



**LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE**  
**INDEPENDENT CHARTER SCHOOL**  
**RENEWAL PETITION**  
**2020-2025**

Submitted by  
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On behalf of LAAAE's Students,  
Parents, Faculty, Staff and Board of Directors

January 27, 2020

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## ASSURANCES, AFFIRMATIONS, and DECLARATIONS

[Los Angeles Academy of Arts and Enterprise] (also referred to herein as “[LAAAE]” 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.

# INTRODUCTION

Los Angeles Academy of Arts and Enterprise (LAAAE) is a small, independent charter school serving approximately 300 students in grades 6-12 who primarily reside in Koreatown and Westlake. With a respective population per square mile at 42,611 and 38,214, these two neighborhoods rank the highest and second highest in population density in the entire county. Only one other neighborhood in the county exceeds a population density of 25,500 per square mile.<sup>1</sup> Financial struggle is visible in the community. At \$26,757 and \$30,558, Westlake and Koreatown rank six and 14 respectively in lowest median income out of 265 neighborhoods that generated data.<sup>1</sup> Los Angeles Homeless Services Authority (2019)<sup>2</sup> reported that there was an approximate homeless population of 1,869 in Westlake and another 587 in Koreatown. About 40% of adults have less than a high school diploma in Koreatown. In Westlake, that number is about 59%. For both communities, approximately 68% of residents are foreign born

Crime and violence are palpable in these communities. For the May 2019 to November 2019 reporting period, Westlake ranked 23 (out of 209) in violent crimes; Koreatown ranked 52 (Los Angeles Times, n.d.). Both neighborhoods are also recognized as the birthplace of Mara Salvatrucha 13 (InSight Crime, 2018). Commonly referred to as MS-13, this gang “is one of the world’s largest and arguably most violent street gangs” (InSight Crime, 2018, p. 3). MS-13 was the first U.S. street gang designated by the U.S. Treasury Department as a transnational criminal organization (United States Department of the Treasury, 2012; United States Department of the Treasury, 2015). The gang has also been the subject of numerous documentaries such as: World’s Most Dangerous Gang: Power of Fear (National Geographic, 2019); Gangland: Capitol Killers (History Channel, 2010); and MS13: World’s Most Dangerous Gang (National Geographic, 2006). Although Hispanics account for approximately one-half of the community’s population, they have historically been overrepresented at the school. Specifically, during the previous term, Hispanics accounted for over 90% of the annual enrollment. The data in this petition will demonstrate how LAAAE is serving the educational needs in this community.

On August 24, 2004, Los Angeles Unified School District (LAUSD) authorized LAAAE to open its doors in September 2005. Upon initial authorization, LAAAE only offered sixth grade. Adding one grade each subsequent year, LAAAE graduated its first senior

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<sup>1</sup> Los Angeles Times. (n.d.). *Mapping L.A.* Retrieved from <http://maps.latimes.com/about/>

<sup>2</sup> Los Angeles Homeless Services Authority. (2019). *2019 homeless count by community / city*. Retrieved from <https://www.lahsa.org/data?id=13-2019-homeless-count-by-community-city>

class in June 2012. LAAAE has now graduated eight senior classes. LAAAE's charter was most recently renewed by LAUSD in March 2015. LAAAE is currently collocated with Roybal Learning Center at 1200 West Colton Street, Los Angeles. LAAAE is submitting this petition for approval of a five-year charter renewal commencing on July 1, 2020. LAAAE meets the minimum statutory criteria for renewal set forth in Ed. Code § 47607(b).



## **ELEMENT 1: THE EDUCATIONAL PROGRAM**

### **Element 1 – The Educational Program**

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

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

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

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

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

### **ACADEMIC CALENDAR AND SCHEDULES**

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

## **MATHEMATICS PLACEMENT**

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

## **TRANSITIONAL KINDERGARTEN**

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

## **HIGH SCHOOL EXIT EXAMINATION**

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

## **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

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

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

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special

Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

### **SELPA Reorganization**

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

### **Modified Consent Decree Requirements**

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

## General Information

The contact person for Charter School is:	David Calvo, Principal
The contact address for Charter School is:	PO Box 26750 Los Angeles, CA 90026
The contact phone number for Charter School is:	213-487-0600
The proposed address or ZIP Code of the target community to be served by Charter School is:	1200 West Colton Street Los Angeles, CA 90026
This location is in LAUSD Board District:	2
This location is in LAUSD Local District:	Central
The grade configuration of Charter School is:	6-12
The number of students in the first year will be:	333
The grade level(s) of the students in the first year will be:	6-12
Charter School's scheduled first day of instruction in 2020-2025:	August 10, 2020
The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	500
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The bell schedule for Charter School will be:	Both straight schedule (1-7) and block
The term of this charter shall be from:	July 1, 2020 to June 30, 2025

## Community Need for Charter School

Los Angeles Academy of Arts and Enterprise (LAAAE) is in its 15th year of operation and has become to be known in the community as a school that supports students with high needs. LAAAE has been recognized for four consecutive years (2015-2019) by the California PBIS Coalition for demonstrating systems of tiered interventions for struggling learners. (LAAAE is the only California charter school to earn Platinum recognition in the award's history. LAAAE was also the only school within the LAUSD geography to be awarded Platinum recognition.)<sup>3</sup> Despite the challenges of serving a predominantly minority, immigrant, and socially and economically underserved population, LAAAE is making great strides toward providing support and increasing student achievement and filling an educational void in its community.

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<sup>3</sup> California PBIS Coalition. (n.d.). State Recognition System. Schools Recognized. Retrieved from [www.pbisca.org](http://www.pbisca.org)

## Meeting the needs of the community

LAAAE is filling an educational void in the community it serves. As described in the following tables and narrative, the home schools of most LAAAE students are significantly larger and struggle to meet the needs of disadvantaged and struggling learners. Since 2010, LAAAE has implemented measures yielding improved student achievement outcomes and remarkable Smarter Balanced results as described in the section below.

LAAAE has analyzed available data during its charter term and compared with resident schools and other entities. California Education Code § 47607(b)(4) indicates that "[t]he entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend." The threshold for including a resident school has been 10 students "who would otherwise have been required to attend" the resident school. When filing reports with LAUSD, such as for Prop 39, LAAAE has listed the first school that appears in the Resident School Identifier, as the home school for students. That is, a student can only attend one school at a time.

LAAAE contends that four schools should not be added to the resident school data set because exactly 10 students live in the Jefferson Zone of Choice. Since Dr. Maya Angelou Community High School is the first listed school for these 10 students when searching for a home school, that is the school that has been included in LAAAE's previous resident schools performance communications. From a mathematical perspective, 10 students should contribute only one data point in the resident schools analysis. Compounding this is that § 47607(b)(4) further indicates that the performance analysis should take "into account the composition of the pupil population that is served at LAAAE." Because of outreach to marginalized families and youth, LAAAE serves a greater percentage of socio economically disadvantaged students and English learners, including newcomers and ever-English learners, than these schools. Below are the most recent demographic data (for 2018-2019).

	English Learners			Free or Reduced Lunch
	0-3 Yrs.	EL	Ever-ELs	
<b>LAAAE</b>	12.54%	37.28%	88.85%	98.26%



<b>Angelou</b>	11.44%	31.78%	81.78%	96.56%
<b>Jefferson</b>	10.71%	24.84%	73.76%	94.72%
<b>Nava</b>	8.59%	20.33%	84.17%	97.27%
<b>Santee</b>	8.73%	23.29%	81.34%	95.32%

***Source: California Department of Education, DataQuest***

LAAAE's data presentation includes the median of the four schools in the Jefferson Zone of Choice, as one data point in the resident schools analyses.

LAAAE also requests consideration for a performance adjustment. LAAAE serves students in grades 6-12. Students in grades six, seven, eight, and eleven are administered the SBAC assessments. Since the other resident schools do not have this configuration, it is appropriate to adjust the scores so that a fair comparison of performance can be made across the middle school grades and high school grades configurations. (In general, statewide data clearly demonstrates different levels of performance across the grade configurations.) Moreover, since most students enroll at LAAAE in middle school, time is needed for students to be brought to grade level and learn English. LAAAE's data generally represents increased performance in the high school, suggesting that students are unquestionably being brought to grade level as the student progresses through the curriculum.

Data from the tables in this section was compiled from data retrieved at California Department of Education's DataQuest ([www.dq.cde.ca.gov/Dataquest](http://www.dq.cde.ca.gov/Dataquest)). In school year 2018-2019, LAAAE's resident high schools' median SBAC proficiency performance was 37.74% and 19.01% for English language arts and mathematics respectively. LAAAE's high school adjusted proficiency scores were 54.54% and 13.33% for English language arts and mathematics. (This high school adjusted proficiency is the sole performance of the eleventh grade as opposed to the performance of the entire student body which includes middle school students.) Accordingly, LAAAE's 2018-2019 high school scores exceed the median performance for English language arts, and the performance of other identified entities.



RESIDENT HIGH SCHOOL PERFORMANCE ANALYSIS																
2019 English Language Arts Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R. Roybal Learning Center	Belmont Senior High	Contreras Learning Center-Academic Leadership Comm	Contreras Learning Center-Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center-School Of Social Justice	Ramon C. Cortines School Of Visual And Performing	Jefferson Zone of Choice Proxy	Dr. Maya Angelou Community High	NAVA College Preparatory Academy	Santee Education Complex	Thomas Jefferson Senior High
Standard Exceeded: Level 4	27.10%	26.26%	21.65%	15.15%	27.11%	14.14%	15.48%	9.80%	10.10%	8.60%	24.49%	7.77%	2.21%	9.91%	23.69%	5.63%
Standard Met: Level 3	30.17%	30.19%	30.05%	39.39%	40.36%	20.94%	30.95%	15.69%	30.30%	25.81%	30.27%	24.81%	21.68%	27.93%	36.66%	20.42%
Standard Nearly Met: Level 2	21.36%	22.04%	23.82%	18.18%	16.27%	27.23%	30.95%	47.06%	30.30%	30.11%	23.81%	28.16%	30.97%	34.23%	23.69%	25.35%
Standard Not Met: Level 1	21.35%	21.51%	24.48%	27.27%	16.27%	37.70%	22.62%	27.45%	29.29%	35.48%	21.43%	36.53%	45.13%	27.93%	15.96%	48.59%
	57.27%	56.45%	51.70%	54.54%	67.47%	35.08%	46.43%	29.49%	40.40%	34.41%	54.76%	32.58%	23.89%	37.84%	60.35%	26.05%
	42.73%	43.55%	48.30%	45.45%	32.54%	64.93%	53.57%	74.51%	59.59%	65.59%	45.24%	64.69%	76.10%	62.16%	39.65%	73.94%
	37.74% Resident School Median						16.80% Distance from Median									
2019 Mathematics Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R. Roybal Learning Center	Belmont Senior High	Contreras Learning Center-Academic Leadership Comm	Contreras Learning Center-Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center-School Of Social Justice	Ramon C. Cortines School Of Visual And Performing	Jefferson Zone of Choice Proxy	Dr. Maya Angelou Community High	NAVA College Preparatory Academy	Santee Education Complex	Thomas Jefferson Senior High
Standard Exceeded: Level 4	13.85%	13.10%	8.56%	0.00%	4.19%	2.09%	2.38%	0.00%	0.00%	2.15%	3.69%	3.58%	0.00%	3.64%	7.00%	3.52%
Standard Met: Level 3	18.39%	18.09%	16.78%	13.33%	31.74%	10.47%	20.24%	5.66%	17.53%	5.38%	13.76%	8.27%	1.82%	10.91%	13.25%	5.63%
Standard Nearly Met: Level 2	22.28%	22.57%	23.31%	30.00%	26.95%	18.85%	20.24%	37.74%	18.56%	11.83%	24.16%	18.53%	14.55%	22.73%	22.50%	14.08%
Standard Not Met: Level 1	45.48%	46.24%	51.35%	56.67%	37.13%	68.59%	57.14%	56.60%	63.92%	80.65%	58.39%	69.75%	83.64%	62.73%	57.25%	76.76%
	32.24%	31.19%	25.34%	13.33%	35.93%	12.56%	22.62%	5.66%	17.53%	7.53%	17.45%	11.85%	1.82%	14.55%	20.25%	9.15%
	67.76%	68.81%	74.66%	86.67%	64.08%	87.44%	77.38%	94.34%	82.48%	92.48%	82.55%	88.27%	98.19%	85.46%	79.75%	90.84%
	15.01% Resident School Median						-1.68% Distance from Median									

Source: California Department of Education, DataQuest

In the school year 2018-2019, LAAAE's resident middle schools' median proficiency performance was 27.52% and 15.99% for English language arts and mathematics respectively. LAAAE's middle school adjusted proficiency scores were 20.59% and 12.75% for English language arts and mathematics respectively. (This middle school adjusted proficiency is the sole performance of the middle school grades as opposed to the performance of the entire student body which includes high school students.) LAAAE's performance was near the median.

