	■ RECESS - school closed	PC PARENT-TEACHER-CONF. - SHORT DAYS
■ UNASSIGNED DAYS - school closed		

IMPORTANT DATES

8/14/2018	First Day of Instruction	1/21/2019	Dr. Martin Luther King, Jr.'s Birthday
9/3/2018	Labor Day	2/18/2019	Presidents' Day
11/12/2018	Veterans Day (observed)	4/15-4/19/2019	Spring Recess
11/19-11/23/2018	Thanksgiving Recess	5/27/2019	Memorial Day
12/17/2018-01/04/2019	Winter Recess	6/6/2019	Last Day of Instruction

5. Regular Schedules

Start Time	Transitional Kindergarten	Instructional Minutes
8:15 - 8:20	Attendance	
8:20 - 9:20	ELA (w/ Integrated ELD)	60 min
9:20 - 9:40	Recess	
9:40 - 10:40	ELA	60 min
10:40 - 11:40	Math	60 min
11:40 - 12:25	Lunch	
12:25 - 1:50	UOI (ELA, Science & Social Studies)	85 min
1:50 - 2:10	Recess	
2:10 - 2:45	UOI (ELA, Science & Social Studies)	35 min

Start Time	Kindergarten	Instructional Minutes
8:15 - 8:20	Attendance	
8:20 - 9:20	ELA (w/ Integrated ELD)	60 min
9:20 - 9:40	Recess	
9:40 - 10:40	ELA	60 min
10:40 - 11:40	Math	60 min
11:40 - 12:25	Lunch	
12:25 - 1:50	UOI (ELA, Science & Social Studies)	85 min
1:50 - 2:10	Recess	
2:10 - 2:45	UOI (ELA, Science & Social Studies)	35 min

Start Time	1st Grade	Instructional Minutes
8:15 - 8:20	Attendance	
8:20 - 9:40	ELA (w/ Integrated ELD)	80 min
9:40-10	Recess	
10:00 - 11:40	Math	100 min
11:40 - 12:25	Lunch	
12:25 - 2:45	UOI (ELA, Science & Social Studies)	140 min

Start Time	2nd Grade	Instructional Minutes
8:15 - 8:20	Attendance	
8:20 - 9:40	ELA (w/ Integrated ELD)	80 min
9:40-10	Recess	
10:00 - 11:40	Math	100 min
11:40 - 12:25	Lunch	
12:25 - 1:10	ELA	45 min
1:10-3:05	UOI (ELA, Science & Social Studies)	115 min

Start Time	3rd Grade	Instructional Minutes
8:15 - 8:20	Attendance	
8:20 - 10:00	ELA (w/ Integrated ELD)	100 min
10:00 - 10:20	Recess	
10:20 - 10:50	ELA	30 min
10:50 - 12:05	Math	75 min
12:05 - 12:50	Lunch	
12:50 - 3:05	UOI (ELA, Science & Social Studies)	135 min

Start Time	4th Grade	Instructional Minutes
8:15 - 8:20	Attendance	
8:20 - 10:00	ELA (w/ Integrated ELD)	100 min
10:00 - 10:20	Recess	
10:20 - 10:50	ELA	30 min
10:50 - 12:05	Math	75 min
12:05 - 12:50	Lunch	
12:50 - 3:05	UOI (ELA, Science & Social Studies)	135 min

Start Time	5th Grade	Instructional Minutes
8:15 - 8:20	Attendance	
8:20 - 10:00	UOI (ELA, Science & Social Studies)	100 min
10:00 - 10:20	Recess	
10:20 - 10:50	ELA	30 min
10:50 - 12:05	Math	75 min
12:05 - 12:50	Lunch	
12:50 - 3:05	ELA (w/ Integrated ELD)	135 min

6. Minimum Schedules

Start Time	Transitional Kindergarten	Minimum Day Instructional Minutes
8:15 - 8:20	Attendance	
8:20 - 9:20	ELA (w/ Integrated ELD)	60 min
9:20 - 9:40	Recess	
9:40 - 10:40	ELA	60 min
10:40 - 11:15	Math	35 min
11:15 - 11:55	Lunch	
11:55 - 1:40	UOI (ELA, Science & Social Studies)	105 min

Start Time	Kindergarten	Minimum Day Instructional Minutes
8:15 - 8:20	Attendance	
8:20 - 9:20	ELA (w/ Integrated ELD)	60 min
9:20 - 9:40	Recess	
9:40 - 10:40	ELA	60 min
10:40 - 11:15	Math	35 min
11:15 - 11:55	Lunch	
11:55 - 1:40	UOI (ELA, Science & Social Studies)	105 min

Start Time	1st Grade	Minimum Day Instructional Minutes
8:15 - 8:20	Attendance	
8:20 - 9:40	ELA (w/ Integrated ELD)	80 min
9:40-10	Recess	
10:00 - 11:15	Math	75 min
11:15 - 11:55	Lunch	
11:55 - 1:40	UOI (ELA, Science & Social Studies)	105 min

Start Time	2nd Grade	Minimum Day Instructional Minutes
8:15 - 8:20	Attendance	
8:20 - 9:40	ELA (w/ Integrated ELD)	80 min
9:40-10	Recess	
10:00 - 11:15	Math	75 min
11:15 - 11:55	Lunch	
11:55 - 1:10	ELA	45 min
1:10-1:40	UOI (ELA, Science & Social Studies)	20 min

Start Time	3rd Grade	Minimum Day Instructional Minutes
8:15 - 8:20	Attendance	
8:20 - 10:00	ELA (w/ Integrated ELD)	100 min
10:00 - 10:20	Recess	
10:20 - 10:50	ELA	30 min
10:50 - 11:35	Math	45 min
11:35 - 12:15	Lunch	
12:15 - 1:40	UOI (ELA, Science & Social Studies)	85 min

Start Time	4th Grade	Minimum Day Instructional Minutes
8:15 - 8:20	Attendance	
8:20 - 10:00	ELA (w/ Integrated ELD)	100 min
10:00 - 10:20	Recess	
10:20 - 10:50	ELA	30 min
10:50 - 11:35	Math	45 min
11:35 - 12:15	Lunch	
12:15 - 1:40	UOI (ELA, Science & Social Studies)	85 min

Start Time	5th Grade	Minimum Day Instructional Minutes
8:15 - 8:20	Attendance	
8:20 - 10:00	UOI (ELA, Science & Social Studies)	100 min
10:00 - 10:20	Recess	
10:20 - 10:50	ELA	30 min
10:50 - 11:35	Math	45 min
11:35 - 12:15	Lunch	
12:15 - 1:40	ELA (w/ Integrated ELD)	85 min

The students attend PE during the instructional day. TK/K students receive 60 minutes of PE per week. Students in grades 1-5 receive 100 minutes of PE per week.

Art is considered part of the instructional day. TK/K students receive 30 minutes of art per week. Students in grades 1-2 receive 50 minutes of art per week, and students in grades 3-5 receive 90 minutes of art per week.

7. Instructional 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	Yes	136	305	8	180	36	265	0		180	36000	52460	16460
1	Yes	136	325	8	180	36	265	0		180	50400	55180	4780
2	Yes	136	345	8	180	36	265	0		180	50400	57900	7500
3	Yes	136	345	8	190	36	265	0		180	50400	57980	7580
4	Yes	136	345	8	190	36	265	0		180	54000	57980	3980
5	Yes	136	345	8	190	36	265	0		180	54000	57980	3980
6	No												
7	No												
8	No												
9	No												
10	No												
11	No												
12	No												

b. MULTILINGUAL PROGRAM (LANGUAGE FOCUS)

Goethe International Charter School (GICS) offers a Multilingual Program that focuses explicitly on language development in academic settings by providing instruction in English, German, and Spanish. Regardless of the multilingual program in which the student is enrolled, student mastery of the California content and performance standards, including the Common Core State Standards, the Next Generation Science Standards, and the current English Language Development standards is the expectation. The school's meshing of language immersion, language enrichment, and IB educational goals and practices is a particular strength of the school and enhances its vision to prepare its students as future global citizens.

The table below presents an overview of the three options of the GICS Multilingual Program and summarizes the populations served and program goals of each.

GICS MULTILINGUAL PROGRAM

Program	Population Served	Program Goals
German Language Immersion Program (GLI)	<p>*All GICS students, TK – 2</p> <p>*Selected GICS students, grades 3-5</p>	<p>Provide standards-based IB instruction in German with the goal of promoting bilingualism and biliteracy in English and German and high levels of grade-level academic achievement</p> <p>Develop global citizenship skills</p>
German Language Acquisition Program (GLA)	*Selected GICS students, grades 3-5	<p>Provide ongoing native language development support for students who speak German in the home</p> <p>Provide German language instruction with the goal of promoting oral fluency and basic grammatical competency in German for speakers of other languages</p> <p>Provide German language instruction to students who enroll at GICS in the upper grades with limited or no prior instruction in the German language</p> <p>Develop global citizenship skills</p>
Spanish Language Enrichment Program (SLE)	*All GICS students, grades 3-5	<p>Provide ongoing native language development support for students who speak Spanish in the home</p> <p>Provide Spanish language instruction with the goal of promoting oral fluency and basic grammatical competency in Spanish for speakers of other languages</p> <p>Develop global citizenship skills</p>

In the sections that follow, information will be provided in detail on each multilingual program and how each serves the needs of the school's highly diverse learner population in a manner supported by best practices identified in the research.

1. Description of Multilingual Program

Curricular/Instructional Design

The Multilingual Program at GICS is aligned fully with the Vision, Mission, and Goals of the school's PYP program. The German Language Immersion (GLI) program, through which all GICS students enrolled in grades TK – 2 are served, provides grade-level content instruction in German in accordance with the Common Core State Standards as well as established PYP curricular approaches. For students in grades 3 – 5 who demonstrate a level of German proficiency necessary to access grade-level PYP curriculum appropriately, GLI programming provides grade-level PYP instruction in German.

There is an articulated GLI curriculum in place at GICS that was initially designed in the summer of 2017 by program staff. The staff worked in collaboration with an immersion education expert from the Center for Applied Linguistics (CAL), a nationally recognized organization with over fifty years of experience in multilingual and multicultural education research, programming, curriculum, instruction, and assessment. GICS staff specializing in IB and GLI instruction worked alongside the CAL expert to ensure that the GLI curriculum is equitable on the English and German sides in terms of rigor, specificity, and resource support. In addition, special attention was paid to infusing the GLI curriculum with language-specific guidance to ensure full integration of strategies targeting German language development to be implemented during content instruction. This included the incorporation of German-specific learning targets addressing phonemic awareness and phonics skills, oral language and vocabulary development, sight words, and grammatical structures in German for each unit and at each grade level. Specific language scaffolds were also identified in the GLI curriculum, including lists of key vocabulary terms and sentence stems in German that are aligned to IB unit goals.

The GLI curriculum outlines a plan for initial literacy instruction in German that is specific to the linguistic features of that language and that ascribes to effective early literacy practices in German. For example, the sequence in which letter sounds is introduced at kindergarten is aligned with practices utilized in Germany to capitalize on high-frequency letter sounds. Furthermore, a focus on syllable segmentation and blending rather than on individual phonemes is espoused in the GLI curriculum, based on best practices in schools where German is the medium of literacy instruction. In summary, the GLI curriculum fully supports integration of language and content instruction through the delivery of standards-based IB curriculum in German at grades TK – 5.

The GLI curriculum was piloted in 2017-2018 and teachers in the GLI program were included in the review, refinement, revision, and enhancement of the GLI curriculum over the course of the school year in an inclusive process that ensured curriculum viability. Participation in this team-generated GLI curriculum revisions project was also a key activity in the professional development of GLI teachers in 2017-2018, and is described in greater detail in that section of this Petition.

For students in grades 3 – 5 who would benefit from grade-level IB instruction delivered in English rather than German, the German Language Acquisition (GLA) at GICS program provides the opportunity for continued German language development while core content instruction is delivered in English.

Participants in the GLA program include students who had previously come up through the TK-2 GLI program but demonstrated limited proficiency levels in German at the end of grade 2. In addition, the GLA program serves students who enrolled at GICS in grades 3 and beyond without any previous experience in German language and content instruction and who would struggle to access grade-level content in German. As such, the GLA program provides German language instruction that is differentiated to the specific needs of students at GICS.

Because the GLA program serves as an intervention program for students in grades 3-5 at GICS, its curriculum will be described in fuller detail in Element 1, Section E.b.2. of the Charter. Similarly, the curriculum for the Spanish Language Enrichment (SLE) program, as an enrichment program, will be described in fuller detail in Element 1, Section E.b.2. of the Charter.

The GLI program at GICS is a dual language (DL) program following a 50/50 model, where students access standards-based core content instruction in English for half of their instructional time, and in German for the other half (50% English, 50% German). The term *dual language* may be used as an umbrella concept including *developmental bilingual* programs that enroll only ELs, *two-way immersion* programs that enroll a balanced number of ELs and students who come to school fluent in English, *foreign language immersion* programs that enroll only fluent English speakers, and *heritage language immersion* programs that enroll native English speakers who have some proficiency in or a cultural connection to the partner language through family, community, or country of origin. Guidance for effective implementation of DL programming is provided in the *Guiding Principles for Dual Language Education* (Howard et al., 2007), which serves as the source for information on research-validated program design and implementation at GICS.

The GLI program at GICS was initially conceived as a two-way DL program, which served a balanced number of students with a home language of German and students with other home languages. Student demographics at GICS have changed over the years, and the class makeup has shifted so that currently only about 23% of the students enrolled at GICS speak German in the home, while the remaining students use languages other than German in the home. Thus, the program is currently a de facto one-way DL program, defined as a program in which students representing one of the two major language groups (in this case, German) falls below one third of the total class population. Dual language researchers have long held that all four types of dual language programs are of equal value in terms of providing a strong basis for bilingualism, biliteracy, academic achievement, and cross-cultural understanding.

All well-implemented DL programs, including the GLI program at GICS, have the following commonalities:

- Language goals of full bilingualism and biliteracy in English and a partner language (e.g., German)
- Language arts and other academic content (math, science, social studies, fine arts, etc.) are taught in both languages over the course of the program
- The partner language is used for at least 50% of instruction at all elementary grades, and the program lasts at least 5 years (preferably K-12).

The GLI program at GICS fulfills these non-negotiable features of effective DL programming in a number of ways. First, the school's focus on delivery of IB-focused instruction in both English and German promotes the attainment of bilingualism and biliteracy among its students. Second, the equally balanced delivery of IB instruction across the two program languages ensures that core content is taught in both languages and that instruction is delivered in the partner language (German) 50% of the time at all grade levels. Furthermore, the GLI program at GICS serves students in grades TK through grade 5, in accordance with program recommendations.

There are a number of variations in how the two program languages are used in DL programs that differentiate models from each other. There are certain non-negotiables with respect to language use in DL programs, which include the following:

- At least 50% of instruction (including specials and interventions) is in the partner language at all elementary grade levels
- Instruction is delivered in one language at a time without translation
- Both literacy and content are taught in both the partner language and English over the course of the program

Additionally, there are some characteristics of successful programs that are implemented based on what is known about effective second-language acquisition environments:

- In order to create an *immersion* environment, students spend at least a full half-day in each language rather than alternating back-and-forth throughout the day (exceptions may be made for specials or other instruction outside the student's main classroom but should be minimized to the extent possible)
- Students have ample opportunities to develop social and academic registers in both languages and to develop proficiency in a variety of language functions (e.g., persuade, calculate, discuss, retell, describe)
- The model demonstrates that English and the partner language are equally valued
- Students have opportunities to develop their understanding of a concept fully in one language; although skills are reinforced in the second language, students do not learn to expect that concepts will be covered so fully in the second language that they need not pay attention when material is taught in their weaker language

The GLI program at GICS features the characteristics recommended in the research and listed here. Two teachers serve each class at each grade level, with one teacher responsible for delivering instruction entirely in English and the other for doing so entirely in German. Instruction is delivered following an alternating day schedule (A day/B day), with students learning in one language on one day (A day), and continuing their learning through the other program language in the partner teacher's classroom on the next day (B day). The daily alternating schedule at GICS facilitates student learning across the content areas in both languages. Students receive IB instruction exclusively in English from one teacher, and then exclusively in German from another teacher. The two-teacher model effectively promotes the separation of languages and the provision of immersive instruction that is free of language switching. The inquiry-based focus of IB instruction provides students with opportunities to discuss, retell, describe, persuade, and present. Overall, the GLI program structure at GICS represents an effective program model to meet the stated program goals of bilingualism and biliteracy, as well as global citizenship.

Program Staffing

Recruiting and retaining qualified immersion staff to serve in GICS' GLI program on the German side is a priority at GICS. Staffing the GLI program at GICS with appropriately certified and linguistically prepared teaching staff for German classrooms requires a clearly articulated international recruitment strategy. To this end, GICS leaders have developed partnerships with organizations that recruit teachers from overseas, including the Checkpoint Charlie Foundation and the *Bundesverwaltungsamt/ZfA* (Central Agency for Schools Abroad), a German government agency that sends German teachers abroad to official German schools and partner schools like GICS.

Teachers recruited to serve in German-medium classrooms at GICS must demonstrate German proficiency (if holding a US credential), and must have a cleared German credential (2nd State Exam for elementary education) if from Germany. In this way, GLI teachers serving in German classrooms at GICS possess the linguistic and pedagogy skills to be highly effective.

Key Educational Theories and Research

The Multilingual program at GICS provides students of diverse linguistic and cultural backgrounds the opportunity to become proficient in English, German, and Spanish. DL educational approaches, upon which the GICS Multilingual program is based, are generally associated in the research with higher levels of academic achievement, in the long term, for all students participating in the program (Thomas & Collier, 2012).

For students identified as ELs, the research investigating EL educational model effectiveness is particularly clear: DL programming provides the most effective model for promoting acquisition of academic English and high levels of academic achievement (U.S. Department of Education, 2012). DL programs have been found to promote bilingualism (Hamayan, Genesee, & Cloud, 2013) as well as improved self-esteem and enhanced cross-cultural attitudes (de Jong & Bearse, 2011). On the other hand, research also shows that programs in which a second language (English) replaces the native language – such as transitional bilingual and English immersion models – are associated with lower levels of second language (English) attainment, scholastic

underachievement, and psychosocial disorders (Lindholm-Leary & Borsato, 2006; Montrul, 2016).

Thus, the GICS Multilingual program provides valuable opportunities for students who speak German and/or Spanish in the home to continue to develop their home language and build cross-cultural competence with peers while developing academic English and skills in a third language. It also provides speakers of English and other languages the opportunity to become bilingual and develop global awareness skills. The German Language Acquisition and Spanish Enrichment programs offered to selected students in grades 3-5 at GICS further support the development of the students' multilingual skills while students access grade-level IB curriculum in English. The Multilingual program at GICS provides a differentiated approach that ensures that each student at GICS is afforded ample opportunity to develop language and content skills via research-validated approaches that are fully aligned with current educational theories and research.

How Program Design Meets the Needs of Targeted Students

The Multilingual program at GICS is carefully designed to meet the needs of targeted students, including ELs, students who enroll at GICS for the first time in the upper grades with no prior experience in German schooling, and students who have specific learning needs that may impede their ability to benefit from grade-level content instruction delivered in German.