RESIDENT MIDDLE SCHOOL PERFORMANCE ANALYSIS									
2019 English Language Arts Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle	
Standard Exceeded: Level 4	17.46%	16.77%	13.12%	2.94%	4.00%	3.25%	4.89%	12.40%	
Standard Met: Level 3	32.28%	31.84%	28.89%	17.65%	19.48%	22.08%	24.81%	26.44%	
Standard Nearly Met: Level 2	24.20%	24.34%	24.95%	35.30%	29.03%	27.92%	27.70%	22.52%	
Standard Not Met: Level 1	26.06%	27.05%	33.04%	44.12%	47.48%	46.75%	42.60%	38.65%	
	49.73%	48.61%	42.01%	20.59%	23.48%	25.33%	29.70%	38.84%	
	50.26%	51.39%	57.99%	79.41%	76.51%	74.67%	70.30%	61.17%	
	27.52% Resident School Median						-6.93% Distance from Median		
2019 Mathematics Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle	
Standard Exceeded: Level 4	20.03%	19.25%	15.30%	6.86%	3.59%	5.14%	5.30%	18.98%	
Standard Met: Level 3	17.65%	17.39%	15.45%	5.88%	7.19%	11.25%	10.28%	16.24%	
Standard Nearly Met: Level 2	25.21%	25.00%	24.54%	25.49%	19.70%	23.15%	22.03%	21.09%	
Standard Not Met: Level 1	37.11%	38.36%	44.71%	61.77%	69.52%	60.45%	62.39%	43.69%	
	37.67%	36.64%	30.76%	12.75%	10.78%	16.39%	15.58%	35.22%	
	62.32%	63.36%	69.25%	87.26%	89.22%	83.60%	84.42%	64.78%	
	15.99% Resident School Median						-3.24% Distance from Median		

Source: California Department of Education, DataQuest

In the school year 2017-2018, LAAAE's resident high schools' median proficiency performance was 41.19% and 15.39% for English language arts and mathematics

respectively. LAAAE's high school adjusted proficiency scores were 39.13% and 25.53% for English language arts and mathematics respectively. LAAAE's adjusted English language arts proficiency was near the median. The adjusted math proficiency exceeds the median for resident schools and the adjusted performance of another LEA.

RESIDENT HIGH SCHOOL PERFORMANCE ANALYSIS																
2018 English Language Arts Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R Roybal Learning Center	Belmont Senior High	Contreras Learning Center- Academic Leadership Comm	Contreras Learning Center- Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center- School Of Social Justice	Ramon C. Cortines School Of Visual And Performin g	Jefferson Zone of Choice Proxy	Dr. Maya Angelou Communit y High	NAVA College Preparat ory Academ y	Santee Educatio n Complex	Thomas Jefferson Senior High
Standard Exceeded: Level 4	25.59%	24.73%	19.77%	13.04%	24.86%	12.14%	7.81%	3.80%	22.22%	9.89%	21.10%	9.88%	8.89%	10.87%	27.52%	3.97%
Standard Met: Level 3	30.37%	30.82%	31.22%	26.09%	39.31%	25.24%	28.13%	16.46%	37.37%	27.47%	36.42%	35.12%	29.63%	42.75%	40.60%	26.19%
Standard Nearly Met: Level 2	22.18%	22.59%	24.33%	23.91%	24.86%	29.13%	37.50%	31.65%	24.24%	28.57%	24.57%	27.30%	29.63%	26.81%	18.26%	27.78%
Standard Not Met: Level 1	21.85%	21.86%	24.68%	36.96%	10.98%	33.50%	26.56%	48.10%	16.16%	34.07%	17.92%	25.71%	31.85%	19.57%	13.62%	42.06%
	55.96%	55.55%	50.99%	39.13%	64.17%	37.38%	35.94%	20.26%	59.59%	37.36%	57.52%	45.00%	38.52%	53.62%	66.12%	30.16%
	44.03%	44.45%	49.01%	60.87%	35.84%	62.63%	64.06%	79.75%	40.40%	62.64%	42.49%	53.01%	61.48%	46.38%	31.88%	69.84%
41.19% Resident School Median								-2.06% Distance from Median								
2018 Mathematics Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R Roybal Learning Center	Belmont Senior High	Contreras Learning Center- Academic Leadership Comm	Contreras Learning Center- Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center- School Of Social Justice	Ramon C. Cortines School Of Visual And Performin g	Jefferson Zone of Choice Proxy	Dr. Maya Angelou Communit y High	NAVA College Preparat ory Academ y	Santee Educatio n Complex	Thomas Jefferson Senior High
Standard Exceeded: Level 4	12.89%	11.84%	7.10%	6.38%	16.86%	3.40%	3.13%	1.28%	7.07%	2.20%	3.75%	1.14%	1.48%	0.74%	5.21%	0.79%
Standard Met: Level 3	18.48%	17.88%	16.18%	19.15%	19.19%	10.19%	14.06%	3.85%	14.14%	7.69%	15.85%	6.88%	6.67%	2.94%	13.42%	7.09%
Standard Nearly Met: Level 2	22.84%	23.27%	24.62%	21.28%	30.23%	18.93%	23.44%	20.51%	25.25%	16.48%	33.43%	25.20%	25.19%	25.74%	25.21%	16.54%
Standard Not Met: Level 1	45.78%	47.01%	52.10%	53.19%	33.72%	67.48%	59.38%	74.36%	53.54%	73.63%	46.97%	68.63%	66.67%	70.59%	56.16%	75.59%
	31.37%	29.72%	23.28%	25.53%	36.05%	13.59%	17.19%	5.13%	21.21%	9.89%	19.60%	8.02%	8.15%	3.68%	18.63%	7.88%
	68.62%	70.28%	76.72%	74.47%	63.95%	86.41%	82.82%	94.87%	78.79%	90.11%	80.40%	93.83%	91.86%	96.33%	81.37%	92.13%
15.39% Resident School Median								10.14% Distance from Median								

Source: California Department of Education, DataQuest

In the school year 2017-2018, LAAAE's resident middle schools' median proficiency performance was 22.19% and 14.03% for English language arts and mathematics respectively. LAAAE's middle school adjusted proficiency scores were 22.13% and 18.85% for English language arts and mathematics respectively. LAAAE's 2017-2018 middle school English language arts score was near the median performance.

RESIDENT MIDDLE SCHOOL PERFORMANCE ANALYSIS								
2018 English Language Arts Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle
Standard Exceeded: Level 4	16.52%	15.55%	11.77%	0.82%	2.59%	3.34%	3.49%	11.88%
Standard Met: Level 3	32.50%	31.79%	28.32%	21.31%	19.84%	18.54%	18.45%	28.70%
Standard Nearly Met: Level 2	24.36%	24.71%	25.09%	29.51%	28.92%	31.31%	28.82%	23.22%
Standard Not Met: Level 1	26.61%	27.96%	34.82%	48.36%	48.64%	46.81%	49.24%	36.20%
	49.03%	47.33%	40.09%	22.13%	22.43%	21.88%	21.94%	40.58%
	50.97%	52.66%	59.91%	77.87%	77.56%	78.12%	78.06%	59.42%
22.19% Resident School Median								-0.06% Distance from Median
2018 Mathematics Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle
Standard Exceeded: Level 4	19.43%	18.15%	14.28%	5.74%	2.39%	3.27%	3.77%	17.86%
Standard Met: Level 3	17.80%	17.38%	15.02%	13.12%	8.06%	11.31%	9.70%	14.90%
Standard Nearly Met: Level 2	25.64%	25.59%	24.79%	26.23%	26.70%	24.11%	23.71%	22.71%
Standard Not Met: Level 1	37.13%	38.87%	45.90%	54.92%	62.85%	61.31%	62.82%	44.52%
	37.23%	35.53%	29.30%	18.85%	10.45%	14.58%	13.47%	32.76%
	62.77%	64.47%	70.70%	81.15%	89.55%	85.42%	86.53%	67.23%
14.03% Resident School Median								4.83% Distance from Median

Source: California Department of Education, DataQuest

In the school year 2016-2017, LAAAE's resident high schools' median proficiency performance was 46.80% and 17.26% for English language arts and mathematics respectively. LAAAE's high school adjusted proficiency scores were 60.00% and 8.89% for English language arts and mathematics respectively. LAAAE's adjusted English language arts exceeds the median and both the adjusted English language arts performance for other entities.

RESIDENT HIGH SCHOOL PERFORMANCE ANALYSIS																
2017 English Language Arts Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R. Roybal Learning Center	Belmont Senior High	Contreras Learning Center - Academic Leadership Comm	Contreras Learning Center - Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center - School Of Social Justice	Ramon C. Cortines School Of Visual And Performing	Jefferson Zone of Choice Proxy	Dr. Maya Angelou Community High	NAVA College Preparatory Academy	Santee Education Complex	Thomas Jefferson Senior High
Standard Exceeded: Level 4	27.72%	26.77%	21.30%	22.22%	13.56%	12.99%	12.82%	10.39%	20.55%	17.48%	23.17%	12.48%	4.38%	15.63%	24.57%	9.32%
Standard Met: Level 3	32.04%	32.43%	33.26%	37.78%	29.66%	25.99%	50.00%	35.06%	41.10%	29.13%	36.36%	34.52%	24.09%	36.46%	35.99%	33.05%
Standard Nearly Met: Level 2	21.34%	21.89%	24.52%	22.22%	23.73%	30.51%	23.08%	29.87%	23.29%	30.10%	22.29%	32.84%	34.31%	31.77%	22.15%	33.90%
Standard Not Met: Level 1	18.91%	18.91%	20.92%	17.78%	33.05%	30.51%	14.10%	24.68%	15.07%	23.30%	18.18%	20.52%	37.23%	16.15%	17.30%	23.73%
	59.76%	59.20%	54.56%	60.00%	43.22%	38.98%	62.82%	45.45%	61.65%	46.61%	59.53%	47.00%	28.47%	52.09%	60.56%	42.37%
	40.25%	40.80%	45.44%	40.00%	56.78%	61.02%	37.18%	54.55%	38.36%	53.40%	40.47%	53.35%	71.54%	47.92%	39.45%	57.63%
				46.80%	Resident School Median			13.20%	Distance from Median							
2017 Mathematics Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R. Roybal Learning Center	Belmont Senior High	Contreras Learning Center - Academic Leadership Comm	Contreras Learning Center - Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center - School Of Social Justice	Ramon C. Cortines School Of Visual And Performing	Jefferson Zone of Choice Proxy	Dr. Maya Angelou Community High	NAVA College Preparatory Academy	Santee Education Complex	Thomas Jefferson Senior High
Standard Exceeded: Level 4	12.92%	11.78%	7.13%	0.00%	0.84%	0.56%	3.90%	0.00%	2.70%	2.97%	4.96%	1.60%	0.00%	3.19%	4.56%	0.00%
Standard Met: Level 3	19.22%	18.56%	16.79%	8.89%	13.87%	10.67%	22.08%	7.79%	20.27%	16.83%	16.03%	11.20%	3.60%	11.17%	11.23%	12.71%
Standard Nearly Met: Level 2	23.64%	24.07%	25.84%	33.33%	21.43%	22.47%	27.27%	29.87%	24.32%	22.77%	28.28%	23.04%	16.55%	22.34%	24.21%	23.73%
Standard Not Met: Level 1	44.22%	45.59%	50.24%	57.78%	63.87%	66.29%	46.75%	62.34%	52.70%	57.43%	50.73%	63.43%	79.86%	63.30%	60.00%	63.56%
	32.14%	30.34%	23.92%	8.89%	14.71%	11.23%	25.98%	7.79%	22.97%	19.80%	20.99%	12.80%	3.60%	14.36%	15.79%	12.71%
	67.86%	69.66%	76.08%	91.11%	85.30%	88.76%	74.02%	92.21%	77.02%	80.20%	79.01%	86.47%	96.41%	85.64%	84.21%	87.29%
				17.26%	Resident School Median			-8.37%	Distance from Median							

Source: California Department of Education, DataQuest

In the school year 2016-2017, LAAAE's resident middle schools' median proficiency performance was 20.40% and 11.64% for English language arts and mathematics respectively. LAAAE's middle school adjusted proficiency scores were 18.26% and 6.78% for English language arts and mathematics respectively. LAAAE was near the median.



**RESIDENT MIDDLE SCHOOL  
PERFORMANCE ANALYSIS**

2017 English Language Arts Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle	
Standard Exceeded: Level 4	15.93%	14.66%	10.56%	2.61%	2.61%	2.33%	2.49%	11.03%	
Standard Met: Level 3	32.41%	31.56%	27.37%	15.65%	18.71%	17.15%	15.57%	28.60%	
Standard Nearly Met: Level 2	25.19%	25.41%	25.77%	24.35%	26.55%	33.14%	24.86%	23.60%	
Standard Not Met: Level 1	26.47%	28.37%	36.30%	57.39%	52.13%	47.38%	57.08%	36.77%	
	48.34%	46.22%	37.93%	18.26%	21.32%	19.48%	18.06%	39.63%	
	51.66%	53.78%	62.07%	81.74%	78.68%	80.52%	81.94%	60.37%	
	20.40% Resident School Median							-2.14%	Distance from Median
2017 Mathematics Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle	
Standard Exceeded: Level 4	18.65%	16.95%	12.98%	0.85%	2.73%	2.26%	2.09%	12.72%	
Standard Met: Level 3	17.91%	17.34%	14.83%	5.93%	9.24%	9.04%	8.35%	15.90%	
Standard Nearly Met: Level 2	26.25%	26.10%	24.87%	28.81%	22.01%	23.45%	23.28%	24.35%	
Standard Not Met: Level 1	37.19%	39.62%	47.33%	64.41%	66.02%	65.25%	66.28%	47.02%	
	36.56%	34.28%	27.80%	6.78%	11.97%	11.30%	10.44%	28.62%	
	63.44%	65.72%	72.20%	93.22%	88.03%	88.70%	89.56%	71.37%	
	11.64% Resident School Median							-4.86%	Distance from Median

*Source: California Department of Education, DataQuest*

In the school year 2015-2016, LAAAE's resident high schools' median proficiency performance was 54.00% and 22.50% for English language arts and mathematics respectively. LAAAE's high school adjusted proficiency scores were 65.00% and 34.00% for English language arts and mathematics respectively. LAAAE's adjusted English language arts and mathematics performance exceeded the corresponding medians.