To meet the needs of ELs, the GLI program provides linguistically accommodated and culturally responsive instruction that reflects the school's diverse student demographic makeup and specifically builds upon the school community's diverse linguistic and cultural repertoires. School-wide, about 20% of the students were identified as English learners (ELs) in 2016-2107, with another 18% formerly identified as ELs and then reclassified as English proficient. Of the 58 GICS students identified as ELs in 2016-2017, 19 (or 32%) spoke Spanish in the home. The German and Spanish language development offerings at GICS appropriately reflect the profile of the school community and serve to build upon and enhance home languages and cultures while promoting the acquisition of academic English. EL students receive instruction in both English and German that is appropriately accommodated to their needs, as described in the Instruction section of this Petition. The incorporation into all lessons of language objectives, the provision of comprehensible input, and the use of scaffolding strategies such as word banks and sentence stems to support student language production during interactive activities make Multilingual programming at GICS appropriate for ELs in all classrooms. Furthermore, the Spanish Language Enrichment program strengthens language skills for students who speak Spanish in the home and enhance the multilingual skills of all students.

For students who enroll at GICS in the upper grades without prior schooling in German, the German Language Acquisition program provides appropriately differentiated German language instruction to fit their needs. Students with identified learning needs also benefit from continued support in development of their German skills through the GLA program while they access core content instruction in English. Both newly enrolled students and students with special learning needs also gain valuable language enrichment opportunities through participation in the Spanish Enrichment program. The research generally supports the inclusion of students with special learning needs in multilingual programming as it affords them the opportunity to become multilingual and gain cross-cultural awareness skills (Genesee & Lindholm-Leary, 2013).

2. Curriculum and Instruction

Curriculum

Innovative Curricular Components

Innovative Program: German Language Immersion (GLI)

The GLI program at GICS provides an innovative approach for delivery of core content curriculum to students in grades TK through 5 through a language immersion approach. Core content is delivered in German following the same IB inquiry approach utilized in classrooms where English is the language of instruction. A German curriculum is used that is fully aligned with IB program curriculum but infused with German language and literacy specificities. Students learn grade level content in an immersive setting in which German is the sole language of instruction and teachers utilize proven strategies for teaching content through an additional language. Lessons are not repeated across the two program languages, though themes of the IB Units of Inquiry are common across the two program languages, facilitating the making of cross-linguistic connections. What is learned in German is reinforced through learning activities in the English classroom that are related but not identical. A similar process occurs as children move from the English to the German classroom. Students acquire German while they learn about grade level content concepts in a process known as language and content integration. In this way, language learning supports the learning of content concepts, and content learning supports the language learning process. The GLI program at GICS represents an innovative curricular approach that is grounded in research and demonstrated to be effective.

Intervention and Enrichment

Intervention Program: German Language Acquisition (GLA)

The GLA program is designed to make the core curriculum more accessible to students who struggle with instruction delivered in German by increasing the amount of English core curriculum instruction they receive. GLA programming is offered to students in grades 3-5 as an alternative to participation in the GLI program. For students who had attended GICS in previous years, placement in either the GLA or the GLI program is determined based on factors that include parent request, teacher recommendation, and student performance on a German placement test. Once enrolled in the GLA program, students engage in six, 50-minute German lessons every two weeks.

German lessons in the GLA classroom focus on the development of oral language skills, basic vocabulary, and key grammatical structures. The GLA program is also designed to meet the needs of students who enter GICS in later grades with little or no previous schooling in German, so that they can develop basic German language skills while accessing core content instruction in English. Students who enroll in the upper grades and have some German proficiency are tested to determine whether the GLA or GLI program is the best placement to fit their needs. Thus, the GLA program provides differentiated educational services so that all GICS students, regardless of individual backgrounds and academic achievement levels, has the opportunity to work toward achieving the school program goals of attaining bilingualism and biliteracy, high levels of academic achievement, and global citizenship skills.

Enrichment Program: Spanish Language Enrichment (SLE)

The SLE program is implemented at GICS at grades 3-5 as a means for enriching the education of all GICS students by introducing them to Spanish language and literacy skills as well as cultural components of life in countries where Spanish is spoken. The SLE curriculum focuses on development of oral fluency in Spanish, as well as basic vocabulary, key grammatical structures, and an understanding of cultures and communities where Spanish is spoken. Students are not only introduced to the Spanish language, but also learn its linguistic background with exposure to the culture of Spanish speaking countries with respect to history, traditions, and the arts.

The foundation for Spanish instruction is “Sube” – Spanish Instruction Through Art, Music and Games. Students also work on a variety of skills in interactive Notebooks. The curriculum is enriched with videos and songs from “Rockalingua” and “Languages online”. School subscriptions to “Scholastic – Let’s Find Out en Espanol provide interactive posters, magazines and website access. The curriculum follows the California World Language Content Standards and seeks to coordinate themes with the IB PYP Units of Inquiry. For example, within the Healthy Human Unit of Inquiry, Spanish vocabulary is presented for the parts of the human body.

The selection of Spanish as the third language of instruction at the school is a logical one, in that a large percentage of the students at GICS speak Spanish in the home. Furthermore, Spanish is the most prevalent language spoken in homes across the United States, other than English. Thus, exposure to Spanish language instruction in the elementary school years at GICS makes it possible for students who choose to continue with their Spanish and German studies at the secondary level to become not just bilingual, but potentially trilingual. In addition, the SLE program provides opportunities for children at GICS to delve deeply into a language that is spoken in many continents throughout the world. Spanish is a global language, and as such, the SLE program further supports the GICS program goals of promoting multilingualism and global citizenship skills among its students.

Instruction

Curricular and Instructional Materials

The GLI curriculum at GICS is designed in accordance with the IB Units of Inquiry and around authentic instructional resources from Germany. Table 2 below provides an overview of these instructional resources.

GLI CURRICULAR AND INSTRUCTIONAL MATERIALS

Grade Level(s)	Resource
TK/K and Grade 1	Kuhn, K. (Ed). (2010). <i>ABC der Tiere Lesezirkus 1</i> . Offenburg, Germany: Mildenberger. Handt, R., Kuhn, K., & Mrowka-Nienstedt, K. (Eds). (2010). <i>ABC der Tiere Lesen in Silben Die Silbenfibel 1</i> . Offenburg, Germany: Mildenberger. Kuhn, K. (Ed). (2010). <i>ABC der Tiere Arbeitsheft 1 Teil A</i> . Offenburg, Germany: Mildenberger. Kuhn, K. (Ed). (2010). <i>ABC der Tiere Arbeitsheft 1 Teil B</i> . Offenburg, Germany: Mildenberger.
Grades 2	Kuhn, K. (Ed). (2010). <i>ABC der Tiere Arbeitsheft Lesebuch 2</i> . Offenburg, Germany: Mildenberger. Kuhn, K. (Ed). (2010). <i>ABC der Tiere Spracharbeitsheft 2 Teil A</i> . Offenburg, Germany: Mildenberger.
Grade Level(s)	Resource
Grade 3	Decktrah, Stefanie (2016): <i>Das Übungsheft Deutsch 3 – Rechtschreib- und Grammatiktraining</i> . Offenburg: Mildenberger Verlag Stehr, Sabine (2017): <i>Das Übungsheft Lesen 3 –Lesetraining und Leseverständnis</i> . Offenburg: Mildenberger Verlag Giuliani, M. (Ed). <i>Ampelheft Freundschaft</i> . Retrieved from www.lehrmittelperlen.net
Grade 4	Decktrah, Stefanie (2016): <i>Das Übungsheft Deutsch 4 – Rechtschreib- und Grammatiktraining</i> . Offenburg: Mildenberger Verlag Stehr, Sabine (2017): <i>Das Übungsheft Lesen 4 –Lesetraining und Leseverständnis</i> . Offenburg: Mildenberger Verlag Kraft, B. (Ed). (2009). <i>Magnetismus: Eine Lernwerkstatt für Klasse 3-4</i> . Retrieved from www.lernbiene.de
Grade 5	Decktrah, Stefanie (2016): <i>Das Übungsheft Deutsch 5 – Rechtschreib- und Grammatiktraining</i> . Offenburg: Mildenberger Verlag Stehr, Sabine (2017): <i>Das Übungsheft Lesen 5 –Lesetraining und Leseverständnis</i> . Offenburg: Mildenberger Verlag

As the table illustrates, the instructional materials incorporated into the GLI curriculum include print and internet resources that are developmentally appropriate and aligned to IB objectives. Instructional resources are selected based on the degree to which they address IB curricular unit themes, feature grade-appropriate academic German, and engage children in inquiry-based activities that foster curiosity and analytical thinking and encourage authentic language use. GICS program staff set aside funds each year for acquisition of new instructional materials in German such as books specific to the Units of Inquiry (leveled readers, science readers), world atlas, books that are color-coded by syllables, grammar resources (Wortarten Grammatik, Zweitsprache Deutsch Box, songs (ABC Lieder) and puppets.

Instructional Methods and Strategies

With regard to instructional methods and strategies, the GLI program is grounded in the tenets of DL education pedagogy outlined in the *Guiding Principles for Dual Language Education* (Howard, et al., 2007). Content-based instruction is delivered in two languages with teachers utilizing strategies to make the input they provide to students clear and comprehensible (through the use of visuals, gestures, and other scaffolds). GLI instruction at GICS is also designed to provide students ample opportunities to interact with peers around content concepts and to develop skills in reading, writing, listening, and speaking. GLI instruction ascribes to best practices identified in the research on effective DL instruction, including the incorporation of both content and language objectives into lessons, to ensure that students are developing cognitive academic skills as well as language and literacy skills in the target language. GLI teachers at GICS utilize effective DL strategies as they deliver the GLI curriculum at each grade level.

How Program Supports Implementation of Common Core State Standards

The GLI program at GICS provides grade-level content instruction that is based on the California Common Core standards (CCSS). The only difference is that this standards-based instruction is delivered in German and in English at GICS, rather than solely in English. Regardless of the language of instruction, students access the same rigorous core content. Implementation of the CCSS is supported at GICS through provision of a standards-based GLI curriculum, which includes a scope and sequence and fully aligned instructional resources. Implementation of the CCSS is further supported at GICS through the use of appropriately modified instructional delivery methods, such as realia, puppets and acting out, illustrations, graphic organizers and color coded texts, to ensure student comprehension and access to core content concepts delivered in German. Assessments at GICS are also designed in alignment with expectations set forth in the CCSS. Assessments include unit-related vocabulary (Grundwortschatz), writing prompts for informative, narrative and opinion writing, listening comprehension (Lesebaum), reading comprehension (Antolin), German program placement test, and the A1 and A2 D(Deutsche Sprachdiplom I).

How Program Supports Student Development of Technology-Related Skills

The GLI program at GICS supports student development of technology-related skills in a variety of ways. First, the GLI program is designed in alignment with the inquiry-based approaches of IB education that emphasize the importance of student-led research and student-generated products and presentations. Students at GICS are encouraged to make frequent and active use of technology tools (e.g. computers, tablets, software programs, search engines, presentation software products, digital editing and presentation tools, graphics, etc.) as they navigate the IB curriculum, in German and in English.

Students also use technology as a means for capturing and evaluating their own language use during classroom activities, by, for example, audio- and/or video-recording themselves and their classmates as they discuss grade level topics in German, and then assessing their language use via a rubric. Students may also use recording technology to create captivating dramatizations, infomercials, plays, songs, poetry readings, and other academic and/or cultural representations

and multi-media productions. Students at GICS enjoy a wide range of opportunities to develop technology-related skills via IB programming delivered in two languages.

F. PROFESSIONAL DEVELOPMENT

a. PROFESSIONAL DEVELOPMENT (PYP)

1. Teacher Recruitment

As an IB authorized school, GICS is a member of the growing IBO network of schools, which can be accessed by IB teachers and administrators from around the world. Open positions are posted on IB affiliated sites that attracts experienced IB teachers interested working and living in the Los Angeles area.

Our staff's annual attendance at IB conferences also allows for networking with both local and national IB educators. Not only do these connections allow for the sharing of knowledge and resources among the IB community, but they may also lead to opportunities for teacher recruitment.

2. Collaborative Planning

The GICS PYP and multilingual program model requires a unique interface between the teaching team and the collaborative teaching of the children. In a traditional elementary school setting, teachers are assigned to teach one class. In the GICS model, two teachers share two classes of students, and the groups alternate between the two teachers on a daily basis. Students also receive art and physical education classes taught by single subject credentialed teachers once a week. This model requires frequent teacher collaborations for curricular requirements as well as coordination of the six PYP units. Collaborations take place in the following configurations: meetings among all grade level teachers to ensure the subject matter taught in each of the grade level classes is consistent; regular weekly meetings between the team partners to ensure subject matter taught has a thread of continuity as the students move back and forth between the teachers; meetings among grade level teachers to discuss, plan and coordinate the PYP thematic units and ensure that the inquiries developed by the grade level team are executed consistently within each grade level classroom. Additionally, at least once a month there is an all staff meeting where all grade levels meet to discuss issues in connection with implementing specific elements of the PYP program. Collaboration and exchange of information and ideas are critical in supporting all GICS students towards achieving a success. Our minimum instructional days, professional development days and cooperative teaching schedules provide time for teachers to collaborate and monitor the implementation of these complex curricular components.

3. Professional Development Plan

The IB Coordinator leads professional development to build a school culture that incorporates the PYP attributes of being reflective, inquirers, communicators, caring, risk-takers, open-minded, knowledgeable, thinkers, principled and balanced. In addition to in-service sessions

facilitated by school's IB Coordinator, teachers must also attend official IB conference workshops that take place locally in October and/or January.

Year 1 teachers attend either the Level 1 workshop, "An Introduction to the PYP Curriculum Model" or "Making the PYP Happen in the Classroom". Year 2 and beyond teachers attend either a Level 2 or Level 3 workshops with a range of topics including, but not limited to, Assessment, Inquiry and Teaching and Learning.

b. PROFESSIONAL DEVELOPMENT (MULTILINGUAL PROGRAM)

1. Teacher Recruitment

To recruit teachers to serve in the GLI classrooms, GICS leaders have developed partnerships with organizations that recruit teachers from overseas. Such organizations include the Checkpoint Charlie Foundation and the Bundesverwaltungsamt/ZfA (Central Agency for Schools Abroad), a German government agency that sends German teachers abroad to official German schools and partner schools like GICS. Teachers recruited to serve in German-medium classrooms at GICS must demonstrate German proficiency (if holding a US credential), and must have a cleared German credential (2nd State Exam for elementary education) if from Germany.

2. Professional Development Plan

With regard to professional development (PD) specifically aligned to GLI programming, GICS teachers receive training each year during the week prior to the first day of school, with an extra day of PD allotted for new staff that includes an introduction to the GLI program structure and goals. In addition, GICS provides two hours of collaborative planning time one afternoon each week, on scheduled early release days, as well as periodically during the school day throughout the rest of the week. The collaborative planning time supports the work of German teachers and their English counterparts as they coordinate their instruction across the two program languages.

Collaborative planning activities are supported by the school's Language Coordinator whose classroom also serves as a model classroom for GLI instruction. PD is also provided through sponsored teacher attendance at state and national language immersion conferences (AATG, CABE). The German Language Consultant from the Center for Schools Abroad provides additional PD focused on language immersion teaching and support to our German language teachers.

In addition, some teachers each year attend GLAD training and language immersion training), while all staff receives PD on topics relevant to immersion instruction, such as strategies for providing comprehensible input, scaffolds that promote language production, and the designing of interaction activities that facilitate student language production around content concepts. Because GICS relies heavily on international teaching staff to serve in its German classrooms, administration provides differentiated PD to meet the needs of new GLI teachers (0-1 years) and the more experienced GLI teachers (2 or more years).

G. MEETING THE NEEDS OF ALL STUDENTS

a. MEETING THE NEEDS OF ALL STUDENTS (PYP)

The PYP model ensures that curriculum is appropriate to all learners. It mandates that units of inquiry focus on depth rather than breadth and that concepts are globally relevant. It incorporates the explanation and examination of cultural assumptions and requires materials and resources that are reflective of and meaningful to all learners. The nature of inquiry encourages students to reflect upon, choose and take action with regard to their own learning. Student-driven learning allows for all cultures and backgrounds to be valued and investigated.

1. Intervention and Enrichment

Students may be recommended for additional intervention support by the Student Support and Progress Team (SSPT), which is comprised of teachers, parents and administration. The SSPT process can be recommended by the teacher, a parent, or administrator. The SSPT will meet regularly to design and implement support strategies for students with academic or social needs. Strategies may include, but are not limited to, the implementation of a specific intervention, additional academic support, preferential seating, modified assignments, extended length of time to complete assignments or tests and a behavioral modification plan. Students who continue to have ongoing academic challenges that are not resolved may be referred for special education evaluations.

The Student Success Team (SSPT) protocol includes but is not limited to the following steps:

- Early identification of at-risk students through academic assessments, multiple measures, and teacher judgment.
- Early, consistent and effective parent communication concerning student's academic challenges.
- Grade level team meetings to strategize individualized interventions. (SSPT I)
- Consistent implementation of identified interventions.
- Parent meetings with teacher, principal and resource support staff (SSPT II) to review effectiveness of interventions, discuss academic achievement deficiencies and discuss further support strategies.
- Continuous monitoring of interventions and academic progress. If student continues to function substantially below grade level then continue the SSPT protocol.
- Refer student for formal testing (SSPT III) and with parent permission, develop an assessment plan.
- Meet with parent to review assessment results and develop an Individualized Education Plan (IEP) if needed.
- Consistently provide services identified in IEP.

All students in the PYP are offered enrichment activities and experiences as part of their participation in the Unit of Inquiry (UoI) throughout the school year. A hallmark of inquiry based curriculum in the PYP is engaging, real-life, hands-on learning, such as, planting a garden or role-playing. Teachers enrich the traditional classroom environment with relevant field trips, guest speakers, demonstrations, experiments, videos, school assemblies/performances and current events. Teachers draw upon students and parents to share artifacts and knowledge.

Additionally, because the PYP curriculum is planned with the students' interests, needs and queries in mind, teachers are encouraged to respond to spontaneous teachable moments. Students of all interests and skill sets can expand their learning further with enrichment tasks such as independent study projects, online educational web quests and other challenging work. The universal and real-world nature of the UoI also encourage students to ideally extend their learning after the unit concludes. The true marker of successful inquiry at a PYP school is future student initiated action stemming from students' learning. Parents report back to teachers those actions students are taking at home whether students are researching a topic further, changing their behavior, or spreading awareness. Through these student actions, we know that the PYP curriculum model encourages personal enrichment and helps to develop the necessary skills to inquire and act on their own wherever their interests may lead them.

2. English Learners

English Learner Master Plan

GICS implements its own English Learner Master Plan due to the complexity of the GICS Multilingual Programs.

Process for Identifying English Learners

At the time of enrollment, all parents complete a Home Language Survey (HLS). The survey is used to determine the primary language of the student and is filed in each student's cumulative folder. All students, including English Only (EO) students, have a completed HLS on file.

If the HLS indicates a language other than English is used at home, the student's English language proficiency level is assessed. The purpose of the assessment is to officially determine a student's language proficiency level in English. In compliance with California State regulations, the CELDT/ELPAC will be administered on an annual basis to measure progress in acquiring English.