**RESIDENT HIGH SCHOOL  
PERFORMANCE ANALYSIS**

2016 English Language Arts Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R. Roybal Learning Center	Belmont Senior High	Contreras Learning Center- Academic Leadership Comm	Contreras Learning Center-Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center- School Of Social Justice	Ramon C. Cortines School Of Visual And Performing	Jefferson Zone of Choice Proxy	Dr. Maya Angelou Community High	NAVA College Preparat ory Academy	Santee Educatio n Complex	Thomas Jefferso n Senior High
Standard Exceeded: Level 4	26.00%	24.00%	19.00%	20.00%	11.00%	16.00%	17.00%	8.00%	25.00%	11.00%	21.00%	7.00%	5.00%		7.00%	7.00%
Standard Met: Level 3	33.00%	34.00%	35.00%	45.00%	29.00%	37.00%	45.00%	47.00%	53.00%	33.00%	40.00%	28.00%	28.00%		28.00%	25.00%
Standard Nearly Met: Level 2	22.00%	23.00%	26.00%	23.00%	30.00%	25.00%	28.00%	34.00%	16.00%	35.00%	25.00%	31.00%	37.00%	No Testing	31.00%	30.00%
Standard Not Met: Level 1	19.00%	18.00%	20.00%	11.00%	31.00%	22.00%	9.00%	10.00%	6.00%	22.00%	14.00%	33.00%	29.00%		33.00%	38.00%
	59.00%	58.00%	54.00%	65.00%	40.00%	53.00%	62.00%	55.00%	78.00%	44.00%	61.00%	35.00%	33.00%		35.00%	32.00%
	41.00%	41.00%	46.00%	34.00%	61.00%	47.00%	37.00%	44.00%	22.00%	57.00%	39.00%	64.00%	66.00%		64.00%	68.00%
	54.00% Resident School Median							11.00%	Distance from Median							
2016 Mathematics Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R. Roybal Learning Center	Belmont Senior High	Contreras Learning Center- Academic Leadership Comm	Contreras Learning Center-Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center- School Of Social Justice	Ramon C. Cortines School Of Visual And Performing	Jefferson Zone of Choice Proxy	Dr. Maya Angelou Community High	NAVA College Preparat ory Academy	Santee Educatio n Complex	Thomas Jefferso n Senior High
Standard Exceeded: Level 4	13.00%	11.00%	7.00%	9.00%	4.00%	4.00%	8.00%	7.00%	4.00%	2.00%	7.00%	1.00%	1.00%		2.00%	1.00%
Standard Met: Level 3	20.00%	19.00%	18.00%	25.00%	12.00%	20.00%	16.00%	14.00%	20.00%	11.00%	20.00%	8.00%	3.00%		8.00%	11.00%
Standard Nearly Met: Level 2	25.00%	25.00%	27.00%	20.00%	23.00%	23.00%	39.00%	29.00%	46.00%	18.00%	31.00%	26.00%	21.00%	No Testing	26.00%	28.00%
Standard Not Met: Level 1	43.00%	44.00%	48.00%	45.00%	61.00%	53.00%	38.00%	51.00%	31.00%	69.00%	42.00%	64.00%	75.00%		64.00%	60.00%
	33.00%	30.00%	25.00%	34.00%	16.00%	24.00%	24.00%	21.00%	24.00%	13.00%	27.00%	9.00%	4.00%		10.00%	12.00%
	68.00%	69.00%	75.00%	65.00%	84.00%	76.00%	77.00%	80.00%	77.00%	87.00%	73.00%	90.00%	96.00%		90.00%	88.00%
	22.50% Resident School Median							11.50%	Distance from Median							

*Source: California Department of Education, DataQuest*

In the school year 2015-2016, LAAAE's resident middle schools' median proficiency performance was 21.50% and 12.50% for English language arts and mathematics

respectively. LAAAE's middle school adjusted proficiency scores were 22.1% and 10.5% for English language arts and mathematics respectively. LAAAE was near the median.

<b>RESIDENT MIDDLE SCHOOL PERFORMANCE ANALYSIS</b>								
<b>2016 English Language Arts Achievement Level</b>	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle
Standard Exceeded: Level 4	15.35%	14.01%	9.01%	2.94%	2.00%	2.00%	3.00%	11.00%
Standard Met: Level 3	32.65%	31.66%	27.32%	19.16%	19.00%	16.00%	19.00%	27.00%
Standard Nearly Met: Level 2	25.67%	26.34%	26.68%	30.88%	29.00%	30.00%	29.00%	27.00%
Standard Not Met: Level 1	26.33%	28.33%	36.66%	47.30%	51.00%	52.00%	50.00%	35.00%
	48.00%	45.66%	36.33%	22.10%	21.00%	18.00%	22.00%	38.00%
	52.00%	54.67%	63.34%	78.18%	80.00%	82.00%	79.00%	62.00%
	21.50% Resident School Median							0.60%
<b>2016 Mathematics Achievement Level</b>	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle
Standard Exceeded: Level 4	17.66%	15.66%	11.66%	1.97%	3.00%	2.00%	2.00%	11.00%
Standard Met: Level 3	18.00%	17.00%	14.67%	8.53%	8.00%	9.00%	12.00%	17.00%
Standard Nearly Met: Level 2	28.36%	28.68%	27.34%	23.66%	27.00%	28.00%	27.00%	28.00%
Standard Not Met: Level 1	35.98%	38.99%	46.34%	65.57%	62.00%	61.00%	59.00%	44.00%
	35.66%	32.66%	26.33%	10.50%	11.00%	11.00%	14.00%	28.00%
	64.34%	67.67%	73.67%	89.23%	89.00%	89.00%	86.00%	72.00%
	12.50% Resident School Median							-2.00%

*Source: California Department of Education, DataQuest*

Analyzing the cumulative distance from median data throughout LAAAE's term, LAAAE achieved a positive distance from resident school's median in both English language arts and mathematics.

<b>MEDIAN PERFORMANCE ANALYSIS</b>	<b>Distance from Median</b>	
	<b>ELA</b>	<b>Math</b>
2019 High School Grades	16.80%	-1.68%
2019 Middle School Grades	-6.93%	-3.24%
2018 High School Grades	-2.06%	10.14%
2018 Middle School Grades	-0.06%	4.83%
2017 High School Grades	13.20%	-8.37%
2017 Middle School Grades	-2.14%	-4.86%
2016 High School Grades	11.00%	11.50%
2016 Middle School Grades	0.60%	-2.00%
Charter Term Median Performance	30.42%	6.34%

## Graduation Performance Analysis

When comparing graduation performance across resident schools, it's important to consider that graduation criteria for LAAAE and LAUSD differ. However, both institutions desire an A-G program for their students, since admission to the University of California (UC) and California State University (CSU) requires students to complete an A-G program. Thus, the A-G completion rate is the appropriate index to consider for high school graduation. [On June 9, 2015 the LAUSD Board of Education adopted Equity on A-G: Reaffirming Our Commitment to A-G Life Preparation for All (Res-070-14/15). As is suggested in its name, this resolution ([page 820](#)) reaffirms LAUSD's commitment to an A-G course sequence for high school students.] An A-G Adjusted Graduation Rate can be easily calculated by multiplying the percentage of graduates by the percentage of graduates meeting A-G program completion.

Notwithstanding the A-G Adjusted Rate described, students who do not timely graduate within four years are encouraged to remain enrolled and graduate. About half of those who do not graduate within four years, graduate in their fifth year. Some students take a sixth year to finish. Student analysis of those who did not timely graduate with their cohort, indicate that most of them enrolled at LAAAE post ninth grade census date. That is, these students came to LAAAE seeking a different high school opportunity than the one they started at. However, their time to graduate is not extended when the student transfers into LAAAE.

LAAAE works diligently with students who require additional time beyond four years to fulfill graduation requirements and makes every effort to maintain the students. This practice has led to a lower dropout rate, leading to the ultimate goal for all education institutions - graduation for all. LAAAE has made the decision to support these students and see them through to the receipt of a diploma, nonetheless. While the focus remains on ensuring a four-year cohort graduation rate, some student needs do extend beyond that timeline and LAAAE supports all students.

Although LAAAE strives to work with students through to graduation, this may not be the case as some of the resident schools. LAUSD has an established practice to provide "options" for students who are not meeting expectations. LAUSD's Parent and Student Handbook (page 12) illustrates these options. Once a student enrolls in an option program, that student is no longer calculated in the cohort graduation rate for the comprehensive school, and becomes part of the alternative school graduation rate calculation.

Another consideration when reviewing the graduation rate is that LAAAE has a no "D" grade policy. This is because the University of California will not accept A-G coursework that is not "a letter grade of C or better." High school students attending LAUSD schools can earn and use D grades toward graduation.

Lastly, it is noteworthy to add that because LAAAE is a small school, and has small graduation cohort sizes, a few students can account for significant percentage

fluctuations. LAAAE has the smallest graduation cohort among the Resident Schools for each of the years in review.

Below are tables demonstrating how LAAAE's A-G Adjusted Rate exceeds the median A-G Adjusted Rate of resident schools, the A-G Adjusted Rates of LAUSD, County of Los Angeles, and State of California. LAAAE data indicates LAAAE is leading the resident schools and other LEAs in both schoolwide and subgroup A-G completion. Students with Disabilities are not included because too few students were tested across the schools and the data sample is insufficient to meet the threshold for public reporting.

(Because the 2015-2016 cohort sizes for the economically disadvantaged and English learner subgroups are not publicly available, the A-G Adjusted Rates could not be calculated for these subgroups. However, data does exist for how many students graduated with and without an A-G program. Dividing them both, provides the percentage of the students graduating with and without the A-G program.)

Graduation Rate												
2018-2019 School Year												
School	Grad %	Grad A-G	Adj A-G	Hispanic Cohort			Eco Dis Cohort			EL Cohort		
				Grad %	Grad A-G	Adj A-G	Grad %	Grad A-G	Adj A-G	Grad %	Grad A-G	Adj A-G
Belmont Senior High	58.9%	61.2%	36.0%	65.6%	61.5%	40.3%	65.3%	61.5%	40.2%	25.3%	51.4%	13.0%
Contreras Learning Center - School of Business and Tourism	82.9%	70.7%	58.6%	82.7%	70.9%	58.6%	84.3%	70.3%	59.3%	53.8%	64.3%	34.6%
Contreras Learning Center-Academic Leadership Comm	62.3%	64.8%	40.4%	62.3%	64.8%	40.4%	63.3%	65.2%	41.3%	46.0%	55.2%	25.4%
Contreras Learning Center-Los Angeles School Of Global	67.9%	50.9%	34.6%	69.3%	50.0%	34.7%	69.2%	50.0%	34.6%	41.9%	61.5%	25.8%
Contreras Learning Center-School Of Social Justice	74.7%	75.7%	56.5%	76.6%	76.4%	58.5%	74.2%	78.3%	58.1%	56.4%	77.3%	43.6%
Edward R. Roybal Learning Center	82.9%	61.1%	50.7%	84.3%	58.8%	49.6%	84.0%	61.0%	51.2%	59.8%	53.1%	31.8%
Jefferson Zone of Choice Proxy	75.8%	60.1%	45.5%	76.1%	61.9%	47.1%	80.3%	59.3%	47.6%	48.9%	48.9%	23.9%
Ramon C. Cortines School Of Visual And Performing	95.0%	74.4%	70.7%	95.3%	70.7%	67.4%	95.7%	71.1%	68.0%	94.7%	44.4%	42.0%
Median	75.2%	63.0%	48.1%	76.4%	63.4%	48.3%	77.3%	63.4%	49.4%	51.4%	54.2%	28.8%
Los Angeles Academy of Arts and Enterprise	73.3%	97.7%	71.6%	74.6%	97.7%	72.9%	73.3%	97.7%	71.6%	58.3%	92.9%	54.2%
Los Angeles Unified School District	81.5%	51.9%	42.3%	77.7%	58.2%	45.2%	81.3%	62.8%	51.1%	57.2%	52.3%	29.9%
County of Los Angeles	81.8%	63.7%	52.1%	81.1%	53.2%	43.1%	80.4%	53.2%	42.8%	63.6%	36.0%	22.9%
State of California	84.5%	56.6%	47.8%	82.1%	43.6%	35.8%	81.1%	42.7%	34.6%	68.7%	25.7%	17.7%
Dr. Maya Angelou Community High	62.3%	56.5%	35.2%	61.4%	59.1%	36.3%	63.6%	55.2%	35.1%	38.2%	53.8%	20.6%
Jefferson High School	73.0%	51.9%	37.9%	73.1%	54.7%	40.0%	79.3%	51.4%	40.8%	45.5%	44.0%	20.0%
Nava College Preparatory	85.4%	63.7%	54.4%	86.1%	64.7%	55.7%	86.8%	63.4%	55.0%	60.0%	22.2%	13.3%
Santee Education Complex	78.5%	65.5%	51.4%	79.1%	66.5%	52.6%	81.3%	65.4%	53.2%	52.3%	70.0%	36.6%
Zone Median	75.8%	60.1%	44.7%	76.1%	61.9%	46.3%	80.3%	59.3%	47.0%	48.9%	48.9%	20.3%

*Source: California Department of Education, DataQuest*



Graduation Rate												
2017-2018 School Year												
School				Hispanic Cohort			Eco Dis Cohort			EL Cohort		
	Grad %	Grad A-G	Adj A-G	Grad %	Grad A-G	Adj A-G	Grad %	Grad A-G	Adj A-G	Grad %	Grad A-G	Adj A-G
Belmont Senior High	61.0%	74.1%	45.2%	61.5%	74.2%	45.6%	65.1%	75.4%	49.1%	35.5%	60.5%	21.5%
Contreras Learning Center - School of Business and Tourism	71.3%	65.7%	46.8%	71.3%	64.5%	46.0%	72.0%	65.7%	47.3%	44.8%	38.5%	17.2%
Contreras Learning Center-Academic Leadership Comm	77.1%	75.3%	58.1%	78.2%	75.9%	59.4%	78.4%	75.0%	58.8%	43.3%	61.5%	26.6%
Contreras Learning Center-Los Angeles School Of Global	68.2%	70.0%	47.7%	69.8%	70.0%	48.9%	69.0%	70.0%	48.3%	35.5%	54.4%	19.3%
Contreras Learning Center-School Of Social Justice	73.6%	68.5%	50.4%	76.3%	70.0%	53.4%	74.8%	68.5%	51.2%	44.2%	52.6%	23.2%
Edward R. Roybal Learning Center	80.8%	60.7%	49.0%	79.0%	59.1%	46.7%	82.0%	60.7%	49.8%	61.5%	50.0%	30.8%
Jefferson Zone of Choice Proxy	75.2%	61.6%	46.2%	74.4%	63.7%	46.5%	79.0%	61.9%	48.3%	42.7%	48.5%	22.9%
Ramon C. Cortines School Of Visual And Performing	96.5%	77.3%	74.6%	97.1%	75.7%	73.5%	96.9%	75.0%	72.7%	100.0%	53.3%	53.3%
Median	74.4%	69.3%	48.4%	75.4%	70.0%	47.8%	76.6%	69.3%	49.4%	43.8%	53.0%	23.1%
Los Angeles Academy of Arts and Enterprise	66.2%	95.2%	63.0%	66.7%	95.2%	63.5%	66.2%	95.3%	63.1%	54.1%	90.0%	48.7%
Los Angeles Unified School District	76.7%	61.9%	47.5%	76.1%	60.8%	46.3%	77.1%	60.9%	47.0%	50.8%	42.0%	21.3%
County of Los Angeles	81.6%	56.2%	45.9%	80.7%	52.2%	42.1%	79.5%	52.6%	41.8%	62.2%	33.4%	20.8%
State of California	83.0%	49.9%	41.4%	80.6%	42.5%	34.3%	79.6%	42.0%	33.4%	67.9%	23.9%	16.2%
Dr. Maya Angelou Community High	67.4%	62.9%	42.4%	67.3%	65.4%	44.0%	71.5%	62.8%	44.9%	39.4%	64.3%	25.3%
Jefferson High School	73.3%	60.3%	44.2%	71.1%	62.0%	44.1%	79.4%	61.0%	48.4%	38.5%	48.0%	18.5%
Nava College Preparatory	89.5%	53.8%	48.2%	89.9%	54.5%	49.0%	89.9%	53.6%	48.2%	75.0%	31.0%	23.3%
Santee Education Complex	77.0%	66.3%	51.1%	77.7%	67.2%	52.2%	78.5%	66.4%	52.1%	45.9%	49.0%	22.5%
Zone Median	75.2%	61.6%	46.2%	74.4%	63.7%	46.5%	79.0%	61.9%	48.3%	42.7%	48.5%	22.9%

Source: California Department of Education, DataQuest

Graduation Rate												
2016-2017 School Year												
School				Hispanic Cohort			Eco Dis Cohort			EL Cohort		
	Grad %	Grad A-G	Adj A-G	Grad %	Grad A-G	Adj A-G	Grad %	Grad A-G	Adj A-G	Grad %	Grad A-G	Adj A-G
Belmont Senior High	68.0%	67.5%	45.90%	67.9%	66.9%	45.4%	69.0%	68.0%	46.9%	38.1%	40.5%	15.4%
Contreras Learning Center-Academic Leadership Comm	74.5%	65.7%	48.95%	74.4%	67.2%	50.0%	75.0%	68.2%	51.2%	34.4%	72.7%	25.0%
Contreras Learning Center-Los Angeles School Of Global	78.5%	54.8%	43.02%	78.9%	55.0%	43.4%	79.5%	54.8%	43.6%	64.3%	33.3%	21.4%
Contreras Learning Center - School of Business and Tourism	80.2%	71.6%	57.42%	79.2%	69.7%	55.2%	83.3%	71.3%	59.4%	39.1%	44.4%	17.4%
Contreras Learning Center-School Of Social Justice	76.4%	83.3%	63.64%	75.7%	84.0%	63.6%	76.9%	83.1%	63.9%	57.9%	68.2%	39.5%
Edward R. Roybal Learning Center	75.6%	53.8%	40.67%	76.0%	51.3%	39.0%	76.6%	53.8%	41.2%	57.8%	44.8%	25.9%
Jefferson Zone of Choice Proxy	70.1%	60.4%	48.6%	70.0%	60.1%	43.8%	73.0%	58.9%	43.0%	45.3%	44.1%	22.0%
Ramon C. Cortines School Of Visual And Performing	91.9%	71.1%	65.34%	91.9%	69.6%	64.0%	91.9%	69.2%	63.6%	83.9%	76.9%	64.5%
Median	76.0%	66.6%	48.8%	75.9%	67.1%	47.7%	76.8%	68.1%	49.0%	51.6%	44.6%	23.5%
Los Angeles Academy of Arts and Enterprise	78.8%	100.0%	78.80%	80.0%	100.0%	80.0%	78.8%	100.0%	78.8%	60.0%	100.0%	60.0%
Los Angeles Unified School District	76.1%	59.8%	45.51%	75.5%	58.4%	44.1%	76.5%	59.0%	45.1%	51.2%	41.1%	21.0%
County of Los Angeles	80.8%	56.0%	45.25%	80.0%	51.7%	41.4%	78.3%	52.0%	40.7%	62.1%	33.4%	20.7%
State of California	82.7%	49.9%	41.27%	80.3%	42.4%	34.0%	78.8%	41.5%	32.7%	67.1%	24.0%	16.1%
Dr. Maya Angelou Community High	61.1%	53.4%	32.6%	59.8%	54.2%	32.4%	62.4%	53.4%	33.3%	45.3%	44.1%	20.0%
Jefferson High School	70.1%	70.1%	49.2%	70.0%	62.5%	43.8%	73.0%	58.9%	43.0%	43.9%	50.0%	22.0%
Nava College Preparatory												
Santee Education Complex	80.5%	60.4%	48.6%	81.4%	60.1%	48.9%	82.2%	60.5%	49.7%	63.1%	40.2%	25.4%
Zone Median	70.1%	60.4%	48.6%	70.0%	60.1%	43.8%	73.0%	58.9%	43.0%	45.3%	44.1%	22.0%

Source: California Department of Education, DataQuest



Graduation Rate												
2015-2016 School Year				Hispanic Cohort			Eco Dis Cohort			EL Cohort		
School	Grad %	Grad A-G	Adj A-G	Grad %	Grad A-G	Adj A-G	Grad %	Grad A-G	Adj A-G	Grad %	Grad A-G	Adj A-G
Belmont Senior High	74.4%	61.5%	45.7%	76.4%	58.6%	44.8%	Data Not Available	60.6%	Data Not Available	Data Not Available	18.2%	Data Not Available
Contreras Learning Center-Academic Leadership Comm	78.2%	69.1%	54.0%	79.7%	66.7%	53.2%		69.7%			28.6%	
Contreras Learning Center-Los Angeles School Of Global	81.4%	44.3%	36.1%	81.5%	46.7%	38.0%		45.2%			22.2%	
Contreras Learning Center - School of Business and Toursim	85.5%	44.0%	37.6%	83.9%	42.6%	35.7%		44.2%			28.6%	
Contreras Learning Center-School Of Social Justice	86.4%	75.5%	65.3%	86.3%	76.2%	65.8%		76.0%			0.0%	
Edward R. Roybal Learning Center	77.5%	50.5%	39.1%	76.5%	46.7%	35.7%		50.0%			0.0%	
Jefferson Zone of Choice Proxy	73.4%	58.7%	33.7%	74.2%	48.9%	36.3%		50.2%			24.0%	
Ramon C. Cortines School Of Visual And Performing	95.6%	64.0%	61.1%	95.9%	57.1%	54.8%		64.0%			37.5%	
Median	79.8%	60.1%	42.4%	80.6%	53.0%	41.4%		55.4%			23.1%	
Los Angeles Academy of Arts and Enterprise	72.7%	100.0%	72.7%	71.9%	100.0%	71.9%		100.0%			100.0%	
Los Angeles Unified School District	N/A	60.1%	N/A	N/A	56.9%	N/A	55.2%	26.1%				
Los Angeles County	86.8%	49.6%	43.0%	85.6%	44.5%	38.1%	45.2%	14.5%				
State of California	88.3%	45.4%	40.1%	86.3%	37.2%	32.1%	36.7%	9.5%				
Dr. Maya Angelou Community High	73.4%	45.9%	33.7%	74.2%	48.9%	36.3%	48.1%	15.4%				
Jefferson High School	79.2%	62.3%	49.4%	N/A	48.9%		50.2%	24.0%				
Nava College Preparatory	No Graduates											
Santee Education Complex	51.9%	58.7%	30.5%	N/A	60.3%		88.6%	36.4%				
Zone Median	73.4%	58.7%	33.7%	74.2%	48.9%	36.3%	50.2%	24.0%				

Source: California Department of Education, DataQuest

Another consideration for data analysis is LAAAE's largely disadvantaged student body. During the previous charter term, LAAAE ranked high among resident schools in serving an English learner population, including newcomer population.

Disadvantaged Populations Resident Schools																				
School	2018-2019					2017-2018					2016-2017					2015-2016				
	EL %	Ever EL %	EL 0-3 %	FRLP	Enrollment	EL %	Ever EL %	EL 0-3 %	FRLP	Enrollment	EL %	Ever EL %	EL 0-3 %	FRLP	Enrollment	EL %	Ever EL %	EL 0-3 %	FRLP	Enrollment
Belmont Senior High	41.0%	82.3%	31.3%	93.4%	860	43.7%	83.7%	35.7%	91.1%	973	40.9%	82.4%	32.3%	84.0%	994	32.9%	82.3%	23.0%	90.4%	960
Berendo	26.5%	82.5%	10.6%	96.4%	812	25.7%	81.3%	10.6%	98.1%	799	30.5%	82.1%	10.4%	95.7%	763	29.9%	82.2%	7.9%	95.8%	816
Contreras Learning Center - School of Business and Tourism	26.2%	87.5%	15.9%	97.0%	431	27.2%	88.0%	18.5%	97.1%	449	22.7%	89.1%	12.4%	93.6%	453	17.8%	89.2%	5.1%	95.9%	461
Contreras Learning Center-Academic Leadership Comm	36.4%	89.4%	23.0%	96.0%	453	35.3%	91.2%	19.7%	98.2%	451	31.6%	90.3%	17.6%	94.5%	433	31.8%	89.6%	13.9%	94.5%	472
Contreras Learning Center-Los Angeles School Of Global	38.8%	91.6%	26.5%	96.7%	371	31.4%	89.6%	20.3%	96.3%	347	25.3%	89.7%	12.1%	95.6%	340	26.4%	89.8%	9.3%	95.6%	382
Contreras Learning Center-School Of Social Justice	32.5%	86.9%	20.2%	96.3%	461	31.5%	87.9%	19.3%	96.9%	454	28.7%	88.6%	16.4%	93.5%	474	24.3%	86.9%	12.8%	95.3%	511
Ramon C. Cortines School Of Visual And Performing	5.0%	46.6%	4.2%	73.1%	1224	5.3%	48.5%	2.4%	75.7%	1280	4.7%	48.2%	2.0%	78.3%	1459	5.4%	49.7%	1.6%	75.3%	1527
Edward R. Roybal Learning Center	23.4%	79.0%	17.4%	96.9%	829	30.8%	80.8%	17.1%	97.4%	1021	29.9%	81.4%	15.5%	98.1%	1200	27.4%	81.1%	10.4%	92.1%	1107
Jefferson Zone of Choice Proxy	24.1%	81.6%	12.4%	96.0%	860.5	27.2%	81.6%	12.8%	96.8%	815.5	27.1%	81.0%	10.3%	91.0%	948.0	27.5%	79.2%	6.8%	92.8%	957.5
John H. Liechty Middle	31.3%	88.8%	6.5%	98.2%	946	32.3%	88.1%	8.9%	97.6%	978	35.0%	88.3%	6.9%	96.7%	983	33.7%	88.0%	6.9%	96.8%	1076
Sai Castro Middle	25.4%	75.2%	13.5%	97.6%	319	22.2%	74.0%	10.1%	99.1%	334	25.6%	72.9%	10.4%	94.6%	355	28.7%	72.8%	7.2%	92.5%	345
Virgil Middle	24.3%	74.1%	8.9%	95.0%	1153	25.2%	73.7%	9.8%	94.2%	1123	29.0%	74.4%	11.4%	95.7%	1033	27.9%	72.1%	11.7%	92.9%	914
Median	26.4%	82.4%	14.7%	96.2%	821	29.0%	82.6%	14.9%	97.0%	807	28.9%	82.3%	11.8%	94.6%	856	27.7%	82.3%	8.6%	93.7%	865
LAAAE	37.3%	88.9%	14.1%	98.3%	287	36.5%	91.1%	21.1%	97.7%	348	38.0%	89.0%	21.5%	99.4%	345	38.0%	89.8%	18.7%	99.2%	382
Rank in 13	3	3	7	1		2	2	2	4		2	4	2	1		1	1	2	1	
School	2018-2019					2017-2018					2016-2017					2015-2016				
	EL %	Ever EL %	EL 0-3 %	FRLP	Enrollment	EL %	Ever EL %	EL 0-3 %	FRLP	Enrollment	EL %	Ever EL %	EL 0-3 %	FRLP	Enrollment	EL %	Ever EL %	EL 0-3 %	FRLP	Enrollment
Dr. Maya Angelou Community	31.8%	81.8%	14.0%	96.6%	988	33.0%	82.5%	14.5%	96.2%	1035	30.8%	80.9%	11.8%	91.1%	1119	28.9%	77.7%	6.9%	90.5%	1116
Jefferson High School	24.8%	73.7%	14.5%	94.7%	644	29.2%	76.8%	15.6%	93.7%	668	27.3%	76.2%	12.3%	86.1%	777	28.1%	77.7%	9.5%	86.2%	799
Nava College Preparatory	20.3%	84.1%	10.2%	97.3%	733	18.5%	83.2%	8.4%	98.4%	774	17.3%	84.7%	6.1%	95.5%	619	19.8%	82.3%	3.5%	96.5%	491
Santee Education Complex	23.3%	81.3%	10.7%	95.3%	1902	25.1%	80.6%	11.0%	96.3%	857	26.9%	81.1%	8.8%	90.9%	1923	26.8%	80.6%	6.7%	95.1%	1808
Zone Median	24.1%	81.6%	12.4%	96.0%	860.5	27.2%	81.6%	12.8%	96.8%	815.5	27.1%	81.0%	10.3%	91.0%	948.0	27.5%	79.2%	6.8%	92.8%	957.5

Source: (CDE Data Quest, School Demographics, English Learners)

A Similar Schools Analysis is not appropriate because the demographics of the identified Similar Schools are notably different than those of LAAAE. For example, the English

learner median for the provided Similar Schools is seven percent. LAAAE's English learner rate is 37.3% - just over 30% from the median schools. The Ever English learner median for the similar schools is 59.7%. The Ever English learner rate, a figure that includes the percentage of Reclassified Fluent-English-Proficient (RFEP) students – another PSAA metric, for LAAAE is 88.9% - about 30% above the median for Similar Schools.