Based on a student's overall performance on the CELDT, s/he may be classified as an English Learner (EL) or an Initially Fluent English Proficient (IFEP) student. Once a student is identified as an EL, the student must be annually assessed with the CELDT/ELPAC until s/he meets the eligibility criteria and is reclassified to Fluent English Proficient (RFEP). Goethe International Charter will use the retest option in the Fall to reclassify previously identified English Learners. The EL coordinator and AP of curriculum and instruction will be trained on the administration of the ELPAC, with beginning administration in Spring 2018.

Educational Program for English Language Acquisition

English Language Development (ELD) is a part of each English Learner's instructional program. ELD is incorporated within the core curriculum and is taught daily. Lessons are differentiated with consideration given to each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

English Language Development (ELD) is often integrated into lessons for all learners. Teachers tailor lessons to be accessible and enriching for all levels. It is also emphasized that EL students in a dual-language program are required to receive 30-45 minutes of Designated ELD. Teachers are aware of who their EL students are, and plan explicitly to provide the daily ELD time. Due to the intricate nature of the GICS schedule, the block of designated time may occur during Reader's/Writer's Workshop, Unit of Inquiry time, math, or Language Acquisition class.

The ELD may be implemented in the student's homeroom or the acquisition classroom. The teachers at GICS are all qualified and trained specifically to provide instruction appropriate for the levels of all of their language learners. Embedded ELD may be in a whole class lesson at desks or on the carpet. Designated ELD is usually with small groups or even individualized. This time can be in centers, in a small group at the carpet or designated table.

The ELD Standards provide expectancy and achievement at the Emerging, Expanding and Bridging levels for EL students. The ELD Standards address skills ELs must acquire in initial English learning to enable them to become proficient in English language arts. The ELD Standards integrate listening, speaking, reading and writing, and create a distinct pathway to reading in English, rather than delaying the introduction of English reading. The shared goal is to assist students in developing skills to develop cognitive academic proficiency in English. ELD can occur in a variety of instructional settings. ELD must be a planned, specific, explicit component of the total education of the EL student.

The English Language Development component of all instructional program models is research-based and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP), as well as time and opportunity must be allowed for this development to occur. Specific characteristics and behaviors are expected of ELs as they progress through the levels of fluency (i.e., Emerging, Expanding and Bridging). Teachers use these descriptors to guide lesson planning for English Learners.

It may take an EL from three to seven or more years to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English Learner will develop at his/her own pace, depending on a multitude of environmental, personality, learning style and educational factors.

Various conditions help facilitate second language development. Language is comprehensible to the English Learner when:

- It is contextual.
- It has real-life purpose.
- Prior knowledge is activated.
- Background knowledge is developed.

- The affective filter is low.
- Risk-taking and approximations are encouraged.
- Errors are accepted as a part of the acquisition process.
- Input is comprehensible (e.g. the use of real objects or “realia,” props, visuals)
- Positive feedback and correction by modeling are used.

A number of assessments are used to track each student’s progress through the English Language Development standards. These assessments include, but are not limited to, the following:

- Standardized program assessment - Fountas and Pinnell benchmarks
- Teacher-made assessments aligned with the ELD Standards
- California English Language Development Test (CELDT)
- Web-based, ELD-standards based assessments

How School Will Use the Results of the CELDT/ELPAC

Differentiation of instruction is necessary to ensure that target language learners are challenged in their language learning but not frustrated by language and/or learning tasks that are too difficult or demanding. GICS teachers are well versed in methods for differentiating instruction according to students’ language proficiency levels by virtue of their skills as bilingual/second-language teachers. The results of the CELDT/ELPAC are shared with all teachers, and used to plan and differentiate lessons for ELs at all levels. Differentiation is achieved through student-centered planning that adjusts classroom processes, content, products and pacing according to students’ learning characteristics and abilities. The type of thematic planning that GICS’s curriculum employs is ideal for integrating language development, language arts and content instruction for students who are learning the target language. GICS supports teachers’ collaborative and individual planning for making decisions about student grouping, learning activity and task design, and assessment.

How School Will Provide ELs Access to the Full Curriculum

The GICS curriculum supports cross-linguistic transfer through explicit teaching of the phonology, morphology, syntax, grammar and pragmatics of German and English, and eventually Spanish, so that students know how the linguistic systems are alike and different. Enhanced metalinguistic knowledge and the resulting control over language production and thinking in multiple languages is a major goal and positive outcome of the immersion approach.

Modifications of this model are made for students whose L1 language is a language other than English. Appropriate English Language Development (ELD) instruction is implemented to ensure access to the curricular content for all populations of students. Teachers may use specialized strategies that enable students to understand, participate in and access the core curriculum. Teachers or education specialists who hold appropriate credential authorizations will support English learners in their learning.

English Language Development (ELD) is a part of each English Learner's instructional program. ELD is incorporated within the core curriculum and is taught daily. Lessons are differentiated with consideration given to each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

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The ELD may be implemented in the student's homeroom or the acquisition classroom. The teachers at GICS are all qualified and trained specifically to provide instruction appropriate for the levels of all of their language learners. Embedded ELD may be in a whole class lesson at desks or on the carpet. Designated ELD is usually with small groups or even individualized. This time can be in centers, in a small group at the carpet or designated table.

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As stated in the California framework, we "recognize that become broadly literate-reading and viewing for pleasure, information, and inspiration and communicating knowledgeably, powerfully, and responsively-is necessary for life in today's global society. A person who is broadly literate engages with a wide range of books and texts across a variety of genres, time periods, cultures, perspectives, and topics." GICS works diligently for these important goals as an IB school with a global perspective. We always strive to ensure that students are engaged in a wide variety of activities in which they are actively involved in listening, speaking, reading, and writing. In practice, this means that we offer a wide variety of teaching and assessment tasks in which students actively generate meaningful language rather than producing isolated language structures. Students are actively involved in selecting their own reading materials for pleasure and research purposes in addition to the books they read to support their reading development.

The language curriculum is embedded in the whole school curriculum and language activities are meaningful and relevant. In practice, this means that our teaching is generated from the Units of Inquiry. The teaching of elements of language such as text structure, grammar, spelling and vocabulary are taught as much as possible in the context of the Units of Inquiry and have relevance within that context.

The learning environment is meant to be positive, comfortable and supportive and encourages verbal expression. In practice, this means that we want to develop the student's confidence through positive feedback, working in small groups and providing opportunities for students to improve their learning through practice.

Process for Annual Evaluation of the School's English Learner Program

Teachers regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to change their instructional practices to better serve each student. Every year, the teacher leaders, administration, and Board reviews the school's EL program, surveying teachers, students, and parents, analyzing reclassification rates, and examining assessment data to evaluate whether the GICS EL program is effectively meeting the needs of our students. Results of EL students' performance are shared with parents during parent teacher conferences. The Board of Trustees also receives EL achievement reports on a consistent basis.

Process for Reclassification

Goethe International Charter School has developed student reclassification policy and procedures based on criteria set forth by the California Department of Education guidelines. Students initially identified as English Learners (ELs) are reclassified as Fluent English Proficient (RFEP) when they meet the following criteria:

- CELDT/ELPAC proficiency levels
- Demonstration of "basic skills" in English
- "Meets Expectations" in English Language Arts on the school report card
- Adequate progress on Fountas and Pinnell benchmarks
- Teacher Evaluation
- Parent Notification

Process for Monitoring Progress of English Learners and Reclassified (RFEP) Students

GICS will use a systematic process to monitor ELs' progress toward English proficiency. Teachers will assess student progress, both formally and informally, throughout the year. Assessment data will be used to determine individual proficiency levels and to modify instruction to meet students' needs. Teachers will compile student work samples and assessments and evaluate progress using ELD portfolios on a regular basis, usually quarterly. Teachers will regularly examine student progress toward ELD standards in order to tailor instruction to ensure that students meet annual goals. Teachers will review ELD portfolios quarterly to determine focus ELD standards for the following quarter.

The school will also monitor the progress of students reclassified as RFEP for two years following re-designation to ensure that they maintain English proficiency, will retest any students who appear to not maintain proficiency and may reclassify these students as ELs once again if indicated by the school's criteria.

Process for Monitoring Progress and Support for Students Identified At-Risk

GICS closely monitors student performance of At-Risk English Learner students. These students receive dedicated ELD instruction in terms of intervention grouping in order to develop specific academic vocabulary and language structures. Because the needs of At-Risk students are varied, we would work with the support of both the Language Coordinator and English Language Development Coordinator 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.

3. Gifted and Talented and Students Achieving Above Grade Level

GICS provides a rigorous academic program that challenges all students including students who are achieving substantially above grade level. The very nature of the educational model, with content being taught in two languages, provides a continual academic challenge. The PYP model is designed around inquiry-based learning experiences that are self-leveling permitting a student to develop deeper and more extensive projects according to their individual capacity.

High achieving students are initially identified using multiple sources of assessment data within the first 30 days of the school year, although on-going assessments are reviewed monthly in team meetings. These include standards-based testing scores, classroom performance, teacher recommendation and parent referrals. Gifted and Talented (GATE) screenings are conducted on an annual basis by the Los Angeles Unified School District for all students in grade four.

Special care is made to ensure the makeup of identified high achieving students reflect the overall diversity of the school population. Once identified, students are provided with opportunities that allow for rigorous instructional programs that are planned to provide differentiated learning experiences throughout the regular school day as suggested by the California State Board of Education Standards for Programs for the Gifted and Talented (GATE). One teacher at GICS will serve as the coordinator of the GATE program and as the resource for all teachers who have the responsibility of supporting GATE students.

Modifications may include the following:

- acceleration across grades in all or specific content areas
- flexible classroom groupings to allow for like-peer interaction
- independent study
- adjustments to curriculum pacing
- augmented or supplemented materials
- depth and complexity of content adjustment to exceed state core standards
- development of skills in the areas of research, critical thinking, creativity and problem solving
- placement of written materials of varying levels in the classrooms in order to meet varied capacities and interests
- focus on the development of ethics, self-concept, cultural sensitivity and societal responsibility
- access to the school library and extended opportunities to do computer research

Should students identified as high achieving perform “at-risk” or below their capabilities, available school services, such as counseling, may be made recommended.

GICS’ educational model was designed for students working at multiple ability levels, to encourage them to collaborate and to enhance one another’s work. Collaborative learning, therefore, becomes a tool for specialization on some projects, so a student who is gifted in one area can contribute a particular expertise to the project, acknowledging that students can be gifted in a multiplicity of modalities.

Through the PYP, the open-ended inquiry-based projects provide opportunity for high-achieving students to extend their research and understanding beyond the minimum required. Though minimum standards are established through a defined rubric, maximum standards are not defined and students are given or may identify their own inquiry challenges that will increase the capacity and depth of the project to meet the needs of the high achieving student.

GICS will monitor the progress of gifted and talented students and students achieving above grade level through formative assessments. Formative assessments provide a systematic process during instruction that provide immediate feedback to adjust on-going teaching and learning in order to improve students’ achievement of the intended instructional outcomes.

4. Students Achieving Below Grade Level

GICS will serve its remedial students by offering small class sizes and small teacher-to-student-ratios, individualized instructional plans, after school tutoring and skills instruction programs, extended-day, homework support/remedial tutorial services and after-school enrichment programs. Additionally, direct phonetic-based instruction is taught in both German and English and we have structured our instructional day to include a 90-minute time period of proven language arts teaching strategies including direct phonics instruction, whole group/shared reading, small group/guided reading, silent sustained/individual reading, and comparative literary analysis and comprehension strategies which support all of our students, especially those needing remediation. GICS will strive to be proactive in identifying and intervening early with struggling students to prevent the need for comprehensive remediation in later grades.

Students with academic challenges are identified through teacher observation, benchmark assessments, and other multiple measurements, such as, the Developmental Reading Assessment (DRA), standards-based mathematics textbooks assessments. Monitoring student progress will occur through formative assessments, setting learning targets, observing student understanding, gathering data and interpreting data and providing feedback to students.

5. Socio-Economically Disadvantaged/Low Income Students

Students who come from economically disadvantaged environments are identified by their free or reduced lunch status and parental educational level. This information is obtained at registration and recorded in Power School and certified in CALPADS. These students may need additional support and scaffolding to become successful learners. One of the crucial components of academically successful children is the broad, enriching exposure to the world.

Even the very young child has some awareness of where he or she fits within the socio-economic strata. One of the ways GICS will mitigate the sense of isolation that often results from poverty is our uniform policy, which neutralizes the effect of the “have” and the “have not” social status. All students enter the doors of GICS in an emotionally equal atmosphere that promotes confidence and parity. Assistance for the purchase of uniforms will confidentially be provided to families either through purchase of new uniforms or our annual “uniform swap” event. The teachers through formative assessments will monitor student progress.

The PYP provides rich exposure to all students through field trip experiences at no cost to the families. PYP sparks interest and connection in all students that encourages academic engagement no matter what their previous life experiences may have been. The structure of interdisciplinary units promotes the student’s natural curiosity and addresses the needs of the underprivileged child equal to their more affluent peer. Learning takes place through a variety of avenues beyond the prescribed sequence of the textbook and is driven by the questions that are framed by the students themselves. This very sense of ownership and control over learning empowers children in GICS with confidence and engagement that transcends any economic status.

6. Students with Disabilities

NOTE: The District Required Language contains all provisions necessary to address matters related to students with disabilities and special education.

7. Students in Other Subgroups

The Executive Director is the designated staff person as the Liaison for Foster Youth and assists with enrollment, placement and transfer, if necessary, of foster youth. The identification of Foster Youth is noted on the student’s enrollment application. GICS also uses CALPADS data to identify any possible students in the foster care system with data maintained by the California Department of Social Services.

The Executive Director shall ensure that all appropriate staff, including, but not limited to, each administrator and attendance administrator, receive training regarding the enrollment, placement and rights of foster youth.

GICS will provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and promotes the student’s self-esteem and academic achievement. GICS will provide foster youth with full access to the educational program and offer any additional support services necessary to assist them in achieving state standards. Foster Youth academic and social progress will be monitored on a regular basis by the classroom teacher.

b. MEETING THE NEEDS OF ALL STUDENTS (MULTILINGUAL PROGRAM)

The GLI program is designed to meet the needs of all students at GICS. Grade-level content instruction, based on the CCSS and utilizing the IB curriculum approach, is delivered in German and in English to all students in grades TK – 2. In grades 3 – 5, the GLI program meets the needs of many students. Students for whom additional intervention services are needed are served through the GLA program, which provides opportunities for students to continue to develop their German language skills while providing them increased access to grade-level core content instruction delivered in English.

1. English Learners

The Multilingual program meets the needs of English learners (ELs) at GICS in a number of ways. First, for ELs with a home language of German, the GLI program provides core content instruction in these students' native language as well as in English. Native language instruction is associated in the research with higher levels of English acquisition and with higher academic achievement (U.S. Department of Education, 2012). For ELs with home languages other than English, the Multilingual program at GICS provides instruction that is linguistically accommodated to meet the needs of all language learners.

All core content instruction at GICS, whether delivered in English or in German, is designed with an explicit focus on language development through incorporation of sheltered instruction strategies which are associated with positive language and achievement outcomes for ELs (Short, Chavarria & Richards-Tutor, 2011). GICS teachers are trained in the delivery of content instruction that is comprehensible to students not yet fluent in the language of instruction. GICS teachers incorporate language objectives into their lessons that identify specifically how students will acquire language skills in the course of each lesson. GICS teachers assess students, formally and informally, on their language skills in addition to the content knowledge they are acquiring. Thus, instruction in every classroom at GICS is language-focused and designed to meet the needs of ELs.

Finally, for ELs with a home language of Spanish, the SLE program at GICS provides a valuable opportunity to continue their Spanish language development, to interact with peers in their native language, and to share and celebrate their unique linguistic and cultural heritages with teachers and classmates.

The Multilingual program at GICs is a linguistically and culturally enriching program that is designed to meet the needs of its diverse EL population.

H. A “TYPICAL DAY”

Blending the three curricular components (International Baccalaureate, German Language Arts, Common Core State Standards) takes creativity, time management and continuous collaboration among the staff.

In the German Language Immersion program, each student has two primary language teachers – an English teacher and a German teacher – whom the students see every day for half the day. In addition to these language teachers, students in the immersion program also have ancillary instructors for physical education, art, music, and Spanish (starting in third grade).

In the German Language Acquisition program, offered in third through fifth grade, each student also has two primary language teachers who students see every day for half the day. These teachers are both English teachers. In addition to the physical education, art, music, and Spanish instructors, students in the acquisition program also have a German instructor who teaches German for 50 minutes each day.

It takes intricate and continuous collaboration among the teachers to make the school year a successful one for each student. In both the German Language Immersion and the German Language Acquisition programs, students spend the first half of the day in one classroom, from morning pick-up until lunch time. Students transition to their other classroom for the second half of the day, from lunch until dismissal. In the description below, both the German Language Immersion and the German Language Acquisition programs are further clarified.

a. GERMAN LANGUAGE IMMERSION

For purposes of ease of description, since each student rotates between their English and German classes, we use an **Odd/Even Week** schedule. Students who have English in the mornings and German in the afternoons during odd weeks will have German in the mornings and English in the afternoons during even weeks. Students who have German in the mornings and English in the afternoons during odd weeks will have English in the mornings and German in the afternoons during even weeks.

1. Odd Week

Students begin their day in the English classroom, receiving instruction in English for the morning literacy block. Students are given morning instructions and begin working on their morning work while homework is collected and attendance is taken. Following this morning routine, community circle takes place to address the IBPYP learner attributes and attitudes and provide opportunities for students to express concerns or questions, address classroom issues, and practice conflict resolution skills.

The literacy block follows a balanced literacy format. Students participate in direct reading instruction, shared reading, small group guided reading instruction, and independent reading. Students also participate in writer’s workshop, learning how to take their pieces through the writing process, as well as receiving instruction on craft and structure through mini-lessons and conferences with the teacher.

During math block, students review problem-solving skills and receive direct instruction of new concepts using hands-on approaches and manipulatives. In addition to whole group activities, students participate in independent practice as well as small group instruction. Students also have opportunities to work with technology to enhance and reinforce math facts, operations, and concepts.

After lunch, students continue their day in the German classroom, receiving instruction in German for their International Baccalaureate (IB) thematic unit. The IB units are transdisciplinary; students work on inquiry-based projects that cover science and social studies standards. They use their literacy skills to assist them in researching and presenting their learning.

At the end of the day, students receive their homework assignments and prepare for dismissal, completing their class jobs and packing up their materials.

2. Even Week

Students begin their day in the German classroom, receiving instruction in German for the morning literacy block. Similarly to odd weeks in the English classroom, students participate in morning work and community circle, with the teacher speaking entirely in German. The focus during this time is on providing students with the vocabulary necessary for discussion in German.

The literacy and math blocks are all taught in German, following a similar format as in the English classroom. The German teacher is careful to teach German vocabulary to support concepts taught during the previous week, but other than the duplication of vocabulary development, the content taught is not a replication of the previous week's instruction. Instead, instruction is a continuum of ever building concepts that are orchestrated by close collaboration of the teaching team.

After lunch, students continue their day in the English classroom, receiving instruction in English for their IB thematic unit and conducting research and organizing their findings all in English.

b. GERMAN LANGUAGE ACQUISITION

As with the immersion program, students in the German Language Acquisition program rotate between their two English classes on an **Odd/Even Week** schedule. The two English teachers are designated as the English Homeroom teacher and the English Acquisition teacher. Students in the acquisition program are grouped in homeroom classes with students in the immersion programs, so that every classroom is made up of students in both programs.

1. Odd Week

Students begin their day with their English Homeroom teacher, receiving instruction in English for the first half of the day. During this time, students follow the same schedule as those in the German Language Immersion program: literacy and math are all taught in English. During the English Homeroom time, students in both programs, immersion and acquisition, work together.

After lunch, while the students in the immersion program are in their German classroom, students in the acquisition program receive instruction from their English Acquisition teacher. The English Acquisition teacher supports students in English with researching and organizing their learning within the IB unit.

2. Even Week

Students begin their day in the English Acquisition classroom, receiving instruction in English in a small group setting. Similarly to odd weeks in the English Homeroom classroom, students participate in morning work and community circle, and receive instruction in English for both literacy and math. The English Acquisition teacher collaborates closely with the English Homeroom teacher to ensure that instruction builds upon the concepts and skills taught during the previous week. The small group environment offers the opportunity for individualized support for students.

For 50 minutes during the morning literacy block, students receive instruction in German. This German Language class focuses on teaching students vocabulary and conversation skills in addition to reading and writing practice. Rather than teaching core content in German, the German instruction for students in the acquisition program focuses on teaching German as a foreign language.

After lunch, students rejoin their classmates who are in the immersion program and continue their day in the English Homeroom class. The English Homeroom teacher supports students in English with researching and organizing their learning within the IB unit.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES, AND

ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

A. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

A completed “LCFF State Priorities” table provided in Element 1 of the petition will meet this requirement and is incorporated herein by reference.

B. MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

A completed “LCFF State Priorities” table provided in Element 1 of the petition will meet this requirement and is incorporated herein by reference.

a. MEASURABLE PUPIL OUTCOMES (IB PYP)

Students are measured by the progress towards mastery of the Common Core State Standards. Through careful analysis of students’ language proficiency, prior knowledge and level of vocabulary development, the teachers will identify the language through which each content standard is taught and therefore measured. Not all content standards can be measured in both German and English; however, GICS assures that all are measured.

Since GICS fully implements the IB PYP phase of the implementation process during the student’s fourth and fifth years, the complexity of the program deepens and moves the student beyond skills in order to guide the student to an enduring, “big-picture” understanding through the inquiry exploration and sophisticated questioning within the IB units of inquiry. The student’s evolving standards mastery is monitored and measured by teachers through the student’s daily participation in thematic units. Furthermore, less quantitative, more subjective components such as attitudes, cultural acceptance, self-motivation and social responsibility become elements of student outcomes.

b. MEASURABLE PUPIL OUTCOMES (MULTILINGUAL PROGRAM)

The Multilingual program at GICS prepares its students to develop skills in bilingualism and biliteracy as well as to achieve at high levels academically. The GICS assessment plan in the area of Multilingual education is designed to monitor pupil outcomes using a variety of measures. The table below provides a summary of this plan.

GICS MULTILINGUAL PROGRAM ASSESSMENT PLAN

GICS Program Goals	
Bilingualism/Biliteracy	Academic Achievement
English language proficiency <ul style="list-style-type: none"> • CELDT – English learners only, grades K-5 	English reading achievement <ul style="list-style-type: none"> • ELA CAASPP – all students, grades 3-5
English reading <ul style="list-style-type: none"> • Fountas & Pinnel, grades K-2 • ELA CAASPP – all students, grades 3-5 	Math achievement – in English <ul style="list-style-type: none"> • Math CAASPP – all students, grades 3-5)
German language and literacy <ul style="list-style-type: none"> • German language and literacy assessments – under development in 2017-2018, grades TK-5 • DSD – selected students, grades 3-5 	Science achievement – in English <ul style="list-style-type: none"> • Science CAASPP – all students, grade 5

As the table above illustrates, the plan measures English reading development for GICS students at all grade levels. Oral English skills are assessed for ELs only. German language and literacy skills are assessed for all students in grades K-5 using an assessment instrument that was under developed with assistance from the Center for Applied Linguistics, and was piloted in 2017-2018.

In addition, selected students in grades 3-5 also participate in the *Deutsches Sprachdiplom* (DSD, or German Language Diploma). This assessment is based on the Common European Framework of Reference for Languages (CEFR) and has subsections to reference German language proficiency. The DSD follows the same format used in the assessment of all European Union languages. Furthermore, the DSD is administered to approximately 65,000 students in approximately 65 countries each year. The DSD assesses the following skills on separate sub-tests: listening comprehension, reading comprehension, writing, and oral comprehension. Thus, the DSD is aligned to the program goals at GICS for students in grades 3-5 and presents itself as a reliable and sufficiently validated tool for assessing children's German language acquisition.

With regard to the DSD, GICS students at grade 3 who are making adequate progress in acquisition of German language and literacy participate in the DSD, Level A1, which is designed to target children aged 9 and 10 and enrolled in grades 3 and 4. Some students in grade 4 and grade 5 also participate in the DSD, Level A1, depending on their level of German language and literacy skills, and whether they had been successful on the test at a previous grade level.

The GICS students who are highly advanced in German in grade 5 and had previously been successful on the DSD, Level A1, are assessed on the DSD, Level A2. Level A2 targets children aged 12 to 14 and enrolled in grades 7 and 8. Decisions regarding which students would

participate in German assessments were based on student language level, teacher recommendation, and parent choice. Success on the DSD, Levels A1 and A2, provide supplemental information on student progress toward attaining German literacy.

In regard to academic achievement, all students enrolled in grades 3-5 are assessed annually in math and ELA, and science achievement is assessed for all students at grade 5.

C. METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

GICS ASSESSMENT INVENTORY

***Key:**

BOY = Beginning of Year

MOY = Middle of Year

EOY = End of Year

UoI = Unit of Inquiry

ELA = English Language Arts

CCSS = Common Core State Standards

CEFR = Common European Framework of Reference

	Assessment	Language	Frequency	Purpose	Who Takes the Assessment	Data Management Source	Performance Standards
State Testing	CAASPP (CA Assessment of Student Performance & Progress)	English	1x per year (EOY)	Monitor student progress	3rd-5th grade, all students	Power School	CCSS: ELA & Math
	CST	English	1x per year (EOY)	Monitor student progress	5th grade, all students		Science Content Standards for CA

	Assessment	Language	Frequency	Purpose	Who Takes the Assessment	Data Management Source	Performance Standards
Benchmark	Galileo	English	3x per year (BOY, MOY, EOY)	Monitor student progress	1st-5th grade, all students	Galileo	CCSS: ELA & Math
	Letter Names, Sounds, CVC words	English & German	3x per year (BOY, MOY, EOY)	Monitor student progress & inform teaching	K, all students	Teacher Records	CCSS: ELA
	Writing Prompts (Narrative, Opinion, Informative)	English & German	3x per year (BOY, MOY, EOY)	Inform teaching; grouping & differentiation	K-5th grade, all students	Teacher Records	CCSS: ELA
	Numbers, Counting, Shapes	English & German	3x per year (BOY, MOY, EOY)	Inform teaching; grouping & differentiation	K, all students	Teacher Records	CCSS: Math
	F&P Benchmark Assessment	English	1x per year (EOY, earlier as needed)	Determine reading level in English	K, all students	Teacher Records	CCSS: ELA
			3x per year (BOY, MOY, EOY)		1-5th grade, all students		
	EnVision EOY Test	English	2x per year (BOY, EOY)	Monitor student progress	K-5th grade, all students	Teacher Records	CCSS: Math

	Assessment	Language	Frequency	Purpose	Who Takes the Assessment	Data Management Source	Performance Standards
Formative	Letter Names, Sounds, CVC words	English & German	3x per year (BOY, MOY, EOY)	Monitor student progress & inform teaching	K, all students	Teacher Records	CCSS: ELA
	Writing Prompts (Narrative, Opinion, Informative)	English & German	At least 3x per year (Beginning of each writing unit)	Inform teaching; grouping & differentiation	K-5th grade, all students	Teacher Records	CCSS: ELA
	Spelling & Vocabulary tests	English & German	Weekly	Assess mastery of language standards & inform teaching	1st-3rd grade, all students	Teacher Records	CCSS: ELA
	Spelling & Vocabulary tests	English & German	6x per year (connected to each UoI)	Assess mastery of language standards & inform teaching	4 th -5 th grade, all students	Teacher Records	CCSS: ELA
	Numbers, Counting, Shapes	English & German	3x per year (BOY, MOY, EOY)	Inform teaching; grouping & differentiation	K, all students	Teacher Records	CCSS: Math

	Assessment	Language	Frequency	Purpose	Who Takes the Assessment	Data Management Source	Performance Standards
Summative	F&P Benchmark Assessment	English	1x per year (EOY, earlier as needed)	Determine reading level in English	K, all students	Teacher Records	CCSS: ELA
			3x per year (BOY, MOY, EOY)		1-5th grade, all students		
	Writing Prompts (Narrative, Opinion, Informative)	English & German	At least 3x per year (End of each writing unit)	Monitor student progress, assess mastery of writing genre	K-5th grade, all students	Teacher Records	CCSS: ELA
	UoI Projects	English & German	6x per year (at the end of each UoI)	Assess mastery of Science & Social Studies topics	K-5th grade, all students	Teacher Records	Science & Social Studies Content Standards for CA
	EnVision EOY Test	English	1x per year (EOY)	Monitor student progress	K-5th grade, all students	Teacher Records	CCSS: Math
	EnVision Topic Tests	English	Throughout year	Monitor student progress	K-5th grade, all students	Teacher Records	CCSS: Math
	Program Placement Test	German	1x per year (EOY)	Determine placement in Immersion or Acquisition programs	2nd grade, all students	Language Coordinator Records	GICS German Language Standards
	A1- DSD I (Deutsche Sprachdiplom I)	German	1x per year (Spring)	Determine German proficiency in all 4 language areas	3rd-4th grade, immersion students; 5th grade, acquisition students	Language Coordinator Records	CEFR
	A2 - DSD I (Deutsche Sprachdiplom I)	German	1x per year (Spring)	Determine German proficiency in all 4 language areas	5th grade, immersion students	Language Coordinator Records	CEFR

GICS Assessment Matrix

Grade	Reading English	Writing English	German	Mathematics
TK	- Letter Names, Sounds	- My name is ...	- Letter Names, Sounds - Vocabulary	- Counting to 20, 50 - Shapes - Patterns - Measurement (order by length)

Grade	Reading English	Writing English	Reading German	Writing German	Mathematics
K	Aug - Letter Names, Sounds, CVC words - Oral Blending - Initial, Medial, Final Sound Isolation - Some: F&P	Aug - Narrative Prompt: I know a lot about ...	Aug - Letter sounds - Vocabulary: Colors, Numbers	Aug - Prompt: Name & illustration	Aug - Numbers, Counting, Shapes - EnVision EOY
	Jan - Letter Names, Sounds, CVC words - Oral Blending - Initial, Medial, Final Sound Isolation - Reading Level as needed (F&P Benchmark Assessment System)	Jan - Opinion Prompt: I like __ (specific to art & jobs)	Jan - Letter sounds - Vocabulary: Colors, Numbers	Jan - Opinion Prompt: Ich mag __	Jan - Numbers, Counting, Shapes
	May - Letter Names, Sounds, CVC words - Oral Blending - Initial, Medial, Final Sound Isolation - Reading Level (F&P Benchmark Assessment System)	May - Informative Prompt: Describe what happens (water/ice & life cycle)	May - Letter sounds - Vocabulary: Colors, Numbers	May - Informative Prompt	May - Numbers, Counting, Shapes - EnVision: EOY test
	Throughout Year - Reading Level	Throughout Year - Unit of Inquiry prompts	Throughout Year • Grade level reading	Throughout Year	Throughout Year - EnVision: Topic Tests

Grade	Reading English	Writing English	Reading German	Writing German	Mathematics
1	Aug - Reading Level (F&P Benchmark Assessment System) - High-frequency words Nov - Comprehension: Galileo Benchmark Assessment	Aug - Narrative Prompt: Write about something you love & tell reasons why Nov - Spelling & Grammar: Galileo Benchmark Assessment	Aug - Letter & sound recognition (ABCD tiered), beg-mid-end sounds - Vocab: Days of the Week, colors - Conversation	Aug - Narrative Prompt: Something you love	Aug - EnVision: EOY test Nov - Galileo Benchmark Assessment
	Jan - Reading Level (F&P Benchmark Assessment System) - High-frequency words - Comprehension: Galileo Benchmark Assessment	Jan - Opinion Prompt: My favorite _____ is _____ & give reasons why. (specific to either jobs or art/poetry/music) - Spelling & Grammar: Galileo Benchmark Assessment	Jan - Fluency & Comprehension: Lesebaum Books - Vocab: Days of the Week, colors - Conversation	Jan - Opinion Prompt	Jan - Galileo Benchmark Assessment
	April - Comprehension: Galileo Benchmark Assessment May - Reading Level (F&P Benchmark Assessment System) - High-frequency words	April - Spelling & Grammar: Galileo Benchmark Assessment May - Informative Prompt: Write about something you know a lot about & give 5 facts.	May - Fluency & Comprehension: Lesebaum Books - Vocab: Days of the Week, colors - Conversation	May - Informative Prompt	April - Galileo Benchmark Assessment May - EnVision: EOY test
	Throughout Year - Reading Level	Throughout Year - Unit of Inquiry prompts	Throughout Year - Grade level reading	Throughout Year - Daily Journal - Weekly Vocabulary Word Practice	Throughout Year - EnVision: Topic Tests

Grade	Reading English	Writing English	Reading German	Writing German	Mathematics
2	Aug - Reading Level (F&P Benchmark Assessment System) - High-frequency words Nov - Comprehension: Galileo Benchmark Assessment	Aug - Narrative Prompt: Write a story about your family. Nov - Spelling & Grammar: Galileo Benchmark Assessment	Aug - Comprehension (Monster Text)	Aug - Opinion Prompt	Aug - EnVision: EOY test - EnVision: Placement test Nov - Galileo Benchmark Assessment
	Jan - Reading Level (F&P Benchmark Assessment System) - High-frequency words - Comprehension: Galileo Benchmark Assessment	Jan - Opinion Prompt: ___ makes me feel ___ & give reasons why. (specific to environmental issues & then art). - Spelling & Grammar: Galileo Benchmark Assessment	Jan - Comprehension (Monster Text)	Jan - Narrative Prompt	Jan - Galileo Benchmark Assessment
	April - Comprehension: Galileo Benchmark Assessment May - Reading Level (F&P Benchmark Assessment System) - High-frequency words	April - Spelling & Grammar: Galileo Benchmark Assessment May - Informative Prompt: Describe how something works	May - Comprehension (Monster Text)	May - Informative Prompt	April - Galileo Benchmark Assessment May - EnVision: EOY test
	Throughout Year - Reading Level	Throughout Year - Weekly Spelling/Vocabulary tests - Grammar (Daily Language Review) - Unit of Inquiry prompts - Weekly Writing Journal	Throughout Year • - Weekly Vocabulary tests	Throughout Year	Throughout Year - EnVision: Topic Tests - Front Row Ed - Daily Quick checks - Daily Common Core Review - “Mad Minute”: timed computation tests

Grade	Reading English	Writing English	Reading German	Writing German	Mathematics
3	Aug - Reading Level (F&P Benchmark Assessment System) Nov - Comprehension: Galileo Benchmark Assessment	Aug - Narrative Prompt: Write a story about a time you had to work as a team or group. Nov - Spelling & Grammar: Galileo Benchmark Assessment	Aug - Comprehension: Read A1 text, T/F questions; Fill in missing sentences - Listening: T reads story, students fill in blanks, illustrate	Beg/Middle/End of Yr - Narrative Prompt: Letter to friend about school - Grammar: nouns & verbs	Aug - EnVision: EOY test - EnVision: Placement test Nov - Galileo Benchmark Assessment
	Jan - Reading Level (F&P Benchmark Assessment System) - Comprehension: Galileo Benchmark Assessment	Jan - Opinion Prompt: In your opinion, what is the best book? Explain why. - Spelling & Grammar: Galileo Benchmark Assessment	Jan - Comprehension - Listening: T reads story, students fill in blanks, illustrate	Jan - Narrative Prompt - Grammar: nouns & verbs	Jan - Galileo Benchmark Assessment
	April - Comprehension: Galileo Benchmark Assessment May - Reading Level (F&P Benchmark Assessment System) - CAASP: ELA	April - Spelling & Grammar: Galileo Benchmark Assessment May - Informative Prompt Explain how people affect other living things.	May - Comprehension - Listening: T reads story, students fill in blanks, illustrate	May - Informative Prompt - Grammar: nouns & verbs	April - Galileo Benchmark Assessment May - EnVision: EOY test - CAASP: Math
	Throughout Year - Reading Level - Comprehension worksheets (novel study)	Throughout Year - Weekly Spelling tests - Unit of Inquiry Grammar tests - Unit of Inquiry prompts	Throughout Year - Grade level reading - Weekly Vocabulary & Spelling tests	Throughout Year - Weekly Writing prompts - Daily Comprehension questions	Throughout Year - EnVision: Topic Tests

Grade	Reading English	Writing English	Reading German	Writing German	Mathematics
4	Aug - Reading Level (F&P Benchmark Assessment System) Nov - Comprehension: Galileo Benchmark Assessment	Aug - <u>Narrative Prompt</u> : Write about an ordinary moment. Nov - Spelling & Grammar: Galileo Benchmark Assessment	Aug	Aug Narrative Prompt: Letter to Teacher	Aug - EnVision: EOY test - EnVision: Placement test Nov - Galileo Benchmark Assessment
	Jan - Reading Level (F&P Benchmark Assessment System) - Comprehension: Galileo Benchmark Assessment	Jan - Opinion Prompt - Spelling & Grammar: Galileo Benchmark Assessment	Jan	Jan - Informative Prompt	Jan - Galileo Benchmark Assessment
	April - Comprehension: Galileo Benchmark Assessment May - Reading Level (F&P Benchmark Assessment System) - CAASP: ELA	April - Spelling & Grammar: Galileo Benchmark Assessment May - Informative Prompt	May	May - Opinion Prompt	April - Galileo Benchmark Assessment May - EnVision: EOY test - CAASP: Math
	Throughout Year - Reading Level	Throughout Year - Unit of Inquiry prompts	Throughout Year - Grade level reading - Antolin - Comprehension	Throughout Year - Weekly Grammar: Sentence of the Day - Journal - Weekly Spelling & Grammar: Lenore tuber Dictate	Throughout Year - Envision: Topic Tests - Daily Math starter: multiplication

Grade	Reading English	Writing English	Reading German	Writing German	Mathematics
5	Aug - Reading Level: F&P Benchmark Assessment System Nov - Comprehension: Galileo Benchmark Assessment	Aug - <u>Narrative Prompt</u> : Write about the best small moment story, a story of one time in your life. (1st- Personal Narrative, 2nd- Mystery Fiction)	Aug	Aug	Aug - EnVision: EOY test - Pizza Prompt Nov - Galileo Benchmark Assessment
	Jan - Reading Level: F&P Benchmark Assessment System - Comprehension: Galileo Benchmark Assessment	Jan - <u>Informative Prompt</u> : Think of a topic that you've studied or know a lot about. (1st- Research Teacher Choice: Personal Narrative, 2nd- Research Student Choice)	Jan	Jan - Narrative Prompt	Jan - Galileo Benchmark Assessment
	March - Comprehension: Galileo Benchmark Assessment May - Reading Level: F&P Benchmark Assessment System - CAASP: ELA	May - <u>Opinion Prompt</u> : Write about a topic that you know and care about, an issue around which you have strong feelings. (1st- Teacher Choice: Scholastic/News ELA article, 2nd- Student Choice- Opinion Essay)	May	May - Informative Prompt	March - Galileo Benchmark Assessment May - EnVision: EOY test - Pizza Prompt - CAASP: Math
	Throughout Year - Reading Level - Comprehension: Novel Quizzes - Comprehension: Daily Socratic Seminars	Throughout Year - Unit of Inquiry prompts - Quick writes - Weekly Writer's Workshop conferences	Throughout Year Grade level reading	Throughout Year	Throughout Year - EnVision: Practice Topic Tests - EnVision: Topic Tests - Exit tickets