For the 2017-2018 school year, the English learner median and Ever English learner medians are 8.8% and 58.5% respectively. These figures for LAAAE are 36.5% and 91.1%. The median for low socioeconomic status students is 84.8%, while LAAAE is 96.3%.

For the 2016-2017 school year, the English learner median and Ever English learner medians are 9.3% and 57.8% respectively. These figures for LAAAE are 38% and 89.0%. The median for low socioeconomic status students is 83.2%, while LAAAE is 99.4%.

For the 2015-2016 school year, the English learner median and Ever English learner medians are 8.8% and 57.0% respectively. These figures for LAAAE are 38% and 89.8%. The median for low socioeconomic status students is 87.8%, while LAAAE's is 98.7%. It is noteworthy to add that none of the similar schools are middle schools. Two serve middle grades, with one of the two also serving elementary grades. All fourteen provide high school programming. Data details are below.

Disadvantaged Populations Similar Schools																
School	2018-2019				2017-2018				2016-2017				2015-2016			
	EL %	Ever EL	FLRP	Enrollment	EL %	Ever EL	FLRP	Enrollment	EL %	Ever EL	FLRP	Enrollment	EL %	Ever EL	FLRP	Enrollment
Alexander Hamilton Senior High	5.5%	36.2%	66.9%	2602	6.9%	36.6%	69.1%	2637	6.5%	35.0%	71.4%	2719	6.7%	34.0%	65.1%	2879
Alliance Collins Family College - Ready High	11.9%	76.2%	95.6%	596	11.9%	73.4%	95.3%	595	10.5%	72.6%	95.2%	601	8.3%	70.0%	94.3%	601
Alliance Morgan McKinzie High	17.6%	76.7%	93.8%	438	17.0%	79.1%	95.2%	393	15.6%	80.4%	97.2%	327	14.7%	79.1%	98.4%	312
Carson Senior High	6.1%	30.8%	72.8%	1499	6.6%	30.1%	73.5%	1520	6.9%	31.0%	75.7%	1439	7.9%	29.4%	72.6%	1560
Cesar E. Chavez Learning Academies-Social Justice Humanitas Academy	7.1%	65.8%	93.3%	521	9.2%	66.9%	91.8%	534	9.5%	67.5%	92.0%	526	9.6%	65.4%	89.4%	509
Fairfax Senior High	8.0%	57.5%	82.5%	1827	9.6%	55.1%	82.2%	1918	9.0%	53.0%	85.4%	1922	8.4%	51.1%	78.5%	2047
James Garfield Senior High	6.3%	64.2%	93.3%	2569	8.4%	65.3%	93.8%	2531	9.9%	64.8%	91.1%	2531	12.1%	64.6%	90.8%	2525
John F. Kennedy High	5.4%	43.9%	77.4%	2349	7.0%	44.0%	80.3%	2214	8.2%	44.2%	81.1%	2133	8.6%	42.8%	73.3%	2099
King/Drew Medical Magnet High	1.3%	45.2%	86.0%	1567	2.1%	43.9%	91.2%	1573	1.8%	42.2%	84.5%	1570	2.6%	39.9%	89.4%	1570
Los Angeles Leadership Academy	23.2%	64.3%	87.5%	504	20.4%	66.1%	72.5%	505	19.9%	66.9%	88.5%	538	18.2%	67.3%	92.4%	538
Northridge Academy High	3.9%	48.4%	73.1%	1062	5.4%	47.3%	74.6%	1080	6.2%	46.7%	75.0%	1058	5.0%	43.7%	73.0%	1072
South Gate Senior High	9.9%	61.8%	90.4%	2437	11.6%	61.8%	92.7%	2734	12.1%	62.5%	88.2%	2832	14.4%	62.8%	90.1%	2872
UCLA Community K-12	29.2%	80.7%	91.6%	985	35.1%	81.0%	91.8%	1004	36.2%	76.7%	87.3%	983	44.0%	79.7%	89.7%	998
Venice Senior High	6.9%	43.7%	67.4%	1984	7.3%	43.2%	72.1%	2038	7.7%	42.1%	76.3%	1967	9.0%	42.9%	72.1%	2005
Median	7.0%	59.7%	86.8%	1533.0	8.8%	58.5%	86.7%	1546.5	9.3%	57.8%	86.4%	1504.5	8.8%	57.0%	89.4%	1565.0
LAAAE	37.3%	88.9%	98.3%	287	36.5%	91.1%	96.3%	348	38.0%	89.0%	99.4%	345	38.0%	89.8%	98.7%	382
Rank	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1
Only a K-12 school had more ELs																

Only a K-12 school had more ELs

Source: (CDE Data Quest, School Demographics, English Learners)

## Other Data

Other related data support LAAAE's academic outcomes. For example, LAAAE qualifies for CCSA's public advocacy support for renewal within its [accountability framework](#), which is based on publicly available academic indicators. LAAAE met the criteria for CCSA renewal support with each accountability framework which includes the current version starting in 2019 and the previous version which covered charter term years 2016

– 2018. Moreover, because of LAAAE’s academic performance, CCSA did not need to conduct a Multiple Measure Review during any of those years.

Similarly because of LAAAE’s academic outcomes, LAAAE has not been identified for Differentiated Assistance (California Accountability) while LAUSD has. LAAAE has also not been identified for either Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) under Federal Accountability (ESSA), while multiple Resident Schools have been so identified.

Both LAAAE’s internal and state data meet the conditions of the first benchmark. LAAAE’s support from CCSA and exclusion from school designations for underperforming schools further support this.

### **Student Population To Be Served**

School records indicate that the significant majority are classified as economically disadvantaged and Latino. About one third are English learners. Students come to LAAAE from the surrounding neighborhood, either by walking to school or riding public transportation.

Since opening in 2005, the LAAAE has attracted students and families primarily due to its small learning community and safe environment for students and families. Gradually, as arts and enterprise courses have become more robust, the school has attracted students specifically interested in the study of arts and enterprise. Over the next five years, LAAAE expects to continue serving students in grades 6-12 with similar demographics of the surrounding community and reflective of the existing student population as described above.

### **Five-Year Student Enrollment Rollout Plan**

<b>Grade Level</b>	<b>Current (2019-20)</b>	<b>Year 1 (2020-21)</b>	<b>Year 2 (2021-22)</b>	<b>Year 3 (2022-23)</b>	<b>Year 4 (2023-24)</b>	<b>Year 5 (2024-25)</b>
6 <sup>th</sup>	35	40	46	60	60	75
7 <sup>th</sup>	26	50	45	60	75	75
8 <sup>th</sup>	56	28	50	45	60	75
9 <sup>th</sup>	67	75	50	60	75	75
10 <sup>th</sup>	42	67	75	50	60	75
11 <sup>th</sup>	31	42	67	75	50	50
12 <sup>th</sup>	37	31	42	67	75	75
<b>TOTAL</b>	<b>294</b>	<b>333</b>	<b>375</b>	<b>417</b>	<b>455</b>	<b>500</b>

## **Meeting the Needs of LAAAE's Student Population**

Reflecting on the academic improvements, particularly in relation to nearby schools, merits additional review into various other quantitative and qualitative data. The data reflects that LAAAE serves a significant English learner population since the beginning of the charter term. This petition describes the comprehensive program necessary to meet the needs of our students.

## **Attendance Rates**

LAAAE records indicate that it has maintained a mid-90's average daily attendance (94.2% - 96.9%) during the term of this charter and anticipates a continued ADA of at least 95%.

## **Surrounding Schools Data**

The charts above and below provide a comprehensive analysis of the schools nearby including resident and similar school demographics. They do not reappear here in the to avoid repetition.

## **Program Enhancement**

LAAAE has pushed towards enhancing teacher professional development and refining school staffing to support teacher effectiveness. Faculty have participated in an array of professional development workshops including: Specifically Designed Academic Instruction in English (SDAIE) strategies, use of *Illuminate, A Framework for Understanding Poverty*, as well as a school-wide workshop on *Compassionate Communication* presented by the author of the book, *Words Can Change Your Brain*. Professional development has also included regulatory training such as child abuse and blood borne pathogens. Faculty have also engaged in offsite professional development through providers such as: Western Association of Schools and Colleges (WASC), Los Angeles Unified School District (LAUSD), Los Angeles County Office of Education (LACOE), the Association of Supervision and Curriculum Development (ASCD) and an array of discipline specific conferences. Topics addressed at these workshops varied and included: Common Core State Standards, English learners, special education, discipline, and instructional practices.

*Academic Support* - The bell schedule includes two late start days. This time is used for professional development, collaboration, and processes such as Response to Intervention (RtI). The bell schedule includes 90-minute blocks. The extended class time allows teachers and students to become more engaged in lessons. The 90-minute block schedule also allows for extra time needed to set up science experiments, change apparel for physical education and dance, and work on project-based activities. Nutrition and advisory are also part of the school day. Advisory includes character education curriculum, which focuses on addressing many of the school-wide learner outcomes especially in the areas of social skills, leadership, communication, and self-advocacy.

LAAAE implements Multi-Tiered Systems of Supports as part of its academic support system. MTSS is an evidence-based model that uses data to inform decisions on how best to support students. MTSS integrates both academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. Students who are struggling to achieve mastery will receive targeted assistance from instructional and support staff and will be provided with multiple opportunities to improve their performance and master content.

Reading intervention supports students reading below grade level. LAAAE currently utilizes i-Ready and NewsELA. A reading intervention class is offered as a component of the student's schedule with placement being determined by reading ability and space on the student's schedule. A student will not be assigned a reading intervention class if the student is far behind in credits and such scheduling may further impede on-time graduation. Throughout the school year, onsite professional development activities for teachers have included the needs of students qualifying for special education and English learners. These professional development activities are conducted by both onsite personnel and external consultants. The Special Education Coordinator works closely with teachers to ensure that accommodations are made in the least restrictive environment. There is a resource room for students who need additional supports. Students in the special education program who believe they need more time or greater assistance on assignments are able to avail themselves of this resource before-, during- and after-school. To ensure access throughout the school day, teachers are notified ahead of time of this resource available to students in the special education program. RtI is used to help students who are struggling either academically or behaviorally while continuing to give them access to rigorous courses. Special Education and English learner paraprofessionals also provides support for both during the school day and after school.

*Expanded Student Services* – To better serve its challenging student population, LAAAE expanded its counseling services to provide comprehensive support services. Since this expansion, the RtI process has improved and become more robust. Mental health services have also increased and include group therapy topics such as: depression, conflict resolution, anger management, and bereavement support. Mental health services are provided with parent consultation and authorization. LAAAE has a comprehensive student services team to meet the needs of students.

*Partnership with Los Angeles County Department of Mental Health* – With this partnership, LAAAE is able to provide additional mental health services, such as depression, behavioral problems, aggression, impulsivity, anxiety, substance abuse, bullying, and trauma.

### **Areas of Future Growth**

LAAAE's last WASC long range plan, which covers six years, is excerpted below. (LAAAE's next Self Study will start in school year 2020-2021).



1. The school needs to increase Student Average Daily Attendance (ADA) and reduce the number of students coming in tardy to school to improve student achievement for all students and implement ways to measure this on a schoolwide basis.
2. Further develop and implement a robust literacy intervention program to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention, teachers and supplemental materials.
3. The school needs to increase curriculum rigor for all students to increase the number of students who are college ready as measured by the EAP, ELM, SAT/ACT and AP exams.
4. The school needs to create a clear Positive Behavior and Intervention Support (PBIS) discipline policy that is adhered to by all faculty and staff. Classroom rules and expectations are not consistent throughout the campus.
5. Teachers are just now starting to use data to drive instruction; the school needs to create common formative and common summative assessments across the curriculums: each department and subject should have the same set of criterion for data analysis.

LAAAE has made significant growth towards these long range goals and continues making progress toward these and other goals identified in other school plans such as the LCAP. LAAAE takes pride in meeting the needs of the students and community it serves and will continue to work with the support of its stakeholders to increase student achievement from year to year. Stakeholders have frequent opportunity to discuss the progress of goals in advisory meetings, Parent Teacher Organization meetings, biannual school wide retreats, and board meetings.

### **Goals and Philosophy**

The mission of LAAAE is to prepare students for leadership in the arts and business, where creativity, academic knowledge and financial literacy are essential for success. We are developing a generation of diverse, educated, compassionate leaders in the arts and business by providing a dynamic, innovative education that integrates the four lenses of learning: Academics, Arts, Enterprise, and Personal Growth.

- Academics: The LAAAE curriculum fully addresses the core academic content standards of the California State Board of Education and meets the University of California A-G admission requirements.
- The Arts: LAAAE provides comprehensive courses in the visual and performing arts.
- Enterprise: LAAAE provides business education courses that teach core and advanced principles of enterprise, economics, and entrepreneurship.
- Personal Growth: LAAAE focuses on personal growth and responsibility to self and others, through character education and community service.

At LAAAE, we believe that the arts are powerful tools that engage students, not only in academic studies, but also in life itself. The arts engage students at a profound level,

validating different ways of learning and expressing themselves, while overcoming language and cultural differences. We believe that the confluence of arts and enterprise can lead to more productive, passionate students, engaged in their studies, better able to acquire necessary skills, and thus optimally prepared to pursue their future livelihoods. We are committed to equip students with the skills and personal growth necessary to be successful scholars throughout life. The vision of the school is to effectively integrate academics, the arts and enterprise into student educational experiences which will prepare tomorrow's leaders. Our belief is that quality instruction combined with community partnerships will enhance both student literacy and meaningful, purposeful, and enjoyable educational learning opportunities.

The concept to establish LAAAE originated with Moctesuma Esparza, an award-winning filmmaker, who produced many movies including "Selena," "The Milagro Beanfield War," "Gettysburg," "Dorothy Dandridge," "Selma Lord Selma," "Price of Glory," and "The Ballad of Gregorio Cortez." Receiving over 100 honors, including an Academy Award nomination, Esparza grew up in southern California and graduated from UCLA with a bachelor's and master's degree in film. He was active in the Chicano civil rights movement in the 1960's.

In addition to movie making, he remains active in the community and served on the Board of Directors of the Los Angeles County High School for the Performing Arts on the California State University, Los Angeles campus. This experience led Mr. Esparza to envision a charter school as an option to the Los Angeles County High School for the Performing Arts, for students who have limited or no access there, but have dreams and talents that need to be nurtured and developed. He wanted all students, regardless of socioeconomic status, to have access to both a college preparatory curriculum that focuses on visual and performing arts and enterprise. Thus, LAAAE was founded and continues to develop into a viable public education option for students and families.

### **Educational Philosophy**

LAAAE believes that all people have an abiding need for meaning. People want to connect time and space, experience and event, body and spirit, intellect and emotion. We create art to make these connections, to express the otherwise inexpressible. A society without the arts is unimaginable. Our cultural diversity is a vast resource for any arts discipline, and should be used to help students understand themselves and others. The different art forms provide a variety of lenses for examining the cultures and artistic contributions of our nation and others around the world. Curriculum without the arts is not a complete education.

The Arts Education Partnership reported that 45 states require districts or schools to provide arts instruction; 26 states have an arts requirement for high school graduation. Americans for the Arts (2005) revealed that the American people overwhelmingly believe that arts are vital to a well-rounded education. Yet, despite federal and state

policies aimed at promoting the arts and despite the general public's opinion on arts, arts education is disappearing from our schools (Holcomb, 2007).

The study of the arts has been shown to engage students in the learning experience and promote personal accountability while encouraging teamwork, emphasize synthesis of information as well as support divergent thinking, and to allow thinking of the higher values of life. As such, it provides linkages and support for all other curricula, including that which takes place outside the school walls.

The arts have been shown to be a powerful gateway to study, especially for those at risk. Students who have had difficulty learning find self-validation, self-expression and comfort in the arts. The arts provide an atmosphere of engagement so that studies that had previously been interpreted as too difficult to attempt, become more reachable. The arts also provide an environment where communication can be non-verbal. So ability can be seen without misconception, brought about beyond language differences and linguistic minorities. Comprehensive research on arts education and integration is provided in the Arts Integration section of Instructional Design.

LAAAE views economics and arts as not only compatible studies but also symbiotic curricular mates. As the world becomes more complex, young people face a large and increasing variety of important economic decisions, both in their personal lives and as citizens in a global society. By the time students graduate from high school, they will need to understand enough about economics to make reasoned judgments about personal finances and economic policies in order to succeed. Much research supports this perspective. All 50 states and the District of Columbia include economics in their K-12 standards. Moreover personal finance is included in 13 states as a high school requirement. Despite the strong support for economics and finance, support for entrepreneurship is lagging. According to a 2009 survey by the Council for Economic Education, only four states require study about entrepreneurship as a component of a course needed to graduate. Entrepreneurship education should be universal. Entrepreneurship is a key driver in the economy. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self-esteem, and an overall sense of control over their own lives. Forty percent of youth between the ages of 8 and 24 would like to start a business or have already done so. Not every student will start their own business, but everyone benefits from acquiring an entrepreneurial mindset. "Entrepreneurship education is the fundamental tool for reversing the youth unemployment crisis globally. It is a tool that can arm young people not only to start businesses and create jobs, but also to be opportunity-focused, flexible employees ready to fill existing jobs."

"It is to the benefit of every student and every community to establish an entrepreneurial culture in every school" for the following four reasons: (1) Entrepreneurship education provides students an alternate career path at any time in their lives; (2) It provides a background for the teaching of academic subjects giving those studies a grounding in the real world; (3) Entrepreneurial concepts and skills require students to be innovative and



use critical thinking skills; and (4) Entrepreneurial skills give students a way to give back to their communities (Coulson, 2014).

LAAAE is not a school that is apart from community and industry. LAAAE links arts, enterprise and community in order to heighten student engagement and excitement in learning, to increase skills, job opportunities and career horizons. Entrepreneurship and business education are taught at LAAAE using a hands-on approach, by tapping into students' creativity and by making them move around the business world to show them how it works.

LAAAE supports students' multiple intelligences and learning styles. Moreover, students are encouraged to develop self-discovery and self-worth, in order to gain social and emotional success, and to find their identity in society and community, as well as fulfill their rights and responsibilities as citizens.

Charter School students will acquire and develop the skills that will ensure future academic success. The school's goal is that each of our students will enter and graduate from the college, university and or conservatory of their choice. LAAAE's curriculum is designed to prepare students for a future that demands self-assurance, flexibility and creativity as well as the ability to demonstrate proficiency of core academic knowledge through a variety of media.

### **What it Means to Be an Educated Person in the 21st Century**

A well-educated person in the 21<sup>st</sup> century must possess the necessary skills gained through the development of core academic subject knowledge. Students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication, and collaboration. In congruence to the framework outlined by the Partnership for 21<sup>st</sup> Century Skills, LAAAE develops student competencies in these 4 areas: (1) Core Subjects and 21<sup>st</sup> Century Themes, (2) Life and Career Skills, (3) Learning and Innovation Skills, and (4) Information, Media, and Technology Skills.

### **College and Career readiness**

To be successful for college and career, students must master the core subjects and 21<sup>st</sup> Century Themes. These include the core subject areas: English Language Arts, World Languages, Arts, Mathematics, Economics, Science, Geography, History, Government, and Civics. Additionally, an educated person must also understand academic content at much higher levels, such as having: Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy; Health Literacy and Environmental Literacy

An educated person must have life and career skills that will enable them to be successful in college and their career. These skills include being flexible and adaptable, taking

initiative, having self-direction, interacting positively and collaboratively with others, setting and meeting project goals, and being able to guide and lead others.

Students must also have skills in learning and innovation. The focus will be on the 4 Cs: creativity, critical thinking, communication, and collaboration.

- Creativity: able to use a wide range of idea creation techniques, create new and worthwhile ideas, elaborate, refine, analyze, and evaluate their own ideas for improvement in creativity.
- Critical thinking: able to reason effectively, use systems thinking such as analyzing parts to a whole, make sound judgment and decisions based on facts and evidence, and solve problems.
- Communication: able to articulate thoughts clearly and concisely, listening effectively to decipher meaning, and use communication for a range of purposes and to varied audiences.
- Collaboration: able to work effectively and respectfully with diverse teams, exercise flexibility and willingness to help in making compromises, and assume shared responsibilities in working towards common goals

### **Use of technology**

People in the 21<sup>st</sup> century must interact regularly with technology and various media because the nature of modern times grants us: (1) access to an abundance of information, (2) rapid changes in technology and tools, and (3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21<sup>st</sup> century, people must be able to exhibit a range of functional and critical literacy in relation to technology, information, and media.

- Information Literacy: able to access information efficiently and effectively, and evaluate sources critically
- Media Literacy: able to understand the construction and purpose of media, example how media is experienced differently by individuals and groups, and have fundamental understanding of the ethical/legal issues surrounding the access and use of media.
- Technology Literacy: able to use technology as a tool to research, create, evaluate, and communicate information, use a range of digital technology (e.g., computers, PDAs, media players, GPS, etc.).

The vision and mission of LAAAE are consistent with research on 21<sup>st</sup> century skills. LAAAE is committed to fulfilling our mission and to providing a research-based curriculum and an educational program designed to prepare students for a future that will increasingly demand academic competence as well as self-assurance and responsibility, critical thinking and creativity.

## How Learning Best Occurs

LAAAE believes that learning best occurs under Coalition of Essential Skills Common Principles that have been imbedded in our educational philosophy. They are grounded on increasing learning opportunities, raising academic achievement, providing development opportunities in arts and enterprise, and promoting civic responsibility. To achieve this, LAAAE's educational program will draw upon Dr. TheodoreSizer's Coalition of Essential Schools and its ten principles. A sampling of the integration of the ten principles into LAAAE's philosophy is as follows:

Principle 1. Learning to use one's mind well. LAAAE will focus on helping its pupils learn to use their minds well by holding high expectations and challenging them with rigorous and grade level-specific content.

Principle 2: Less is more, depth over coverage. LAAAE's faculty will employ the Common Core State Standards to focus on each student mastering a limited number of essential skills and areas of knowledge. Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by effort to merely cover content.

Principle 3: Goals apply to all students. The goals of LAAAE apply to all students. While goals of each individual student may vary, LAAAE will strive for each student to maximize his or her fullest potential.

Principle 4. Personalization. Teaching and learning will be personalized to the maximum feasible extent. To capitalize on this personalization, the school principal and faculty will provide input into the decisions about the details of the course of study, the use of students' and teachers' time, and the choice of teaching materials and specific pedagogies.

Principle 5. Student-as-worker, teacher-as-coach. The governing practical metaphor of LAAAE is the student as worker, rather than the more familiar unilateral teacher as deliverer of instruction. LAAAE faculty's role as coach is to provoke students to learn, how to learn, and thus be independent learners.

Principle 6. Demonstration of mastery. Teaching and learning at LAAAE will be documented and assessed with tools based on student performance of real tasks. Students not at appropriate levels of competence will be provided with intervention and support to assist them to meet grade level standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects will be incorporated to better understand the learner's strengths and needs. Students will also be recognized for their mastery through various award assemblies and activities.

Principle 7. A tone of decency and trust. The tone of LAAAE will explicitly and self-consciously stress values of un-anxious expectation, trust, and decency. Incentives

appropriate for students and teachers will be emphasized. Parents will be key collaborators and vital members of the school community.

Principle 8. Commitment to the entire school. LAAAE's principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists (experts in a particular discipline) second. Faculty and staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

Principle 9. Resources dedicated to teaching and learning. LAAAE's budget targets will provide for student loads that promote personalization, resources for increased student achievement outcomes, time for collective planning by teachers, and competitive salaries for staff.

Principle 10. Democracy and equity. LAAAE will demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It will model democratic practices that involve all the school's stakeholders. LAAAE will honor diversity and build on the strength of its community, deliberately and explicitly challenging all forms of inequity.

### **Goals for Enabling Self-motivated, Competent, and Lifelong learners**

One of the great challenges facing the educational community is determining how to best inspire young people, especially those at risk, to look beyond school for learning. LAAAE believes that lifelong learning is best achieved through inculcating students with the skills of learning and then supporting them as they discover for themselves. Studies have repeatedly shown that students who discover their own knowledge and understanding and then have it verified through real-world experience are much more likely to retain that knowledge and are also much more likely to search out knowledge and understanding on their own.

LAAAE has developed a series of school wide learner outcomes that are key to students developing the ultimate skill of adaptability in the modern workplace -- the ability to learn.

LAAAE faculty and students recently updated LAAAE's schoolwide learner outcomes so that students demonstrate empathy, integrity, perseverance, respect, and innovation.

### **Annual Goals and Actions Aligned to State Priorities**

In accordance with the requirements of Education Code § 47605(b)(5)(A)(ii), LAAAE's Local Control and Accountability Plan (LCAP) includes annual goals for all pupils and for each subgroup of pupils identified for each of the eight (8) state priorities identified in Education Code § 52060(d). Please refer to the table in Element 2 and 3 for LAAAE's Annual Goals and Measurable Pupil Outcomes Aligned to State Priorities.

## Instructional Design

LAAAE offers students a rich curriculum and an array of A-G courses that will be transferable for credit to other institutions. The courses are presented in a way that is intended to capture the students' interest and engage their thinking at the highest and deepest levels. Students will engage in high interest, multidisciplinary, hands-on projects that embed and address respective standards. Through problem solving and peer collaborative work, the students' creativity, and sense of identity and self-esteem, will be enhanced. The intended outcome is that they are knowledgeable individuals, who are proficient in academic concepts and skills. In accordance to the CCSS and California State Standards, the school's curriculum design:

- Fully addresses the Common Core State Standards and California State Standards and meets the University of California A-G requirements.
- Includes comprehensive courses in the visual and performing arts.
- Includes business education courses that teach core and advanced principles of enterprise, economics, and entrepreneurship.
- Focuses on personal growth and responsibility to self and others, through character education and community service.

The Common Core State Standards (CCSS) enables teachers to provide students with tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the CCSS and California State Standards. Accordingly, teachers have opportunities to work cooperatively through horizontal and vertical planning in order to develop lesson plans aligned to these standards while implementing the high-yield instructional strategies in the classroom such as:

Explicit Direct Instruction (EDI) – EDI is a strategic collection of instructional practices combined together to design and deliver well-crafted lessons that explicitly teach content, especially grade-level content, to all students. Here are the EDI lesson design components:

- **Learning Objective:** A statement describing what students Will be able to do by the end of the lesson. It must match the independent practice towards the end of the lesson.
- **Activate Prior Knowledge:** Purposefully moving something connected to the new lesson from students' long-term memories into their working memories so they can build upon existing knowledge.
- **Concept Development:** Teaching students the concepts contained in the learning objective.
- **Skill Development:** Teaching students the steps or processes used to execute the skills in the Learning Objective. Teaching the students how to do it.