D. DATA ANALYSIS AND REPORTING

a. TYPES OF DATA THE SCHOOL WILL USE

To gather data on student performance in English Language Arts, GICS uses the following assessments:

- California Assessment of Student Performance and Progress (CAASPP) for third through fifth grade
- Galileo Benchmark Assessment for first through fifth grade
- Fountas and Pinnell Benchmark Assessments for foundational literacy skills and reading levels for all grades
- Writing prompts for narrative, informative/explanatory, and opinion texts for all grades

To gather data on student performance in Mathematics, GICS uses the following assessments:

- California Assessment of Student Performance and Progress (CAASPP) for third through fifth grade
- Galileo Benchmark Assessment for first through fifth grade
- EnVision Math topic and end of year tests for all grades

To gather data on student performance in German, GICS uses the following assessments:

- Foundational literacy skills tests for kindergarten and first grade
- GICS Program Placement Test for second grade
- Deutsche Sprachdiplom I (A1 – DSD I) for third through fifth grade
- Deutsche Sprachdiplom I (A2 – DSD I) for fifth grade
- Writing prompts for narrative, informative/explanatory, and opinion texts for all grades

To gather data on English Learner performance, GICS uses the following assessments:

- California English Language Development Test (CELDT) for all grades
- English Language Proficiency Assessments for California (ELPAC) for all grades

b. ROLE AND USE OF DATA TO INFORM CURRICULUM, INSTRUCTION, TIERED INTERVENTION AND ENRICHMENT

Data from assessments, such as the CAASPP and Galileo Benchmark Assessment results, are analyzed by teachers and administration during staff meetings and professional development time. Teachers use the data gathered from these assessments to plan their lessons and adjust curriculum to fit student needs. Teachers use the data to identify areas needing more practice and support; assessment data assists teachers in grouping students for small group practice and instruction. Assessments given at the beginning and throughout the year are used to identify students needing intervention support as well as those requiring enrichment activities.

c. ROLE AND USE OF DATA TO MONITOR AND IMPROVE THE CHARTER SCHOOL'S EDUCATIONAL PROGRAM AND OPERATIONS BY THE STAFF, SCHOOL SITE LEADERSHIP, EXECUTIVE LEADERSHIP AND GOVERNING BOARD

Data from assessments is used to monitor the effectiveness of GICS' curriculum and programs. Teachers and administration analyze data from the current and previous years' assessments to look for trends across time, paying attention to which subject areas, student groups, or school programs may need more support. The data is shared with both the Executive Director and the Board of Trustees.

d. ROLE AND USE OF DATA TO INFORM STAKEHOLDERS OF SCHOOL PERFORMANCE

GICS shares assessment data and results with all stakeholders. Parents receive letters containing all summative test results, such as CAASPP and GATE results. During parent teacher conferences, not only summative results but also formative assessment data is shared with parents. Assessment data is communicated on a regular basis with the Board of Trustees during board meetings. Student achievement appears on a consistent basis in the Executive Director report which is available on the GICS website.

E. GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

a. GRADING POLICY

Students are graded in all subject areas using the following four performance descriptors: exceeds expectations for this time of the year (EE), meets expectations for this time of the year (ME), approaches expectations for this time of the year (AE) and below expectations for this time of the year (BE). The following percentages are used to identify which performance descriptor accurately describes student progress: EE 90-100%, ME 75-89%, AE 60-74%, and BE 0-59%.

b. TYPE AND FREQUENCY OF PROGRESS REPORTING

Parents are formally notified of student progress four times throughout the school year. During parent-teacher conferences in the fall and student-led conferences in the spring, teachers provide information on student progress, highlighting areas of mastery as well as areas in need of further practice and support. Report cards are distributed at the end of each semester, once in January and once in June, providing detailed information on student achievement in their Units of Inquiry, English Language Arts, Mathematics, German Language Arts, Physical Education, Visual Arts, and Spanish in grades 3-5. Report cards also provide information on students' social development and their approaches to learning.

c. PROMOTION/RETENTION POLICY AND PROCEDURES INCLUDING APPEALS PROCEDURES

At GICS we strive to uphold the highest level of student achievement and progress. Students learn state level academic standards in a dual-language immersion setting and through the philosophy and inquiry-based units of the International Baccalaureate Primary Years Programme. GICS expects students to progress through each grade level within one school year. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

Every effort will be made by our personnel to support children in their academic development. Teachers and support personnel partner with parents to develop support systems for students. Levels of achievement have been set to ensure success for all students.

1. Acceleration

When high academic achievement is evident, a student may be recommended for acceleration to a higher-grade level. The student's maturity level shall be taken in consideration in making a determination to accelerate a student.

The acceleration process is as follows:

Transitional Kindergarten Acceleration

- Submit a written referral for acceleration to the site principal. A referral for acceleration may be initiated by a parent/guardian, teacher, or other certificated staff member.
- Teachers assess student for benchmark scores. Student must:
 - Exceed Common Core Standards in English Language Arts and Math
 - Read above grade level based on their Fountas & Pinnell reading level
 - Exceed expectations on the end of year EnVision math assessment
 - Show one year's growth in English Language Development
- Teachers provide a recommendation (using the Teacher & Administrator Recommendation form and the Summary of Progress form)
- Administration, teachers and parents meet for an Acceleration assessment review (Summary of Findings form). This conference also outlines future consequences of accelerating a child who is younger than the peer group:
 - Social/emotional impact of being amongst the youngest students in a middle school or high school environment
 - Physical growth and development compared to grade level counterparts
 - Impact on athletic competitiveness when amongst the youngest students
 - Transition to college at 17
- All forms will be submitted to the Executive Director for review, including:
 - Written referral (Request & Acknowledgement form);
 - Initial acceleration meeting form;

- Teacher & Administrator Recommendation form; and
- Acceleration assessment review (Summary of Findings form).
- After review by the Executive Director, the parent(s)/guardian(s) shall be informed of the recommendation by the principal. If the student is to be accelerated, written parent consent must be obtained.
- Parent Request & Acknowledgement, Teacher & Administrator Recommendation and Summary of Findings forms must be filed in the student's cumulative record.

First through Fifth Grade Acceleration

- Submit a written referral for acceleration to the site principal. A referral for acceleration may be initiated by a parent/guardian, teacher, or other certificated staff member.
- The principal, after consulting with the appropriate staff such as the prior teacher, current teacher, and members of the School Site Team (SST), will then gather academic progress data such as work samples, letters of recommendation, standardized test scores, and other assessment data to present a packet of evidence. This packet will be presented to the SST for a recommendation. The SST can adequately determine if the student:
 - Is ready for the next grade level work;
 - Is in the upper 5% of their age group in terms of mental ability; and
 - Is the physical development and social maturity consistent with their advanced mental ability.
- The packet will be submitted to the Executive Director for review, including:
 - Written referral (Request & Acknowledgement form);
 - Initial acceleration meeting form;
 - Teacher & Administrator Recommendation form; and
 - Acceleration assessment review (Summary of Findings form).
- After review by the Executive Director, the parent(s)/guardian(s) shall be informed of the recommendation by the principal. If the student is to be accelerated, written parent consent must be obtained.
- Parent Request & Acknowledgement, Teacher & Administrator Recommendation and Summary of Findings forms must be filed in the student's cumulative record.

2. Retention

Considering that GICS students receive only half of their instruction in English and the other half in German, it is essential that students master the foundational skills necessary for language development and reading readiness (which are covered in kindergarten and first grade). If students are promoted on to upper grades without the foundations necessary in English and German, learning can become overwhelming, stressful and can actually delay a child's academic growth.

Every effort will be made by our personnel to support children in their academic development. Teachers and support personnel partner with parents to develop support systems for struggling students. Levels of achievement have been set to ensure success for all students. If your child is not ready to be promoted to the next grade level, based on assessments given by our staff, they may be considered for retention in order to give them a stronger foundation for future years.

Below is the time line used to identify students who are possible candidates for retention:

Fall parent/teacher conference – after beginning of the year assessments are given a child may be identified as a possible candidate for retention.

January/first report card (distributed at the end of the first semester) – formal student progress is recorded. A parent conference may be required through the SST (Student Study Team) model. At this time parents will be notified that their child is at risk of retention. Parents are given the Student Retention Policy and strategies to provide support to the student are discussed at conferences.

Late April – Parents of students who are being considered for retention meet with teachers, principal and any pertinent support staff. At this time, a decision about student retention will be made.

June/Last report card (end of school year) – formal student progress is recorded.

Note: Although much of this document relates to kindergarten and first grade expectations, a student may be retained in second grade and above according to expectations set forth by the California Common Core State Standards and consensus reached by teachers, administration, and parents.

Retention at Kindergarten

In order to be promoted to the next grade level students must master the following benchmarks in Reading, Math and German.

Reading Readiness

- Student is able to identify 17 or more uppercase letters and 17 or more lowercase letters at random
- Student is able to read 15 or more consonant sounds
- Student is able to read 3 or more short vowel sounds
- Student is able to read 16 or more Kindergarten sight words
- Student uses early-phonetic spelling in writing (kt for cat)
- Student writes at least one sentence, using readable letters and with proper punctuation/capitalization

Math Concepts

- Student is able to sort and compare by color, shape and size
- Student is able to identify and extend simple patterns
- Student is able to identify quantities equal to, more than, less than
- Student is able to identify, write, compare and order numbers 0-10
- Student is able to identify, sort, compare plane shapes
- Student is able to identify a sequence of events
- Student is able to identify concepts of time (morning, afternoon, evening)

German Language

- Student is able to count from 1-10
- Student knows 13 consonant letter sounds
- Student knows 3 vowel sounds
- Student is able to follow/understand basic commands
- Student speaks in class (participates)
- Student is able to copy a sentence with proper punctuation and capitalization
- Student is able to name the days of the week
- Student is able to identify and name basic colors and shapes
- Student is able to identify common classroom objects

Social/Emotional Development

- Student is able to answer in complete sentences
- Student is able to look others in the eye when speaking
- Student responds to questions accurately
- Student is able to sit on the carpet for 10 min
- Student is able to have targeted focus on the lesson/activity

Retention at First Grade

In order to be promoted to the next grade level students must master the following benchmarks in Reading, Math and German.

English Language Arts

- Student is able to read 3 of 5 final e words
- Student is able to successfully read grade level running record passages
- Student is able to read 90% of the 1st grade sight words
- Student is able to write 5 sentences with capitals, punctuations, phonetic spelling and proper spelling of cvc (consonant, vowel, consonant) words

Math Concepts/skills English/German

- Student can complete addition and subtraction facts to 20
- Student can transform simple word problems into an addition or subtraction problem
- Student can tell time to hour and half hour
- Student can identify and add coins
- Student can identify, compare and order numbers up to 100
- Student can identify tens and ones in a number Student can count up to 100 in German.

German Language Arts

- Student reads and comprehends 3-4 sentence paragraphs that consist of phonetic combinations
- Student writes 4-5 sentences with proper first grade writing conventions
- Student can write sentences using a variety of verbs. Student can follow simple daily-used instructions such as "pick up your backpack". Student can answer questions with a simple sentence.

Retention at Second Grade

Second grade students who do not demonstrate proficiency at end of first grade in reading and who do not pass addition and subtraction math facts at the proficient level by the end of the school

Retention at Third Grade

Third grade students who do not demonstrate proficiency at end of second grade in reading by the end of the school year and who do not demonstrate proficiency in addition and subtraction math facts and partial proficiency in multiplication and division math facts by the end of the school year will be recommended for retention.

Retention at Fourth Grade

Fourth grade students who do not demonstrate proficiency at the end of third grade reading and who do not pass math facts at the proficient level in all four operations by the end of the school year will be recommended for retention.

Retention at Fifth Grade

Fifth grade students who do not demonstrate proficiency at the end of fourth grade in reading and who do not pass math facts at the proficient level in all four operations by the end of the school year will be recommended for retention.

Retention is a rarity at GICS. Early notice, frequent updates, and continuous intervention are the expectations when a teacher is considering retaining a student. Retention is not the correct decision for every student, so a teacher must carefully weigh several factors including age, cognitive ability, and maturity as well as academic achievement before recommending retention of any student.

ELEMENT 4: GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of

¹ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

A. GOVERNANCE STRUCTURE

GICS is a directly funded independent charter school and is operated as a California Nonprofit Public Benefit Corporation pursuant to California law and recognized as a 501(c)(3) by the IRS.

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

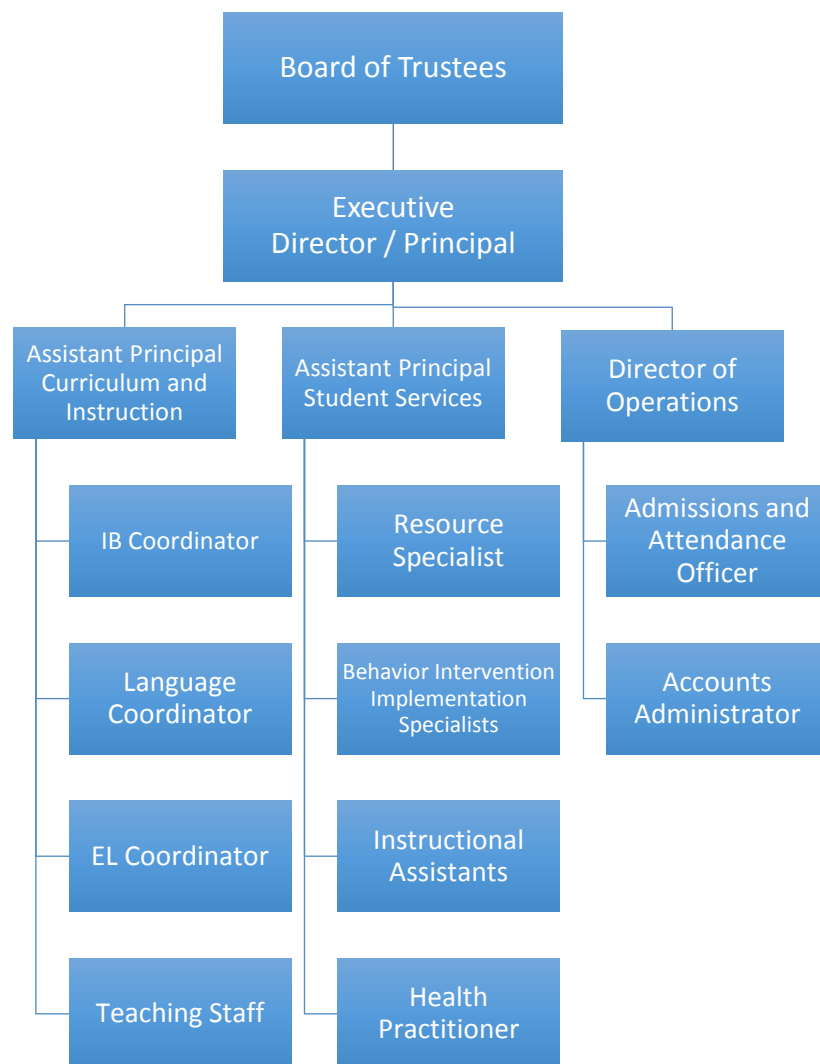
Subject to any limitations in the Law, the Corporation's Articles of Incorporation or Bylaws, or the California Charter School Law, the Board shall manage the activities and affairs of the Corporation and shall exercise or oversee the exercise of all corporate powers. Without prejudice to the general corporate powers set forth in the bylaws, and subject to the same limitations, the Board of Trustees has the power to:

At its pleasure, select, remove, and supervise all officers, agents and employees of the Corporation; prescribe any powers and duties for them that are consistent with the Law, the Articles and Bylaws; and fix their compensation, if any, pursuant to the terms of the Bylaws.

Establish and change the principal executive office of the Corporation, which shall be in the State of California.

Borrow money and incur indebtedness on behalf of the Corporation and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

Goethe International Charter School
Organizational Chart



In addition to the duties listed above, the Board of Trustees is fully responsible for the operation and fiscal affairs of Goethe International Charter School including, but not limited to, the following:

- Promote, guard and guide the vision and mission of Goethe International Charter School;
- Ensure the school meets its mission and goals;
- Hire, supervise, and evaluate the Executive Director/Principal;
- Approve all contractual agreements;
- Approve and monitor Goethe International Charter School's annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Goethe International Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Goethe International Charter School;
- 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 Goethe International Charter School;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Monitor student achievement to ensure progress toward fulfillment of the school's mission;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit;
- Appoint an administrative panel and act as an appellate body on student expulsions.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Goethe International Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Such delegation will:

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

B. GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

GICS is governed by the corporate Board of Trustees for Goethe International Charter Schools, who will maintain active and effective governance in accordance with its adopted corporate bylaws that shall be consistent with the terms of this charter. The Board shall have a minimum of five (5) and no more than nine (9) directors, including two elected parent representatives. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Trustees.

The existing Board of Trustees shall designate all directors. Board appointed Trustees shall be appointed at each Annual Meeting of the Board. Prior to the Annual Meeting each year, or in the event of a vacancy of a parent-elected representative position on the Board, the Board will oversee the election of the parent-elected representatives. A parent who has served on the Board may be re-elected by the parents for a second term. All parents/guardians of currently enrolled students will be eligible to serve as a Trustee; if a parent-elected representative's child(ren) withdraw from the school, the parent representatives' seat shall be deemed vacant. Each family of a currently enrolled student(s) will be entitled to one vote per family.

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. Although the Board strives for unanimous support for new Board Members, per the bylaws a simple majority is all that is needed to fill each seat (except for the representative of the District, if any, and the parent-elected seats).

Each Trustee shall hold office unless otherwise removed from office for one (1) year and until a successor director has been appointed or elected as required by the position as described below. Board terms are renewable upon mutual consent between the Board and the Trustee. Each member of the Board is carefully chosen for his or her passion and commitment to our mission, dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of Goethe International Charter School. Although not required, the Board will strive to create an odd number of Trustees for voting purposes.

At all times, the Board will strive to seat members that have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, or public relations. Community members will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business.

No person serving on the Board of Trustees may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

C. GOVERNANCE PROCEDURES AND OPERATIONS

The Board of Trustees governing Goethe International Charter School meets at least monthly during the school year at the school site, and in accordance with the Brown Act. Additional meetings are called as necessary and comply with all of the provisions of the Brown Act. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Trustees and are posted near the entrances of the Charter School at the entrance of the Charter School's main office, and on the Charter School's website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings are posted at least 24 hours before the meeting via the same means as a regular meeting. In the event of an emergency meeting, the Board will comply with the one-hour notice provisions of the Brown Act.

A majority of the trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present shall be the act of the Board. Trustees may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Members of the Board of Trustees 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 of Trustees shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;

All votes taken during a teleconference meeting shall be by roll call;

If the Board of Trustees 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 of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

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 of Trustees 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 Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, LAUSD's interpretation of Government Code Section 1090, Corporations Code conflict of interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

The Goethe International Charter School Board of Trustees will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

The Board of Trustees shall, in its discretion, form Committees in accordance with its Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the Charter School meets achieves its mission and goals, including, but not limited to, a Finance Committee, Nominating Committee, Outreach and Diversity Committee and an Audit Committee.

D. STAKEHOLDER INVOLVEMENT

Although teachers and staff do not serve as members of the Board of Trustees, all stakeholder groups within the school community play a vital role in advancing the vision and mission of the school and its programs.

School Site Council (SSC)

The School Site Council helps ensure that teachers, staff and parents are involved in shared leadership at the school site level. Membership on the School Site Council is balanced between school and parent representatives. The School Site Council, led by the Principal, is comprised of the following members:

- The Executive Director/Principal
- The President and Vice President of the Goethe Parent Association (GPA), elected annually pursuant to the GPA's policies and procedures
- Four teacher representatives, elected by the faculty; and
- Three elected parent representatives, one each from grade levels K-1, 2-3 and 4-5.

The purpose of the School Site Council is to assist the school administration in decision-making by providing input from all constituents regarding issues of budget, scheduling, enrichments, facilities, community outreach, and more. The parent and teacher representatives serve an extremely important role, as they are the voice of their respective stakeholders in decision-making at the site level and also a means to disseminate information regarding some of the bigger-picture issues that interest the community, such as charter school policy, LAUSD processes, and state budgetary issues. The SSC is also the means through which administration works with the GPA to manage parent volunteers and committees.

The SSC meets once a month during the school year, or more often as the Council determines is necessary. A report from each meeting is posted on the school's website shortly after each meeting. Administration reports, as needed, to the Board regarding the activities and recommendations of the SSC.

Goethe Parent Association (GPA)

As a parent-founded school, GICS is founded upon the belief that dedicated and caring parents and a cooperative community are critical to the successful function of the school. Parents' direct involvement with their child's education is the lifeblood of a successful school. In addition to parent elected representatives on the Board of Trustees and on the School Advisory Council, all parents of enrolled students are members of the Goethe Parents Association. While the GPA is not an established legal entity, the GPA membership annually elects a President, Vice President and other leadership positions to serve a one-year term. As detailed above, the GPA's President and Vice President will serve on the School Site Council, along with additional elected parent and teacher representatives.

The GPA's primary function is to recruit and organize parents' active participation in supporting the school, and help the school communicate with and educate parents about GICS's programs. Through monthly meetings open to all parents, the community has the opportunity to learn more about GICS activities and educational programming. Meetings feature updates on committee work, along with "Community University" sessions that include faculty, administration and guest speakers discussing the ideas underpinning the curriculum and strategies for parents to strengthen their support of their children.

The GPA's monthly meetings are held in the evenings on campus. Specific dates and notices will be announced in school newsletters and on the school website. Refreshments and child care are provided.

Parent involvement is a hallmark of the success of GICS. As a parent founded school, we are firmly committed to ensuring that parents participate actively in supporting our school. Each family is encouraged to volunteer five hours per month, with a wide variety of activities available to encompass different skills, interests, and schedules. The GPA helps coordinate all parent volunteer activities. No child will be denied enrollment or any other services as a result of a family's inability to contribute volunteer hours. Parents are informed about opportunities for volunteering and the school's volunteer policy via the Family Handbook and meetings hosted by the GPA and school administration. At no time is any parent required to volunteer, and parents are informed that their inability or refusal to volunteer in no way impacts their child's enrollment or participation at GICS.

GICS' commitment to the Local Control and Accountability Plan (LCAP) includes the input from all stakeholders, parents, teachers, administration and students in the LCAP development process and the annual updates. The process includes obtaining input at monthly Coffee Chats with administration, Community Universities.

The Executive Director/Principal engages parent representatives of the School Site Council in obtaining input and providing information about LCFF/LCAP. Updates on the LCAP and the school's educational program are presented at the monthly Board meetings.

The GICS website provides updated information about the LCAP process.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

A. EMPLOYEE POSITIONS AND QUALIFICATIONS

Goethe International Charter School (GICS) will comply with the mandates of the Elementary and Secondary Education Act (ESEA)/ Every Student Succeeds Act (ESSA) as they apply to charter schools. GICS teachers will hold the appropriate California Commission on Teacher Credentialing certificate, permit or other document as required for their teaching position and teachers who provide instruction to English Language Learners (ELL) will have a CLAD or BCLAD certificate. GICS's office will maintain current copies of all teacher and paraprofessional credentials such that they are easily accessible.

Before any employee can begin service at GICS he/she must provide evidence of medical clearance for communicable diseases and Mantoux tuberculosis (TB) and clear for employment a background check from the DOJ and FBI (German teachers). Records of fingerprinting/background screening and TB test are kept on file and are available for audit.

a. EMPLOYEE QUALIFICATIONS AND RESPONSIBILITIES

1. Executive Director/Principal

The Executive Director/Principal is responsible for the operation of the school overseeing the educational program as well as all administrative initiatives and duties. The Executive Director is responsible for establishing and implementing best practices for all school operations, including admission, marketing, finance, facilities, and fundraising, that demonstrate integrity at all levels of the school. The Executive Director/Principal reports to the Board of Trustees. Experience and strong skills in communications on multiple levels and to varied stakeholders are vital. Experience in elementary school education sufficient to oversee the educational program is required.

Responsibilities

Governance

- Broker relationships and agreements between LAUSD and the Charter Board of Trustees
- Assure necessary governance, compliance and student records are maintained and updated
- Work in partnership with the Board of Trustees to establish and refine the school's mission and articulate the mission to all constituencies: students, faculty and staff, parents, alumni/ae, and the community
- Organize and prepare the meetings of the Board of Trustees
- Co-create a five-year strategic plan with the Board
- Ensure compliance with all laws, board policies and federal, state, district and city regulations
- Oversee/create school calendar, master schedule, teacher schedules, and staff and family handbooks
- Supervise data collection, co-create accountability metrics, analyze school data with Board and staff
- Supervise District oversight visit preparation and execution, and response to recommendations from District
- Assure adherence to the Charter to assure compliance

Facilities

- Develop long term facilities solution
- Negotiate Prop 39

Fiscal Management

- Establish and oversee business office operations
- Develop and monitor the annual school budget
- Apply for grants and other appropriate funding programs.
- Coordinate budgetary recommendations to the Executive Director in alignment with the school plans to increase student achievement.
- Oversee the development and monitoring of all special education budgets and expenditures.
- Develop and oversee the implementation of the Single Plan for Student Achievement and the Local Control and Accountability Plan (LCAP)

Institutional Development

- Identify and analyze best practices for continuous school improvement
- Through strategic fundraising and marketing including foundation and corporate grant writing, annual and capital campaigns, and publicizing the school, acquire resources that sustain and enrich the school's programs

Community Engagement/Communication

- Serve as the primary interface with the public and the media and oversee internal and external communication
- Represent the charter at the local, state and national level
- Build and maintain strong relationships with staff, administration, families, students, LAUSD, and the school community that support all parties' success
- Represent the school within the educational, business, and greater community
- Coordinate student recruitment with special emphasis on ensuring a student population that reflects the diversity of the community

Human Resources

- Set employee salary levels and benefits (including compensation matrix) for school employees
- Hire, supervise and evaluate staff

2. Assistant Principal

The Assistant Principal collaborates with the Executive Director/Principal to synthesize GICS' mission, vision and goals into an annual operational and strategic plan. Under the direction of the Executive Director/Principal, the Assistant Principal supervises faculty and staff and supports the hiring process with the support of the Director of Operations. The Assistant Principal facilitates parent conferences, interventions, student support teams and students with disabilities. The Principal's leadership sets the tone for the school, establishing a safe and supportive learning and work environment for students, staff and parents. Additionally, the Assistant Principal will have responsibilities in the following areas:

Responsibilities:

Human Resources

- Assist the Executive Director/Principal in the hiring and evaluating of instructional staff to achieve educational goals.
- Hire and evaluate the Instructional Assistants and Behavior Intervention Implementation Specialists as well as the Resource Specialist.
- Supervise and coordinate site volunteers.
- Develop and schedule classes and teacher assignments for students.

Instructional Leadership/Professional Development

- Ensure student achievement is a top priority for all staff by focusing on results.
- Encourage the use of innovative instructional approaches for all learners to include special education students, gifted students and English learners.
- Strengthen the school programs to include German Immersion, German Language Acquisition and the Primary Years Programme.
- Develop curriculum and provide pacing guides for core subjects to ensure consistency across the grade levels and adherence to the California Common Core standards.
- Implement a data driven system to monitor and assess student achievement.
- Analyze internal and external data and prepare reports for various audiences.
- Plan and conduct regularly scheduled staff meetings with the purpose of aiding in the coordination of programs and services that support student achievement.
- Design teacher collaboration and planning time.
- Consistently observe and mentor classroom teachers.
- Create a yearlong professional development plan to include student health, safety, discipline and conduct.
- Keep current on latest educational development through in-services, conferences, programs and professional materials.
- Maintain and continue to develop professional expertise in areas of educational philosophies and practices (with special focus being on IB and Immersion), management skills and school site administration.
- Provide assistance in selection of instructional materials.
- Manage the special education program and services.
- Maintain and monitor plans and programs for student health, safety, discipline and conduct.
- Implement and monitor the school wide discipline system and collect and analyze discipline data.
- Consistently observe and mentor Instructional Assistants and Behavior Intervention Implementation Specialists.
- Coordinate the facilitation of IEP and SST meetings.
- Monitor all 504 Plans and ensure implementation of accommodations.
- Lead professional development around discipline and safety issues for the entire staff.
- Update as necessary Site Emergency Plan and lead the school based emergency team.

District/State/Federal accountability

- Assure that all state mandated testing is administered and submitted.
- Monitor methods which student progress shall be assessed.

Community Engagement/Communication

- Represent site at local, county and state level committees.
- Provide curriculum information to the staff and GICS Board.
- Facilitate collaboration among teachers.
- Provide stakeholders with timely, useful and understandable information related to policies and practices including data about student performance.
- Work with civic and community service organizations.

- Develop and maintain relationships among parents, students, teachers, staff, community members, Board of Trustees, and all other stakeholders.
- Conduct community outreach efforts to enhance school diversity.
- Serve on various committees, such as Site Council.
- Receive and respond to inquiries, concerns and complaints from staff, students and parents.
- Cultivate the leadership potential of the students by supervising the implementation of the student council and the house system.
- Organize school events, such as Community Universities, School Assemblies and student competitions.
- Conduct community outreach efforts to enhance school diversity.

School Culture

- Assist and support teachers in modifying student behavior.
- Facilitate parental involvement in the educational process.
- Infuse behavioral attitudes and attributes delineated in the IB model into school culture.
- Maintain and monitor plans and programs for student health, safety, discipline and conduct.
- Participate in student success teams (SSTs) and IEPs.
- Coordinate positive student recognition program.

Qualifications

The Assistant Principal at Goethe International Charter School should possess leadership abilities and an educational vision that is consistent with the school's mission and educational program. He/she should be familiar with and committed to implementing the International Baccalaureate Primary Years Programme and the foreign language (German) immersion and acquisition programs as articulated in the approved charter petition. Experience in a school serving at-risk and diverse populations is highly desirable.

Required

- Master's Degree in Administration or related field
- Possess or eligible for a California Administrative Credential
- Five or more years of teaching experience
- Leadership/Management Experience
- Evidence of High Expectations of Academics and Student Behavior
- DOJ Fingerprinting Background Check Clearance
- Negative TB Test
- CPR certified

Preferred:

- Second Language Proficiency
- International Experience
- Knowledge and Experience with International Baccalaureate Primary Year Programme and MYP
- Technology/Data Analysis Experience
- Financial/School Budget Development or Business Experience

3. Director of Operations

The Director of Operations leads the school's office team and oversees the business aspect of the organization. He/she collaborates with all levels of staff, administration and parents and handles multiple projects simultaneously.

Responsibilities

- Manage the daily operations of the school office, directly supervising the Attendance and Admissions Officer as well as the Accounts Administrator. Coordinate workflow and assignments.
- Develop and maintain office/school policies and procedures including the preparation and dissemination of information. Functional supervision of the implementation and recording of such policies/procedures.
- Ensure compliance with attendance taking procedures and student records.
- Manage the Prop 39 Intent to Enroll campaign and complete Prop 39 application under the direction of the Executive Director.
- Manage student enrollment process, to include the annual lottery and further data collection related to enrollment under the direction of the Executive Director.
- Manage and facilitate communications to all stakeholders via Mail Chimp and school website and the school newsletter.
- Plan and manage fundraising activities under the direction of the Executive Director and with the help of community stakeholders.
- Create and maintain donor base.
- Support the Executive Director in cost budget management: Including but not limited to tracking expenses, purchasing supplies, review tracking of budget line items in collaboration with the outside Financial service provider and the in-office Accounts Administrator.
- Oversee all outside service ordering and tracking, including but not limited to transportation, substitute and special education services.
- Manage all inventory tracking, including but not limited to supplies, uniforms, textbooks and equipment.
- Plan and conduct school information tours for prospective families.
- Process new employees to include contract, DOJ clearance, TB clearance, benefits and retirement information.
- Certify DOJ clearances as the Custodian of Records.
- Coordinate Risk Management, Workers Compensation and insurance claims.

Requirements

- Master's degree
- Five or more years of experience
- DOJ Fingerprinting Background Check Clearance
- Negative TB Test
- Strong ability to lead, manage and develop staff.
- Must be highly proficient in the use of all MS Office applications. If not already proficient in Mail Chimp and Edlio web engine administration application, must be comfortable in learning new computer skills. Power School proficiency preferred.

- Excellent interpersonal and communication skills in English, both written and oral. Additional second language preferred. Ability to exercise discretion in the dissemination of information.
- Strong organizational skills, high level of personal responsibility and drive towards ambitious goals. Ability to prioritize tasks for self and team in an often-hectic environment in order to complete projects on time.
- DOJ Fingerprinting Background Check Clearance
- Negative TB Test

4. International Baccalaureate (IB) Coordinator

The International Baccalaureate (IB) Coordinator is responsible for developing, implementing and maintaining the IB PYP standards within the school environment. He/she is committed to meeting the needs of all students in a multilingual learning environment. He/she is experienced with the International Baccalaureate Primary Years Programme (IB PYP) and has a working understanding of the program from an instructional and administrative level. The IB Coordinator must continuously monitor and measure the success of the Units of Inquiry and their alignment with the California Common Core State Standards, the school's mission, and the German language curriculum.

Responsibilities

- Monitor and measure the success of the current Primary Years Programme and assist with the transition to the Middle Years Programme.
- Align the IB program with the Common Core Standards and the dual language immersion program.
- Support the written, taught and assessed essential elements of the PYP/CCSS/GLA – GICS Curriculum Framework.
- Provide staff professional development.
- Assist teachers by modeling IB lessons.
- Support teachers in the development and implementation of the essential elements of the Primary Years Programme.
- Participate in the Self Study to prepare for re-authorization in 2018.
- Develop and implement an Assessment Policy to measure student growth.
- Organize off-site professional development through the International Baccalaureate Organization (IBO) workshops.
- Attain and manage documentation as mandated by the IBO.
- Serve as a liaison between GICS, International Baccalaureate Organization, and other IB World Schools.
- Inform parents and greater community about elements of the IB Programme.
- Lead development of assessment policy that measures student progress in the elements of the program both horizontally and vertically.
- Assist the Principal in all aspects of the instructional design of the program including: curriculum design, instructional strategies, professional development training, coordination of assessment, observation and evaluation of instructors, and coordination with community partner.

Requirements

- Bachelor's degree
- California Multiple Subject Credential; or out of state equivalent
- 5 years or more of teaching experience
- IB PYP Experience required, IB MYP experience preferred
- Dual language immersion experience preferred
- DOJ Fingerprinting Background Check Clearance
- Negative TB Test

5. Language Coordinator/EL Coordinator

The Language Coordinator/EL Coordinator at Goethe International Charter School is expected to have linguistics or second language acquisition education and/or experience. He/she is also required to have experience in implementing, managing and evaluating an educational program, and specific experience in assessing the effectiveness of a language program. He/she is also responsible for overseeing the language acquisition program at GICS. The Language Coordinator/EL Coordinator manages the set-up of the GICS German/English dual language immersion curriculum, the GICS German language acquisition option curriculum and the GICS Spanish language instructional program. The Language Coordinator/EL Coordinator must measure the success of the programs using California Common Core State Standards, IB requirements, German language arts standards and the national standards for foreign language learning. He/she is responsible for developing or is reviewing and adapting authentic assessment tools to track second language mastery as well as for evaluating the students' understanding of the content delivered through that language. The Language Coordinator/EL Coordinator is expected to be bi- or multi-lingual.

Responsibilities

- Design and implement a comprehensive German Language Arts Curriculum, which incorporates and aligns with the CA Common Core State Standards.
- Coordinate the "Deutsche Sprachdiplom" A1 and A2 into the written, taught and assessed curriculum of the German Language Arts Program.
- Establish and maintain German assessment practices.
- Provide assessment data to administration and staff.
- Develop and implement a support program for German Language Learners as part of an extended day program.
- Support the German language acquisition options program.
- Maintain and establish communications and collaboration with German teaching staff and all teachers of language.
- Plan and facilitate language teachers' team meetings and assist with curriculum development.
- Collect and analyze data to monitor English Language Learner progress.
- Support the development and implementation of a comprehensive Spanish curriculum for 3rd through 5th grade, which incorporates and aligns with the CA Common Core State Standards.
- Work collaboratively with all coordinators and staff.

- Write and submit reports regarding program goals and student progress as required by the Principal.
- Provide training and support for the classroom teacher through classroom visitations and feedback, and through whole-group professional development.
- Review home language surveys, complete CELDT testing requirements, identify EL learners through test results and cumulative records, maintain records of all EL assessments, manage progress and reclassification of EL students.
- Attend CELDT training and train staff to administer the CELDT.
- Coordinate instruction with the teacher's content focus and provide on-going support for instruction of EL students.
- Suggest/demonstrate methods and techniques related to the EL instructional support
- Plan in-service/professional development activities for classroom teachers on the assessment process, ELD strategies, and California ELD Standards
- Provide effective home/school communication.
- Assists the Principal in all aspects of the instructional design of the program including: curriculum design, instructional strategies, professional development training, coordination of assessment, observation and evaluation of instructors, and coordination with community partners.

Requirements

- Bachelor's degree
- Fluent in German
- California Multiple Subject Credential; or out of state equivalent
- Bilingual authorization
- Strong background in language development
- Experience in the International Baccalaureate Primary Years Program preferred
- DOJ Fingerprinting Background Check Clearance
- Negative TB Test

6. Resource Specialist/Individual Education Program (IEP) Coordinator

The Resource Specialist/IEP Coordinator is responsible for planning instruction and/or adaptation of the education program to enable special needs students to benefit from educational experiences and overseeing all aspects of the special education IEP team process for the school.

Responsibilities

- Contributing to the design of a rigorous, project-based curriculum with a focus on becoming a world citizen.
- Act as case manager for students on their caseload.
- Monitor student progress toward goals and objectives.
- Participate as a member of the Individualized Education Program (IEP) team and other special education meetings.
- Collaborate with general education teachers for present level of performance for special education students in the possible areas of written communication, reading, math, behavior, and pre-vocational.