- **Lesson Importance:** Teaching students why the content in the lesson is important for them to learn and understand.
- **Guided Practice:** Working problems or scenarios with students at the same time, step-by-step, while checking they are executing the steps correctly.
- **Lesson Closure:** Having students work problems or answer questions to prove that they have learned the concepts and skills in the Learning Objective before they are given Independent Practice to do by themselves.
- **Independent Practice:** Having students successfully practice exactly what they were taught in the lesson.

Furthermore, EDI lessons incorporate several ways to deliver the lesson. These strategies include:

- **Checking for Understanding:** Continually verifying that students are learning while they are being taught, ensuring to address misconceptions as they arise.
- **Explaining:** Teaching by telling students the content.
- **Modeling:** Teaching using think-alouds to reveal to students the strategic thinking required to solve a problem or answer a question.
- **Demonstrating:** Teaching using physical objects to clarify the content and to support kinesthetic learning.

**Public Outcomes by Design** – The goal of the Public Outcomes by Design approach is to teach students how to translate academic content into a visual or performing arts outcome that is standards-based and demonstrates proficiency or mastery of the content. Students will engage in a variety of public outcomes which are defined as an artifact or experience that can be seen, heard, touched, or transmitted.

**Differentiated Instruction** - Differentiated instruction provides a learning environment that will maximize the potential for student success. Differentiated instruction can be recognized by a variety of classroom characteristics such as: teachers begin where the students are; teachers engage in instruction through different learning modalities; a student competes more against himself or herself than against others; teachers provide specific ways for each individual to learn; teachers use classroom time flexibly; and teachers are diagnosticians, prescribing the best possible instruction for each student.

**Scaffolding** – Teachers identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous. Scaffolding strategies include: show and tell; tap into prior knowledge; give more time to talk; pre-teach vocabulary; use visual aids; and pause, ask questions, pause, review.

**Inquiry-Based Learning** - Based on the scientific method, this student-centered strategy requires students to conduct investigations independent of the teacher, unless otherwise

directed or guided through the process of discovery. Teachers use this strategy in developing critical thinking and problem solving skills.

**Project-based Learning** - PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. Though PBL, teachers engage students in projects where students can take advantage of digital tools to produce high quality, collaborative products.

**Information Processing Strategies** - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, reciprocal teaching, graphic organizers, scaffolding, or webbing.

**Restorative Practices** – LAAAE focuses on restorative rather than punitive approaches to responding to behavior. The driving force behind this approach is the idea of proactively building positive school communities while dramatically reducing discipline referrals. “Restorative means to believe that decisions are best made and conflicts are best resolved by those most directly involved in them. The restorative practices movement seeks to develop good relationships and restore a sense of community in an increasingly disconnected world. These practices have been applied in justice systems, families, workplaces and neighborhoods, as well as in schools”. This approach includes an expectation of Culturally Responsive Teaching and creative, meaningful alternatives to suspension. The expectation is for students to want to come to school and to be in school every day.

LAAAE does not view suspensions or expulsions as an effective way of addressing student behaviors. To support our students, we have a robust student services team as well as different programs that motivate students. Accordingly, LAAAE was recognized by the California PBIS Coalition for four consecutive years for providing a support infrastructure to students. Thus, not only are alternatives to traditional school discipline in place at LAAAE, LAAAE has been recognized for implementing them.

**Growth Mindset**- In order to develop a rigorous instructional program under the California Common Core State Standards, it is imperative that LAAAE develops a growth mindset in its students. Under the Common Core State Standards, students are pushed to develop their conceptual knowledge and expand their critical thinking, reading, and writing skills. This has led LAAAE to develop a more robust instructional program, including intensified approach to how they reach their subgroups, such as English Learners and Students with Disabilities. The implementation of curriculum aligned to the rigors of the Common Core State Standards, and integration of the arts and enterprise into the instructional program implore the need to develop a strong growth mindset in its students.



**Culturally Responsive Teaching and Learning-** In order to be culturally responsive, transforming instructional practices must occur intentionally. This spans various practices, including classroom management, academic-literacy instruction, academic-vocabulary instruction, academic-language instruction, and creating a responsive learning environment. It is about changing educators’ hearts and mindsets about how students are looked upon culturally and linguistically in all areas of instruction.

Responsive Classroom Management	Responsive Academic Literacy	Responsive Academic Vocabulary	Responsive Academic Language
<ul style="list-style-type: none"> <li>• Ways for responding</li> <li>• Ways for discussing</li> <li>• Attention signals</li> <li>• Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Read-aloud storytelling</li> <li>• Supplemental text selections</li> <li>• Interaction with text strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on common strategies</li> <li>• Building on students’ words</li> <li>• Focus on low-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>• Contrastive analysis</li> <li>• Revision process</li> <li>• Role playing</li> </ul>

### Other High Yield Instructional Strategies

**Cooperative Learning** - Teachers limit use of ability groups, keep groups small, apply strategy consistently and systematically and assign roles and responsibilities in groups. Teachers integrate content and language through group engagement, reader’s theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams.

**Identifying similarities and differences** - Students compare, classify, and create metaphors, analogies and non-linguistic or graphic representations. Teachers utilize: thinking maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers. Question/Answer/Relationship (QAR) sketch to stretch, and affinity diagrams.

**Summarizing and Note Taking** - Students learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words. Teachers model summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quick writes, graphic organizers, column notes, and affinity diagrams.

**Nonlinguistic Representations** - Students create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Teachers incorporate: Visual tools and manipulatives,



problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, and make physical models.

**Generating and Testing Hypothesis** - Students generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision-making. Student incorporate thinking processes, constructivist practices, investigations, explorations, social construction of knowledge, use of inductive and deductive reasoning, questioning the author of a book, and finding other ways to solve same math problem.

**Visible Learning** - Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. According to John Hattie, Visible Learning and Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers.

The figure below represents the high-level principles of Visible Learning:

I see learning through the eyes of my students			
Mind frames	A cooperative and critical partner	An adaptive learning expert	A receiver of feedback
<ul style="list-style-type: none"> <li>• I am an evaluator/activator or</li> <li>• I am a change agent</li> <li>• I am a seeker of feedback</li> <li>• I use dialogue more than monologue</li> <li>• I enjoy challenge</li> <li>• I have high expectations for all</li> <li>• I welcome error</li> <li>• I am passionate about and promote the language of learning</li> </ul>	<ul style="list-style-type: none"> <li>• I use learning intentions and success criteria</li> <li>• I aim for surface and deep outcomes</li> <li>• I consider prior achievement and attitudes</li> <li>• I set high expectation targets</li> <li>• I feed the gap in student learning</li> </ul>	<ul style="list-style-type: none"> <li>• I create trusting environments</li> <li>• I know the power of peers</li> <li>• I use multiple strategies</li> <li>• I know when and how to differentiate</li> <li>• I foster deliberate practice and concentration</li> <li>• I know I can develop</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to use the three feedback questions</li> <li>• I know how to use the three feedback levels</li> <li>• I give and receive feedback</li> <li>• I monitor and interpret my learning/teaching</li> </ul>

		confidence to succeed	
I help students become their own teachers			

**Arts Integration** – Fully aligned to a core mission of the school, arts integration focuses on the infusion and integration of the arts throughout the curriculum. Arts integration blends content and skills between an art form and another academic subject (Isenberg & Jalongo, 2010). Arts integration research positively links to increased student engagement, motivation, and persistence. The arts can engage students who are not typically reached through traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities (Deasy, 2002; Fiske, 1999; Stevenson & Deasy, 2005). Catterall found that English learners are significantly more likely to pursue a college degree if they attend an arts-rich high school. Rinne et al’s review of long term memory effects “clearly suggests that arts integration may offer a highly effective way to enhance retention of content.” Arts integration has also been linked to improved attendance and decreased disciplinary issues (Barry, 2010).

The integration of arts enables students to make meaningful connections to one another, to themselves, to their lived world, and to other content areas. Through experimenting with different art forms and processes, students learn to take risks through exploration and to develop flexible thinking skills, envisioning from different vantage points and responding to new possibilities in the creative process (Fiske, 1999;<sup>11</sup> Stevenson & Deasy, 2005<sup>12</sup>). Thus, arts integration cultivates and provides an arena to display the varying multiple intelligences (Pearson, 1998).

The benefits of this model extend beyond students. Principals of arts-rich schools encourage teachers to take risks, to learn new skills, and to make changes in their instruction to support arts integration. Additionally, the nature of integration fosters collaboration amongst teachers. Such collaborative relationships contribute to increased teacher satisfaction, interest, and success, and lead to the development of a sense of community of practice in the school. These teachers are more innovative in their teaching, willing to experiment, persevere in integrating the arts despite barriers, and approach their classes in a more child-centered rather than adult-centered manner (Barry, 2010<sup>15</sup>; Burton et al., 1999).

LAAAE educators meets the needs of individual students through the use of differentiation and response to intervention. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student. According to Carol Ann Tomlinson, differentiation occurs in many ways, including designing lessons based on student learning styles, group students by shared interests or ability for assignments, assess students learning using formative and summative assessments, manage the classroom to ensure students have a safe and

supportive learning environment, and continually assess and adjust lesson content to meet the individual needs of students.

Continually assessing adjusting lesson content is key to responding to individual student needs. LAAAE educators analyze student work, focusing on identifying gaps in student learning, and creates a plan of action to ensure those gaps are addressed. The protocol includes selecting formative assessments, unpacking the standard(s) the assessments address, identifying the conceptual knowledge and procedural skills necessary to demonstrate mastery of the standard, and reviewing student work against the exemplar. LAAAE educators will then create a plan for re-teaching to ensure students who did not meet the standard have additional opportunities for re-learning and embed additional practice and assessment to ensure those gaps are addressed.

### **Curriculum and Instruction**

The school uses the Common Core State Standards and the California State Standards (as applicable) as the base content for the instructional program. The curriculum meets or exceeds the core academic content standards of the California State Board of Education by offering enrichment classes in the arts and enterprise, and providing opportunities for reading and mathematics intervention to students who are performing below grade level.

#### *English-Language Arts Curriculum*

With the Common Core State Standards emphasizing increased literacy across all content areas, students will be respectively challenged within the domains of reading: literature; reading: informational text; writing; speaking and listening; and language. While students continue to need mastery of enabling skills such as reading, writing, and computing, they must also prepare for the additional basics, which include problem solving, critical and creative thinking, decision making, flexibility and adaptability, and the ability to work collaboratively. The intent of the LAAAE curriculum is to: equip students with the level of literacy needed to participate as informed citizens in a democratic society, function effectively in the world of work, and realize personal fulfillment.

Using the CCSS as a base, the first priority of an English language arts program is language development. Use of oral and written language allows for the expression of the human spirit, the development of ethical responsibility, and the ability to interact with and influence others. Indeed, it is the use of language that challenges us to examine and clarify our thinking as we search for the best means to communicate our thoughts and ideas.

Language and literature are the content of an integrated English language arts program. The study of these areas includes the structure of the English language, its social and historical perspective, and a respect and appreciation for cultural diversity. Essential to this study is the systematic exploration of literature with a clear emphasis on the comprehension and response to the beauty and legacy of the English language. The readings balance traditional “classics” with contemporary works.

At LAAAE, students will share the responsibility for their learning. They must develop an increased awareness of their own thinking, including attitudes, habits, and dispositions. Student-initiated learning involving choice, collaboration, and active participation produces higher levels of interest and accomplishment in students.

A balanced English language arts curriculum focuses on the student as an active participant in the learning process. Included in the study is the selective and strategic use of monitoring, self-questioning, and focusing strategies. In a similar manner, engaged learners explore options in presentation: films or videotapes in the study of literature and language; audiotapes in the study of oral language; and word processors and other media in composing, revising, and publishing compositions. Reading assignments incorporate approved literature and textbooks. The reading process includes reading aloud and independent reading.

LAAAE students learn to work with complex ideas confidently and successfully. Reading and thinking skills are developed by asking questions, sharing opinions and supporting ideas with evidence from the sections they read in textbooks or teacher-selected literature. Students process reading selections that integrate other subjects, such as drama, science (with selected readings on ecology), human development, economics, and humanities curricula.

Activities include:

- Shared Inquiry Discussion
- Noting significant passages
- Supporting ideas with evidence from the text
- Vocabulary development
- Post discussion writing
- Textual analysis

Writing is taught as a process. Students are taught to write thesis statements and topic sentences. Concrete details and commentary sentences are then taught to support the thesis. Through each draft, students revise and edit their work to produce a finished product of which they can be proud. Teacher input and peer editing are essential to the success of the program. In addition to expository writing, students experiment with different writing genres. These include creative writing, letter writing, journal entries, use of Cornell Notes and poetry.

Additionally, outside speakers are brought in throughout the year to engage students in discussions and activities that pertain to an individual unit of study. In this way, students are encouraged to become involved in the larger community.

#### ELA Intervention

Remediation reading courses will be provided in addition to the core English language arts courses in grades 6-12. Students who score below proficiency levels or are otherwise

identified as having literacy deficiencies will be placed in a remediation reading course. These courses will focus on building fluency, phonemic awareness, phonics, vocabulary, and comprehension. The reading courses use intervention programs such as:

- **I-Ready - i-Ready** is a web-based program that provides an extensive library of engaging, cross-curricular informational and literary selections that adhere to grade-appropriate Lexile® metrics, and provide grade-appropriate levels of vocabulary complexity, sentence length, and word count. These rigorous controls ensure students encounter ever-increasing levels of text complexity. As a student demonstrates mastery, the selections presented will have richer academic vocabulary, higher word counts, and deeper examinations of topics and themes. For students who require support, the program provides personalized scaffolds that help students engage with challenging texts rather than avoid them.
- **NewsELA** – NewsELA is a program that provides valuable and versatile supplemental literacy lessons in social emotional learning. It is used primarily in advisory to foster social emotional learning.