- Communicate and monitor accommodations and modifications for general education program.
- Create visual schedule for service minutes of special education students seen in the week.
- Implement and prepare IEPs: Formal testing, collection of informal data, communicates with general education teachers and parents, observes student performance.
- Managing Special Education Data System.
- Collaborate with general education teachers to develop student specific accommodations, modifications, and testing accommodations to present at IEP.
- Provide written reports and new goals for IEPs.
- Provide direct and/or consultation services as defined on the IEP.
- Monitor student progress, participate in review and revision of IEP.
- Consult with the general education teacher to adapt and/or modify curriculum per the IEP.
- Serve as coordinator of IEP implementation with general education staff.
- May participate as a member of the Student Support and Progress Team (SSPT) in the identification, assessment, and instructional planning process.
- Teach students in a wide variety of levels and age ranges.
- Develop a rapport and an effective working relationship with other special education team members and the supervising teachers.
- Communicate and provide a progress report per grading period to parents regarding student progress.
- Work with special education students; modify/adapt general education curriculum.
- Prepare student education plans in consultation with parents and IEP team members.
- Design instruction, both individual and small group, which parallels the general education curriculum.
- Plan, prepare, and implement lesson plans that utilize a variety of instructional strategies.
- Differentiate teaching based on the diverse and individual needs of all students.
- Maintain high expectations for students' learning and overall conduct.
- Develop and administer a variety of assessments to measure students' growth towards goals and monitor students' mastery of the content standards.
- Participate regularly in professional development and reflecting on teaching practice.
- Communicate and build positive relationships with students, students' families, colleagues and other stakeholders.

Requirements

- Education Specialist Mild/Moderate.
- EL authorization, CLAD or equivalent.
- Autism Authorization Required.
- California Multiple Subject Credential; or out of state equivalent.
- One or two years' experience teaching students with exceptional needs.
- Knowledge of subject area and current instructional methodologies, technology, and techniques associated with students with disabilities
- Experience with evaluating goals and objectives for IEPs.
- Communicate effectively, both orally and in writing.

7. Teachers

All teachers at Goethe International Charter School are required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to what a teacher in other public schools would be required to have. All GICS teachers teaching core subjects are “highly qualified” as that term is defined under the Elementary and Secondary Education Act (ESEA)/ Every Student Succeeds Act (ESSA) and further defined by California State regulations implementing the ESEA/ESSA requirements, unless such requirements are not deemed by the federal or state government to apply to Charter Schools such as GICS.

Teachers are responsible for implementing the GICS educational program in their classrooms. They must coordinate their planning and instruction with their teaching partner and work collaboratively with the Executive Director/Principal, Assistant Principal, the IB Coordinator, the Language Coordinator and other staff. Teachers will design assessments, evaluate assessment results and adjust their instruction based on these results. Teachers will need to follow and enforce GICS policies such as attendance reporting, at-risk identification and intervention as well as student behavior procedures. Teachers at GICS are expected to be knowledgeable about child development and have experience working collaboratively.

Responsibilities

- Implement GICS educational model.
- Implement CA Common Core State Standards.
- Coordinate and plan instruction with grade level teams.
- Coordinate and plan instruction with other English or German speaking teachers.
- Analyze student data to inform instruction.
- Work collaboratively with the Executive Director/Principal, Assistant Principal, Coordinators, and staff.
- Communicate with families about academic and behavioral progress.
- Participate in all school-funded professional development.
- Follow all policies and procedures as outlined in the GICS Staff Handbook.

Requirements

- Bachelor’s degree
- Preliminary or clear California Multiple Subject Credential; or out of state equivalent
- CLAD for teachers in the English classroom and BCLAD for teachers in the German classroom
- Strong background in and command of academic content
- DOJ Clearance from FBI/DOJ
- TB Clearance
- Commitment to team-teaching in a foreign language immersion/IB PYP program

8. Office/Administrative Staff

Office staff includes an Attendance and Admissions Officer, an Accounts Administrator and additional reception support. Office staff members are required to submit a current TB clearance and have a verified DOJ background check. Staff members who work with students must have current CPR and First Aid certificates and experience working with elementary age children. Office/Administrative Staff must have training, experience and/or education equivalent to two years of college. All staff must have strong communication skills and an excellent record of dependability. They must show evidence of skills such as word processing, record keeping and other office skills as required for their specific position.

The Office/Administrative Staff members are responsible for setting up and maintaining an organized front and back school office. They will follow school procedures for attendance keeping, ordering, inventory, record-keeping and accounting. They will also play a key role in communicating important information to students, parents, faculty and administration.

Responsibilities

- Receive, greet and screen office callers and refers them to proper persons and/or information.
- Exercise diplomacy in answering questions and resolve situations involving students, parents, public and staff through knowledge of school policies.
- Maintain a high degree of confidentiality regarding all aspects of the school site operation.
- Maintain and insure proper use of confidential files, which may include student, personnel and payroll records.
- Perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data and operating office machines and equipment.
- Prepare and maintain employee and/or student attendance records as required.
- Attend to student health and welfare as needed.
- Sort and distribute incoming mail. Prepare outgoing mail.
- Perform specialized secretarial duties designed to relieve Director of Operations from clerical detail.
- Order, maintain inventory, and distribute supplies and equipment as required.
- Handle all accounting regarding accounts payables and receivables adhering to all GICS and generally-accepted policies and procedures.
- Enroll new students and determine class assignment.
- Create student entry in PowerSchool and maintain accurate, up-to-date information.
- Obtain and maintain a variety of student records including grades, transcripts, test scores, medical and immunization records, cumulative folders, IEP, EL status, GATE testing, court documents (divorce decree, DCFS reports) and all general student documents.
- Handle incoming and outgoing student record requests.
- Maintain accurate permanent student records.
- Record daily attendance in PowerSchool.
- Monitor daily attendance and follow up with parents/guardians in case of issues.
- Contact parents of students being out multiple days about our Independent Study option.
- Create ongoing statistics regarding enrollment and attendance.
- Maintain current class lists.

- Communicate by phone, email or facsimile with other schools or outside agencies regarding student records and admissions.
- Prepare the annual public lottery.
- Maintain placement and waiting lists after the public lottery.
- Prepare State and District-mandated reports regarding attendance and enrollment.
- Create necessary forms in the context of attendance and enrollment.
- Create and maintain school policies regarding attendance and enrollment.
- Coordinate use of student management system PowerSchool.
- Assist with coordination of student recognition, awards and diplomas.
- Coordinate and clear Independent Study Contracts. Email teachers and parents 2 weeks prior to Dashboard being due on the collection of Independent Studies.
- Print out weekly attendance and collect signatures in a timely fashion.
- Send out notifications for attendance to all students who didn't send in an excuse.
- Send out unexcused and truant letters to parents via mail after a student collects a certain amount of unexcused tardies and trancies. Inform Principal when a letter has gone out.
- Document tardies on a shared Google spreadsheet including times of tardy, whether they were excused tardies, and whether the student came in with a parent or not.
- Update class rosters in emergency binders.
- Create new teacher/staff profiles including pertinent information like address, phone number, ID, username, and password.
- Communication with teachers when a student has a severe allergy or the need for an Epi-pen.
- Communication with teachers/staff when parents have custody issues and who can pick up the child on what day and how communication must be given to parents.
- Communication with Principal when a student has an IEP.
- Update in PowerSchool when a student qualifies for free lunch, reduced lunch, or their status changes to full price lunch.

Minimum Required Educational Qualifications

- High school diploma or the equivalent

9. Instructional Assistants

Instructional Assistants are assigned to classrooms and supervision. They support classroom instruction by working closely with the teachers to provide support and by working with small groups of students. They also assist with the supervision of lunch and recess.

Responsibilities

- Work with individual students or small groups of students to reinforce learning of materials or skills.
- Perform clerical, classroom Maintenance, and instructional duties as assigned by the classroom teacher.

- Observe students and assist in the supervision and modeling of appropriate student behavior through positive reinforcement techniques and implementation of a teacher designed behavior management system.
- Alert classroom teacher of any problem or special information about an individual student.
- Demonstrate ethical behavior and confidentiality of information about students in school environment and community.
- Confer with teachers concerning student progress and determine programs, activities and materials to meet individual student needs.
- Assist in monitoring the safety of students in various educational settings, including during snack, recess, lunch, pick up and drop off.
- Attend trainings, workshops, and staff development meetings as required.
- Assist teacher in the implementation of students Individualized Education Plans (IEPs), emergency health plans, and classroom/individual behavioral plans.

Minimum Required Educational Qualifications

- High school diploma or the equivalent and two years of college (48 units) or Associates Degree or higher

10. Behavior Intervention Implementation Specialists

Behavior Intervention Implementation Specialists assist, support and work closely with teachers, administrators, service providers, and other team members in providing educational and behavioral benefits for students with special education needs on a one-on-one basis and to provide support to the overall classroom. They also assist with the supervision of lunch and recess.

Responsibilities

- Assist in the preparation of instructional materials (copy, order, arrange, or gather materials as directed) including visual aids and classroom displays.
- Participate in data collection on behaviors as part of the behavior support plan development and implementation under the Behavior Intervention Development (BID) and general education teacher's direction.
- Record data, case notes, and other pertinent information for input into the Welligent system as described by the IEP.
- Assist teacher in maintaining an environment conducive for learning and encouraging appropriate behavior by using a consistent team approach.
- Assist teachers in carrying out positive reinforcement procedures and reactive strategies identified in the behavior support plan, such as prompting student to switch to functionally equivalent replacement behavior.
- Assist teachers in working with students who may be demonstrating excessive behaviors such as hitting, biting, scratching, running or tantrum-like behaviors.
- Work as team member and under the direction of the teacher and BID to support goals specified in the behavior support plan on the IEP.

- Demonstrate knowledge of student's needs, including but not limited to: educational, medical, physical, sensory, speech/language, social/emotional, fine/gross motor, pre-vocational, etc., as established by the Individualized Education Plan (IEP) team.
- Escort, supervise, and assist student to various settings, including but not limited to: field trips, school related functions, cafeteria, recess, and general education/special classrooms including arrival and dismissal times.
- Facilitate appropriate social interactions among students by prompting, modeling, and reinforcing appropriate social behaviors in a group setting.
- Assist teachers in implementing lessons or portions of lessons to a student or group of students, check for accuracy of work, and present additional assignments as directed by the teacher.
- Reinforce instruction (individually, small group, or whole group of students) as directed by the teacher.
- Take notes or scribe for students if indicated in IEP.
- Assist and monitor students in using assistive technology devices.
- Provide ongoing basic or emergency medical assistance to students as needed using appropriate equipment; including, but not limited to, first aid, CPR, and emergency injections (i.e. epi-pens)
- Complete reports and records, such as accident and incident reports, as needed.
- Assist in bathroom transition supervision.
- Assist in the supervision of children in the classroom and outdoors.
- Assist in the discipline of assigned students according to staff direction and approved Goethe International Charter School discipline policy.
- Help facilitate inclusion of student in general education setting.

Minimum Required Educational Qualifications

- High school diploma or the equivalent and two years of college (48 units) or Associates Degree or higher

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter

School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Goethe International Charter School is committed to providing a safe, healthy, and protective environment in which every member of the school community will grow and prosper. GICS will ensure the safety of the students and staff by complying with the current District expectations and policies for health and safety as well as complying with all state and federal laws.

Custodian of Records

The Director of Operations serves as the Custodian of Records per California Department of Justice requirements.

Healthy, Hunger-Free Kids Act of 2010

Improving child nutrition is the focal point of the Healthy, Hunger-Free Kids Act of 2010. Goethe International Charter School (GICS) participates in the lunch program of Marina del Rey Middle School. About 27% of the student body take a hot lunch on a daily basis. However, the bigger part of the student population brings snacks and lunches to school. GICS strongly promotes healthy food choices by educating students and parents about the impact and consequences of unhealthy nutrition. During certain IB PYP Units of Inquiry, students are taught how the body works and what positive influence will come from healthy food choices. In PE class, students not only exercise but also learn various different ways of staying healthy and in shape. Parents participate in Community Universities about healthy nutrition. Not only healthy food choices impact student wellness. A safe learning environment is as important. GICS has several programs to support safety on campus. The positive discipline approach (Triadic Agreements) along with the Caring School Community program promote respectful and caring behavior among students which helps the overall school climate as well as the classroom environment. Students that feel safe and protected at school will attend school and perform better academically.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

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

GICS strives to achieve racial and ethnic balance through a carefully considered recruitment and community outreach drive. GICS continually reviews and expands its outreach efforts in order to achieve the goal of enrolling a student population that reflects the socio-economic and racial/ethnic balance of the community with the goal to achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 60:40 ratio.

GICS has worked hard over the past few years, including working with an experienced outreach consultant, to conduct targeted and comprehensive outreach activities to bolster our schools’ diversity. We continue to make presentations, hold meetings, post flyers and work broadly to inform the community about our school. We continue to work with community service organizations, Head Start and other subsidized preschool programs and day care providers, churches and other community support organizations. GICS pursues a wide variety of venues for the distribution of information about the school, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings, day care centers, etc. GICS advertises in local newspapers and other media to the extent possible to inform the parents and others about the presence of the charter school

within their community. All marketing and other informational materials about the school are produced in English, German and Spanish.

As indicated in our current enrollment demographics, GICS's language instruction and IB program appeals to an ethnically/racially and socio-economically diverse student population. GICS's educational program honors students' diverse backgrounds and embraces the challenges and benefits inherent to learning a second language. Furthermore, the IB PYP is a curriculum that is known throughout the world for its rigor and high standards. Diversity, in ethnicity, language, culture, socio-economics and more – is a central focus of our international school. Many of the students currently attending GICS were either themselves born abroad or have at least one parent who was and live in homes where English is not the primary language. These families come from dozens of nations across Europe, North and South America, Asia, the Middle East and Africa. Several of our students and their families are tri- and multi-lingual.

Building on the Diversity Plan first introduced into our petition via the 2010 Material Revision, the GICS Board's Outreach and Diversity Committee will continue to bolster the diversity of our school by:

Ensuring the community is informed about the school's policy to offer priority admission for students who qualify for free- or reduced-price lunch.

By requesting that families voluntarily provide demographic information on the lottery application (based on the "best practices" of several other charter schools in LAUSD), we are able to track the efficacy of our outreach efforts as applications are submitted. This enables our school leaders and Board to allocate resources appropriately (including volunteers) to ensure that targeted communities are being reached with the desired impact (increased numbers of applications from a particular sub-group).

GICS will continue to refine outreach messaging, revisiting at least annually the approach utilized, to determine the most effective means to convince families from other cultures to understand the "international" emphasis of our school, and the fact that all families are truly welcome and can benefit from our globally esteemed model of education. We know that the families enrolled at our school are our most powerful ambassadors to the community we will continue to leverage parent volunteers to engage in outreach efforts.

To date, GICS has used and will continue to use a variety of strategies to recruit a diverse population, conducting focused outreach activities throughout the school year including:

Fliers

Fliers in English and Spanish outlining the mission and vision for the school and providing invitations to monthly community meetings have been and will continue to be distributed. Literally tens of thousands of fliers have been distributed each year to dozens of community locations, including several key locations to reach socio-economically disadvantaged members of the community, such as:

The Mar Vista Family Center
 Mar Vista Gardens
 Westchester Christian Church
 Westchester Family YMCA
 Neighborhood Youth Association
 Westchester Library
 Mar Vista Library
 West Los Angeles College
 WIC office (Inglewood and Braddock)
 Venice Family Clinic (Inglewood and Braddock)

The following Head Start/subsidized preschools are visited on an annual basis:

Marina Early Education Center	4908 Westlawn Avenue	Los Angeles	90066
Westside Childrens' Center	12120 Wagner Street	Culver City	90230
Shining Path Montessori	11500 Culver Blvd.	Los Angeles	90066
Pacifica Montessori School	3734 S Centinela Avenue	Los Angeles	90066
Bright Beginnings Pre-School	4061 Sawtelle Blvd.	Los Angeles	90066
Mar Vista Montessori	3865 Grandview Blvd.	Los Angeles	90066
A Kid's Place	12306 Venice Blvd	Los Angeles	90066
New School West	12731 Venice Blvd.	Los Angeles	90066
First Years Preschool	1010 Amoroso Place	Venice	90291
LMU Children's Center	One Loyola Marymount Drive	Los Angeles	90045
Children of Our Saviour Lutheran	6705 West 77th Street	Los Angeles	90045
Delta Headstart / State Preschool	Various locations		

ELEMENT 8: ADMISSION REQUIREMENTS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

A. ADMISSION REQUIREMENTS

Goethe International Charter School will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). All students residing in the State of California who wish to attend the school will be enrolled to the extent that space allows, as outlined in Education Code § 47605(d)(2)(A). Enrollment will be on a first come, first served basis.

B. STUDENT RECRUITMENT

Goethe International Charter School is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other “risk factors”. During the enrollment period, informational meetings will be conducted at least twice a month for interested parents. The meetings will be conducted in English and Spanish either at the school site or at a location within the community surrounding the school.

Informational meetings will occur at times that are most convenient for interested families. During the meetings, a 45-minute presentation reviews the school’s philosophy, curriculum, history, and application process followed by a question and answer session. Informational meetings held on campus will offer participants an opportunity to visit some classrooms and watch the GICS vision translated into day-to-day practice. Bilingual assistance in regard to understanding the content of the presentation as well as with the completion of forms will be made available to interested parents.

GICS participates in different local outreach events with an informational booth. These events are either geared specifically towards families looking for options for their Transitional Kindergarten or Kindergarten students. Or they are fairs where families living in the neighboring areas enjoy a nice day and learn generally about businesses and schools that could be of interest to them.

During the public lottery GICS offers preference to students who are eligible for free and reduced-price lunch. This is a very effective way of reaching out to families with socio-economically disadvantaged background as they get more tickets in the lottery drawing and therefore have a higher probability of being drawn.

Goethe International Charter School’s teaching framework is the International Baccalaureate Primary Years Programme (IB PYP). It is a curriculum that offers a rich, challenging and stimulating program which aims to generate in all its students an enthusiasm for learning, encouraging them to value learning as a life-long process. Every student, independent of his/her background, learn at an individual pace and celebrate personal successes.

C. LOTTERY PREFERENCES AND PROCEDURES

As a charter school, Goethe International Charter School is a school of choice, and GICS may have more students interested in attending the school than there are spaces available. If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

a. LOTTERY PREFERENCES

In accordance with applicable law, the following groups of students will be given first priority to be drawn from a specific pot:

- Students currently enrolled at GICS.
- Siblings of currently enrolled students based on discretionary preference.
- Children of founding parents (in accordance with LAUSD Founding Parent Policy), faculty/staff and Board of Trustees, not to exceed 10% of the student population.

Siblings are defined as two students who share a legal parent/guardian (legal documentation is required). At the time of the lottery GICS cannot offer a preference to students who have a sibling pulled in the lottery. On the first day of school, those siblings will move to the top of the wait list for their grade, in the order they were pulled. This only happens as long as the other sibling remains enrolled.

In addition, the following admissions preferences will be given:

- Students who reside within LAUSD and qualify for free and reduced-price lunch – 4 tickets.
- Students who reside within LAUSD – 3 tickets.
- Students who reside outside of LAUSD and qualify for free and reduced-price lunch – 2 tickets.
- Students who reside outside of LAUSD – 1 ticket.

No other admissions exemptions or preferences will be assigned.

Goethe International Charter School has developed these lottery preferences to ensure a certain level of diversity within its student body. Preference given to free and reduced-price lunch eligible students results in a more diverse student body in regard to socio-economic background. Preference given to students residing within LAUSD generates higher chances of neighborhood children to be selected. Preference given to the siblings of currently enrolled students or children of founding parents, faculty/staff and Board of Trustees helps to keep the GICS community together.

b. LOTTERY PROCEDURES

As stated, should the number of pupils who wish to attend the charter school exceed the school's capacity, then admission will be determined by a public random drawing in accordance with Education Code § 47605(d)(2)(B). Lottery rules and deadlines will be communicated via the Admissions Application Form, flyers/posters, and the GICS website. Public notice will be posted regarding the date and time of the public drawing. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

In order to be included in the admissions lottery (if a lottery is necessary), families must submit an application form. Applicants who were wait-listed in a previous lottery must re-apply in order to be eligible for another opportunity in an enrollment lottery.

Each name will be drawn. After all seats have been filled in a grade, the names will be placed on the waitlist in the order the names are drawn. Once the last name has been pulled the lottery is officially concluded.

- a. Applications for Enrollment Lottery are accepted beginning December 1 each year through the last Friday of March of the same school year. All interested families will be required to submit a completed Admissions Application Form directly to the school before 4:30 p.m. on the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the school. Admissions Application Forms can be submitted by mail, in person, by fax or by email. Submitted Admission Application Forms will be date- and time-stamped and student names will be added to an application roster to track receipt. Applications received after the lottery deadline will not be processed for the lottery. They will be placed on the bottom of the wait list, after the lottery, in first-come, first-served order.

Following the lottery application period, applications will be counted to determine if the number of applications received exceeds the number of available seats. If the number of students who have applied exceeds capacity as of the date of the application deadline, the school will hold a single public random lottery to determine enrollment. Each name will be drawn. After all available seats have been filled, the names will be placed on the wait list in the order the names are drawn. Once the last name has been pulled, the lottery is officially concluded.

In the event that the school has not received sufficient enrollment forms to fill to capacity, GICS will continue to accept Lottery/Post Lottery Application Forms after the lottery deadline. Those applications will be date- and time-stamped and student names will be added to the lottery result list of a first come, first served basis. All applicants will be offered enrollment until capacity is reached.

Within 5 working days, an email confirmation is sent for each application Goethe International Charter school receives. If no confirmation is received within 5 business days, it is possible that the application was not received. Sharing a postal address may cause a late delivery of the mail. Applications submitted via fax may also not be received properly.

- b. Application materials will be made available in English, Spanish and German. The period during which lottery applications can be submitted will be advertised in English and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the school's website. The school will also inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, the location, the date and time of the lottery through the GICS website. GICS also will attempt to advertise through local media as the school's budget permits.
- c. The GICS Administrative Team with the presence of one Board member will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed. Explanation also will be provided to ensure that parents/guardians understand that the lottery numbers are just one step of the process, and that the school must also calculate spaces for

those who have first priority in the lottery (e.g., currently enrolled students) or have sibling preference. Lottery drawing results are documented on a prepared poster board that can be easily accessed by all attending parents/guardians. Lottery drawing results are also recorded electronically. Parents/guardians of applicants do not need to be present at the lottery, but may attend if they choose to do so. However, the school will choose a date and time for the lottery (either on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. GICS will invite respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

- d. The GICS lottery will occur in the beginning of the month of April each year following the close of the lottery application period. The lottery will be conducted at a time that is convenient for a majority of interested parties and will be open to the public. The lottery will be held at the school site if the school facility can accommodate all interested parties. Applicants do not need to be present at the lottery in order to be offered a spot in the school.
- e. The random public lottery determines applicants' wait list status. Applications collected after the lottery deadline are added to the end of the lottery wait list in the order they are received. Post-lottery application forms are date- and time-stamped. Vacancies that occur during the school year will be filled according to the wait list.

Admissions Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and wait lists will be readily available in the school's main office for inspection upon request. Each applicant's admissions application will be kept on file for the academic year with his/her assigned lottery number in the school database and on his or her enrollment application.

Applicants not accepted via lottery may check the school's website to find their place on the waitlist.

- f. Within three business days of the conclusion of the lottery families of students that were selected are notified by email and/or phone. Families have four calendar days to accept or reject the offer of a spot for their child to become a student at GICS. The offer of a spot must be formally accepted by completing and returning the enrollment acceptance letter. A completed one-page enrollment acceptance letter must be on file in the school office in order to protect a spot.

All families who accept a spot will be asked to complete and return an extensive enrollment packet within fourteen (14) calendar days of the acceptance letter in order to safeguard a spot. GICS staff will be available to assist families in completing this paperwork if needed. Enrollment packets are available for download on the school's website or can be picked up at the school's main office. Families who do not complete and return an enrollment packet within the given time frame will lose their child's enrollment at GICS. Enrollment has to happen in person by appointment only. The time frame for enrollment appointments is defined by the lottery date.

In order to enroll a student at Goethe International Charter School a fully completed enrollment packet along with all the supporting documents must be presented at the enrollment appointment. Incomplete packets cannot be accepted.

The following paperwork needs to be brought to the personal enrollment appointment:

- Original birth certificate or other valid proof of age.
- Original, up-to-date, officially signed/stamped, immunization record (digital records are acceptable if they were received by Goethe directly from the medical provider).
- Original proof of residence (utility bill, lease, etc., no cell phone bills).
- Complete enrollment packet (including copies of court orders, etc.).

Goethe International Charter School will make copies of all the supporting documents. Families will be able to keep the originals.

Families who were offered a spot but declined, did not react to the offer by the enrollment acceptance letter deadline or returned the enrollment acceptance letter but then did not enroll the student by the enrollment deadline will be taken off the placement list.

If after the first enrollment deadline spots are not filled, applicants from the wait list will be contacted via email or phone. The number of families who are being offered a spot is determined by the number of acceptances in the original lottery. Families are contacted in order of their spot on the wait list, starting with number one of the wait list.

In order to secure an offered spot a family has to return the enrollment acceptance letter within four calendar days. Enrollment has to be done in person by appointment only.

If after the second enrollment deadline spots are still open, more applicants will be contacted from the wait list, starting with the applicant after the one who was the last to be contacted in the enrollment round before.

This procedure will be repeated until all open spots are filled and Goethe International Charter School is fully enrolled.

When an offer occurs during the school year, families will be contacted by email and/or phone in the order of the wait list and typically will be given 48 hours to decide whether or not to accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until GICS's admissions period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

- g. All lottery and wait list procedures are thoroughly documented. Goethe International Charter School's lottery policy, lottery procedures and enrollment policy are posted on the school's website. At the beginning of the public lottery, all involved individuals are introduced and all steps of the process are verbally explained. During the lottery, all results are accurately recorded manually as well as electronically. Applicants, who are drawn during the lottery until enrollment capacity is reached, receive their lottery number and the letter "L" (lottery). The Attendance and Admissions Officer maintains the wait list electronically. At any given point in time access to the wait list can be requested. The wait list is part of the lottery result list. Applicants who were not offered spots at GICS during the lottery are marked with their lottery number and the letter "W" (wait list) indicating that they were drawn at a time when the school's capacity was already reached. Applicants who missed the lottery deadline will be recorded with their number and the letters "P" (post lottery).

ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

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

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

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

In addition:

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

A. ANNUAL AUDIT PROCEDURES

At Goethe International Charter School (GICS), the Executive Director has the ultimate responsibility for all financial matters at the school under the policies adopted by and oversight provided by the school’s Board of Trustees. The Executive Director works with the Director of Operations who supervises the Accounts Administrator who assists with day-to-day financial operations of the school in collaboration with Excellent Education Development (ExED), a non-profit provider of charter school business management services, for back office support. GICS selected ExED based on its experience, comparative cost analysis with organizations that offer similar services, and strong reputation.

a. SPECIFY WHAT PERSON OR POSITION AT THE CHARTER SCHOOL IS RESPONSIBLE FOR CONTRACTING WITH AN ACCOUNTANT TO CONDUCT THE REQUIRED ANNUAL FINANCIAL AUDIT.

Within the scope of responsibility, the Executive Director researches on a yearly basis which accounting company would be a good fit to conduct the required annual financial audit. In the spring of each year the Executive Director presents different options and a recommendation to the Board of Trustees for discussion and approval. On the basis of the formal Board of Trustees vote the Executive Director, as the GICS representative, signs the contract with the accounting company to conduct the required annual financial audit.

b. SPECIFY WHAT PERSON OR POSITION AT THE CHARTER SCHOOL IS RESPONSIBLE FOR WORKING WITH THE AUDITOR TO COMPLETE THE AUDIT.

The audit is conducted at the offices of ExED and under the supervision of its designated personnel. The Executive Director and all staff members involved in financial operations at the school site prepare requested documentation and are on alert to provide ExED and the auditors with any information, data or detail that might be requested and not available at ExED. On occasion, the auditing firm may visit the school site the Executive Director is available to assist.

c. DESCRIBE HOW THE SCHOOL WILL ENSURE THAT THE SELECTED AUDITOR IS ON THE STATE CONTROLLER’S LIST OF APPROVED AUDITORS TO CONDUCT CHARTER SCHOOL AUDITS.

In the spring time when the Executive Director researches potential partners to contract with in regard to the annual financial audit all possible accounting companies are vetted and checked if they fulfill all requirements and if they are on the State Controller’s list of approved auditors to conduct charter school audits. If an accounting company was not on the list that company would automatically and immediately not be a viable option for a partnership and business relationship for auditing purposes.

d. DESCRIBE THE PROCESS THAT THE CHARTER SCHOOL WILL EMPLOY TO ADDRESS AND RESOLVE ANY DEFICIENCIES, FINDINGS, MATERIAL WEAKNESSES, OR AUDIT EXCEPTIONS.

Any deficiencies, findings, material weaknesses, or audit exceptions will be addressed immediately when they come to the attention of the Executive Director. The Board of Trustees has to be informed at the next possible board meeting of the existence of such deficiencies, findings, material weaknesses, or audit exceptions as well as of the suggested plan of action to address and resolve them. To make an educated determination about the suggested plan of action the Executive Director confers with ExED and diligently works through the various reasons that may have led to any deficiencies, findings, material weaknesses, or audit exceptions. Each separate issue named in the audit report will be addressed and resolved in a timely manner. It is the responsibility of the Executive Director to stay on top of any issue and to work closely with ExED to ensure corrections are defined and followed through.

e. SPECIFY WHAT PERSON OR POSITION AT THE CHARTER SCHOOL IS RESPONSIBLE FOR ENSURING THAT THE AUDITOR SENDS THE COMPLETED AUDIT TO THE REQUIRED AGENCIES BY THE STATUTORY DEADLINE.

This responsibility is delegated from the Executive Director to ExED. Since ExED works closely with the auditors during the annual audit ExED also ensures that the completed audit report is sent to the required agencies by the statutory deadline. ExED will keep the Executive Director up-to-date at any given time and will contact the Executive Director immediately if any action is necessary or required on GICS' end.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

A. SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

GICS adheres to a positive behavior discipline system based on the philosophy of the International Baccalaureate. Positive behavior and lifestyle choices is modeled and reinforced by staff and parents. This school-wide discipline policy is called the Triadic Agreements. The word triadic is used to reinforce it is a system between student, staff and parents. The Triadic Agreements were developed with considerable input from parents, teachers and students for the purpose of creating a safe and healthy school environment. This policy includes, but is not limited to the students' rights and responsibilities while on school grounds as well as the school's suspension and expulsion policies. The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process. The Triadic Agreements allow for a tiered intervention approach for students with disabilities.

The Triadic Agreements align smoothly with the IB philosophy of the school. Both aim to develop sensitivity in children through the experiences of others and promote socially responsible actions as a result of the respect for self and others and for all people of the world.

Upon enrollment and at the beginning of each school year, GICS families each receive a copy of the Family Handbook and are asked to agree in writing to abide by the provisions of the Handbook, including the School's discipline policy. In addition, all school staff members receive an in-service on positive discipline and the Triadic Agreements at the commencement of each school each year.

Teachers are trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the Principal or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

Any student who engages in repeated violations of the school's behavioral expectations, or a single severe infraction, will be required to attend a meeting with the school's staff and the student's parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

B. IN-SCHOOL SUSPENSION

GICS does not authorize nor implement an in-school suspension.

C. GROUNDS FOR SUSPENSION AND EXPULSION

The Suspension and Expulsion Procedures Policy ("Policy") has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this Policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as

necessary, modification of the lists of offenses for which students are subject to suspension or expulsion consistent with material revision requirements if applicable to a particular change. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent/Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

a. ENUMERATED OFFENSES

1. Discretionary Suspension Offenses

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

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold 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.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property.

- 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.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, 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.
- Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- 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.
- Caused, attempted to cause, threatened 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.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable student to experience substantial interference with his or her academic performance.
- Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - A message, text, sound, video, or image.
 - A post on a social network Internet Website including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

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

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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)(a)-(b).

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

2. Discretionary Expellable Offenses

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

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property.
- 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.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 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.

- Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- 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.
- Caused, attempted to cause, threatened 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.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable student to experience substantial interference with his or her academic performance.
- Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

“Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Website including, but not limited to:
- Posting to or creating a burn page. A “burn page” means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
- Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above.

“Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above.

“False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

An act of cyber sexual bullying

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

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

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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 (3)(a)-(b).

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

3. Mandatory Expulsion/Suspension Offenses

It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

The Executive Director/Principal must immediately suspend and recommend expulsion of any student for:

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

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

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

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

D. OUT-OF-SCHOOL SUSPENSION PROCEDURES

a. STEP 1: CONFERENCE

Suspension shall be preceded by a conference conducted by the Principal and/or Executive Director, with the student and the student's parents and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee. The conference may be omitted if the Principal and/or Executive Director determine that an emergency situation exists. An "emergency situation" involves a clear and present danger to the

lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent/guardian and student will be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days of when the student was suspended, unless the pupil's parent/guardian 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 Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference the student if the student is not physically able to attend.

b. STEP 2: NOTICE TO PARENTS/GUARDIANS

At the time of a student's suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person when the parent/guardian comes to the Charter School. Initial contact will be followed by a written notice. Whenever a student is suspended, the Principal or designee shall notify the parent/guardian in writing of the suspension and the date of return following suspension. This notice will state the specific offenses committed by the student. In addition, the notice shall also state the date and time the student may return to school. If the Principal or designee wish to ask the parent/guardian to participate in another meeting or phone conference regarding matters pertinent to the suspension, the notice may note that the parent/guardian respond to such requests without delay.

c. STEP 3: SUSPENSION TIME LIMITS/RECOMMENDATION FOR EXPULSION

The length of out-of-school suspension, when not including a recommendation for expulsion, shall not exceed a period of five (5) consecutive days per suspension. Suspensions shall not exceed twenty (20) school days in one school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) school days in any school year. Upon a recommendation of expulsion by the Executive Director/Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. 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 Executive Director/Principal upon either of the following: 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.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Suspended students will be able to communicate with designated classrooms teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments and modified

instruction through classroom teacher during their suspension and be provided the opportunity to make up any missed exams. All assignments will be provided by the student's classroom teacher and available for pick-up or mailed to the child's home. The method in which assignments will be delivered will be decided on a case-by-case basis and prior to the end of the first day of suspension.

Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Principal. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an impartial Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense when other means of correction are not feasible or have repeatedly failed to bring about proper conduct or 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.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing.

E. EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The interim placement for students who are suspended pending expulsion hearing and expulsion appeal hearing will be in accordance with the Alternative Educational Placement MOU with the District. If requested by the student through his or her representative, and unless postponed for good cause by the Executive Director/Principal or Administrative Panel, the hearing shall be held within thirty (30) school days after the Executive Director/Principal determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student through his or her representative makes a written request for a public hearing in open session no later than three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded by the Principal or 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:

The date and place of the expulsion hearing;

- A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules which relate to the alleged violation;

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
- A statement that the pupil's parent/guardian may request a postponement of the hearing for good cause;
- A statement that the parent/guardian can request reasonable accommodations or language support if needed during 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 that shall be examined only by the Administrative Panel. Copies of these sworn declarations, redacted to delete the name and identity of the witness, shall be made available to the pupil.

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-day 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.

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.

At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand/area where the witness will be seated during the hearing.

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 Administrative Panel member 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.

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 hearing during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in 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.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the pupil, parent, or guardian with five (5) business days of a written request.

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, such as but not limited to testimony or documentary evidence of a similar nature as that used in other types of hearings or official proceedings. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

Written Notice to Expel

The Executive Director/Principal following a decision of the Administrative Panel to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of appeal rights/procedures; and (c) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

Disciplinary Records

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

Appeal of Expulsion

Parents/guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and

parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The Principal or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision to uphold the Administrative Panel's decision to expel shall be final.

Expelled Pupils/Alternative Education

The Charter School shall work cooperatively with parents/guardians to assist with locating alternative placements during expulsion, including but not limited to assisting parents/guardians with referrals to the school district of residence or the Los Angeles County Office of Education.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities.

1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the student's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 USC 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

4. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director/Principal may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's IEP/504 Team shall determine the student's interim alternative educational setting.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Trustees at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Trustees following a meeting with the Executive Director/Principal and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director/Principal shall make a recommendation to the Board of Trustees following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

The Executive Director is responsible for ensuring appropriate arrangements for retirement coverage have been made and will be sustained for all employees of GICS.

A. CERTIFICATED STAFF MEMBERS

All certificated GICS staff members participate in the State Teachers’ Retirement System (STRS). GICS contracts with ExED to support payroll and accounting services. ExED works directly with the Los Angeles County Office of Education to forward in a timely manner payroll deductions and related data as required for STRS reporting. All withholdings from employees and GICS are forwarded to the STRS fund as required.

Employees accumulate service credit years in the same manner as all other members of STRS. For full-time certificated employees who participate in STRS, employees contribute the required percentage, and GICS contributes the employer’s portion as required by STRS.

GICS acknowledges that it must continue participation in STRS for the duration of GICS’ existence under the same CDS code.

B. CLASSIFIED STAFF MEMBERS

Classified staff members at GICS may participate in the Public Employees' Retirement System (CalPERS).

GICS acknowledges that it must continue participation in CalPERS for the duration of GICS' existence under the same CDS code.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

The Executive Director/Principal will inform parents and students of their public school attendance alternatives should the occasion arise via the school’s website and an email communication to all parents.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Executive Director/Principal
Goethe International Charter School
12500 Braddock Drive
Los Angeles, CA 90066

- 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

Executive Director/Principal
Goethe International Charter School
12500 Braddock Drive
Los Angeles, CA 90066

- 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.

If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

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

will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

Disposition of Liabilities and Assets

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

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Board of Trustees will serve as the Charter School's closure agent in the event that the school closes.

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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

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

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

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

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

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

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School

reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year

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

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

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

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.²

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

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

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

² The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

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

ELEMENT 8 – ADMISSION REQUIREMENTS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

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

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

In addition:

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

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

- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not

limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
[Charter School Name]
[Charter School Address]

- 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
[Charter School]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the

audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

Disposition of Liabilities and Assets

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

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

FACILITIES

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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

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

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

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)