#### English Language Development Curriculum

Students identified needing an ELD course are placed in either a middle school or high school ELD class. The ELD classes are part of LAAAE's school day and are additional classes given to students identified as students in need of targeted English support. Various SDAIE strategies and differentiated instruction are incorporated to facilitate English language acquisition. These include scaffolds, Thinking Maps, sentence frames, frequent integration of visual mediums, and Teach Like a Champion pedagogy. The English learner program is further detailed in the attached English Learner Master Plan.

#### Mathematics Curriculum

As outlined in the CCSS, the mathematics program is designed to give students the fundamentals they need while providing opportunities to explore real world mathematics through a variety of projects. In addition to textbooks, teachers use several different types of projects and logical puzzles to introduce real-world applications of mathematics, such as building bridges, self-designed floor plans, and budgets. LAAAE believes that students acquire an appreciation for, and develop an understanding of, mathematical ideas if they have frequent encounters with interesting, challenging problems.

Fluency in mathematics is an expectation for all students. Fluency incorporates three ideas: efficiency, accuracy and flexibility.

Students can get overwhelmed with procedures and calculations that lead to errors. They become efficient as they develop strategies that are manageable, understandable, easily carried out, and generate results that solve problems. Students must develop an accurate knowledge of number facts and number relationships in order to reason and solve problems well. Flexibility is the product of students' successful experiences with

problems using a variety of strategies and the analysis of the strategies to determine their efficiency and accuracy.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is critical to a student's understanding and appreciation of the subject. Students need to use correctly the concepts, skills, symbols, and vocabulary instructional practices included in this document. Students should talk about mathematics and use the language to verify solutions to mathematical problems.

Problem solving and reasoning are stressed throughout the goals at each grade and in every course. The development of problem-solving skills is a major goal of the mathematics program. Experiences in problem-solving processes should permeate instruction. Problem solving should be integrated early and continuously into each student's mathematics education. Students need a wide range of skills and strategies to use as a tool for representing and solving a variety of problems.

#### *Mathematics Intervention*

Business mathematics courses will be provided in addition to the core mathematics courses in grades 6-12. Students who score below proficiency levels or are otherwise identified as having mathematical deficiencies will be placed in a business mathematics course. Business mathematics is rooted in business concepts and intended to help increase students' math skills. The course provides comprehensive coverage of personal and business-related mathematics. In addition to reviewing the basic operations of arithmetic, students are prepared to understand and manage their personal finances, as well as grasp the fundamentals of business finances. This course also prepares students to be smart shoppers, informed taxpayers, and valued employees. Basic math skills are covered in a step-by-step manner, building confidence in students. Beyond basic math, connections are made to pre-algebra and algebra, communication and career spotlights.

#### *Science Curriculum*

Using the Next Generation Science Standards as a base, students are introduced to the recurring concepts and connections made within the various science disciplines such as Earth Science, Life Science, and Physical Science. Throughout the courses, emphasis is placed on the development of critical thinking skills, as well as, on the role of creativity in scientific thought. Students of all grade levels are responsible for showing grade-appropriate mastery in science skills, such as graphing, coherent data collection, and drawing conclusions from data. Students learn correct lab procedures and safely and develop sound reasoning and thoughtful questioning. Sample science concepts include:

- Valuing the environment by providing opportunities for students to develop a feeling of appreciation and respect for the environment.
- Systems and interactions enabling students to acquire an understanding of ecological concepts as they practice thinking and problem-solving processes.



- Patterns of change which challenge students to recognize the ways their environment changes.
- Conservation encouraging students to act responsibly toward the environment through school and community enhancement projects and personal action.

Throughout the curriculum, students are responsible for showing grade-appropriate mastery in science skills, such as graphing, coherent data collections and drawing conclusions from data. Students will learn correct and safe lab procedures and learn to develop sound reasoning and thoughtful questions, as well as, conduct short-term and long-term projects.

### *Social Sciences Curriculum*

LAAAE embraces the History-Social Science frameworks set forth by the California State Board of Education. In this framework, there are three major goal categories:

- Knowledge and Cultural Understanding
- Democratic Understanding and Civic Values
- Skills Attainment and Social Participation.

Each of the goal categories above, further develops into basic learnings serving as curriculum strands. Examples of these are as follows:

- **Historical Literacy** - Developing research skills and a sense of historical empathy, understanding the meaning of time and chronology, analyzing cause and effect, understanding the reasons for continuity and change, recognizing history as common memory, with political implications, understanding the importance of religion, philosophy and other major belief systems.
- **Ethical Literacy** Recognizing the sanctity of life and dignity of individual; understanding the ways in which different societies have tried to resolve ethical issues; understanding the ideas that people profess affect their behaviors.
- **Cultural Literacy** - Understanding the rich, complex nature of a given culture, recognizing relationships among the various parts of a nation's cultural life; learning about the myths, legends, values of people; recognizing that literature and art shape and reflect the inner life of a people; taking pride in their own cultural heritages and developing a multicultural perspective that respects the dignity and worth of all people.
- **Geographic Literacy** - Developing an awareness of place; developing location skills and understanding; understanding human and environmental interaction; understanding human movement; understanding world regions and their historical, cultural, economic, and political characteristics.
- **Economic Literacy** - Understanding the basic economic problems confronting all societies; understanding comparative economic systems; understanding the basic economic goals; performances and problems of our society; understanding the international economic system.

- **Socio-Political Literacy** - Understanding the close relationship between social and political systems; understanding the close relations between society and the law; understanding comparative political systems.

The State Framework succinctly articulates the intent of the curriculum, “The more accurately the K-12 social studies program addresses the contemporary conditions of real life and of academic scholarship, the more likely such a program is to help students develop a deeper understanding of how to know, how to apply what they know, and how to participate in building a future.”

#### World Languages other than English Curriculum

LAAAE believes that it is important for all students to be bilingual and biliterate in at least another language. Many of the students attending LAAAE already speak Spanish. However, not all of them are able to read and write or understand its grammar. We will focus on deepening and expanding the students’ knowledge of the Spanish language by building on what they already know. This will further demonstrate the fact that we highly value the students’ culture and language, contributing to their self-esteem and empowerment. This also make the curriculum more culturally relevant.

Courses begin with the grammatical groundwork for Spanish and move through successively more challenging and complex material at each level. Model sentences and reading passages gradually increase in length and complexity. Special long-range projects are designed to recognize multiple intelligences in student learning styles and interests. Teachers use multimedia, computer software, and authentic texts (such as newspapers) to enhance reading and listening skills. Students write on a variety of topics, ranging from personal experiences and current events in the lower levels to literary analysis in the upper levels.

LAAAE recognizes the value of opportunities for instruction in Other World Languages to support student participation in an increasingly international economy. As enrollment and student interest in other languages build, the school will offer more Other World Languages.

Health and Physical Education CurriculumLAAAE’s fitness program gives each student the opportunity to experience and participate in various sports and movement activities.

Students will:

- Understand the moral, social, emotional, and conceptual aspects of health and wellness.
- Develop fundamental physical skills, including strategies, techniques, and appreciation for a physical activity.
- Emphasize teamwork and cooperation.
- Develop knowledge on body care (health and nutrition) and development.
- Understand the relationship between diet and health, and the impact on learning.

- Demonstrate knowledge of infectious diseases and prevention through written and verbal presentations.
- Understand that health means more than the absence of disease or the avoidance of danger.
- Participate in alternative fitness activities such as yoga, martial arts, dance, drill team and other movement classes or activities, as they are offered.
- Participate in team- and trust-building exercises.
- Participate in after-school athletics programs as they are available.

### Visual and Performing Arts Curriculum

Using the state standards as a base, courses in the arts ground students in the rigor, detail, and focus of art in various forms, such as visual art, dance, music, drama or film. Students are also encouraged to explore their own creative processes in individual fields.

While being mindful of integrating the arts throughout the curriculum, LAAAE believes in the integrity of each of the art forms. Each discipline also provides rich and complex points of view on the world and human experience. Each offers analytical and theoretical perspectives, a distinct history, varied interpretations, as well as, innumerable connections to all human activity. Therefore, the curriculum focuses on comprehensive, sequential learning across four arts disciplines, each including its own skills, knowledge, and techniques. Instruction in the arts occurs through a hands-on orientation, e.g., students should be continually involved in the work, practice, and study required for effective and creative engagement in all disciplines.

The program aims to include, with direction taken from student and parent interest, school budget, and school facilities that support specialized teaching spaces and equipment storage, the following types of arts strands:

- Visual Arts: painting, drawing, film making, set design, sculpture, ceramics.
- Music: instrumental, digital, choral, composition, music theory, orchestra.
- Theatre: acting, improvisation, direction, production, set design, costume design.
- Dance: Folklorico, jazz, flamenco, ballet, tap, hip hop, choreography, drill.

The music department inspires students to achieve their individual musical potential, to cooperate within an ensemble setting, and to gain a higher respect for, and deeper understanding of the world of music.

The visual arts curriculum helps students explore, discover and express themselves through a wide variety of media. Students examine meaning and intention in creating art to deepen the process of personal artistic expression. The curriculum stresses artistic process over the final product. It strives to foster in students an appreciation for the creative endeavor and the willingness to take risks, the inherent discipline and rewards of

the creative process, cultural relevance, and a sense of art history, and finally, a sense of one's own infinite creative possibility.

The focus on dance is three-fold: (1) students learn and develop technique placement and skills; (2) students explore their own creative potential and the importance of dance as a tool for communication and expression; and (3) students look at both cultural and historical dance heritage. The dance curriculum includes sequential programming in each specialty. The faculty helps students develop motor efficiency, movement awareness, and technical expertise. Students explore and build their capacity for creative expression through movement and broaden their knowledge of dance heritage, history and culture. Students are encouraged to challenge themselves and to work at a level that reflects their experiences and training. Students learn current dance techniques and design their own dance routines. Students also learn the basics of choreography and progress into creating pieces for others. These pieces are performed in informal presentations, as well as, for the general public.

The theater arts curriculum is process-based and experiential. Classes are sequentially designed both for students who wish to explore a possible interest in drama and for those whose primary interest is theatre. Students develop concentration, personal discipline, and a respect for the art and the artist. Moreover, students participate in all aspects of theatrical production, providing them with experience in the business of theater arts.

### **Economics and Enterprise Curriculum**

The school curriculum leads students through a study of enterprise that develops economic and financial literacy. The school creates a gateway to the study of enterprise, business and economics through personal experiences such as creating a home budget and understanding the concepts of needs versus wants.

Students learn economic concepts in the context of the real world and in connection with the arts. The school also offers a vision of how the arts can play a role in this. Students graduate with a sense of commitment and compassion for the world outside themselves. They learn not just about business and economics, but also about doing socially responsible business. This holistic experience gives students broader perspectives and better prepares them to be: responsible citizens, effective participants in a global economy, productive workers, prudent savers and investors, knowledgeable consumers, and life-long, thoughtful decision-makers.

Another entry to the understanding of economics is through enterprise itself. Business faculty at LAAAE organize a career day for students, bringing a number of guests from the business of the Arts. Students are exposed to many different levels of employment of various careers.

The enterprise opportunities are viewed as a method for fulfilling community service opportunities. Further, the school introduces students to arts/enterprise mentors and associated volunteer and job experiences in the community. We believe that this program

will only be effective if it is well-supported by the industries it represents. Economics and enterprise courses are currently offered.

#### LAAAE's Middle School Sample Course Offerings

Subject Area	6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.
<b>English Language Arts</b>	<i>ENG 6A H ENG 6A</i>	<i>ENG 6B H ENG 6B</i>	<i>ENG 7A H ENG 7A</i>	<i>ENG 7B H ENG 7B</i>	<i>ENG 8A H ENG 8A</i>	<i>ENG 8B H ENG 8B</i>
<b>Mathematics</b>	<i>MATH 1 A</i>	<i>MATH 1 B</i>	<i>MATH 2 A ALG 1A</i>	<i>MATH 2 B ALG 1B</i>	<i>ALG 1A GEOM A</i>	<i>ALG 1B GEOM B</i>
<b>Science</b>	<i>COMP SCI 1 A</i>	<i>COMP SCI 1 B</i>	<i>COMP SCI 2 A</i>	<i>COMP SCI 2 B</i>	<i>COMP SCI 3 A</i>	<i>COMP SCI 3 B</i>
<b>History-Social Science</b>	<i>WLD HIST ANC A</i>	<i>WLD HIST ANC B</i>	<i>WLD HIST MDVL A</i>	<i>WLD HIST MDVL B</i>	<i>U.S. HIST A</i>	<i>U.S. HIST B</i>
<b>ELD, Remediation Reading, Business Math, OR other Elective</b>	<i>ELD A ELECT A</i>	<i>ELD B ELECT B</i>	<i>ELD A ELECT A</i>	<i>ELD B ELECT B</i>	<i>ELD A ELECT A</i>	<i>ELD B ELECT B</i>
<b>Exploratory Wheel</b>	<i>EXP WHL A/B</i>	<i>EXP WHL C/D</i>	<i>EXP WHL A/B</i>	<i>EXP WHL C/D</i>	<i>EXP WHL A/B</i>	<i>EXP WHL C/D</i>
<b>Physical Education</b>	<i>PE A</i>	<i>PE B</i>	<i>PE A</i>	<i>PE B</i>	<i>PE A</i>	<i>PE B</i>

For the high school, courses listed below satisfy graduation requirements and are A-G approved.

#### LAAAE's High School Sample Course Offerings

Subject Area	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.
<b>English Language Arts</b>	<i>ENG 9A H ENG 9A</i>	<i>ENG 9B</i>	<i>ENG 10A</i>	<i>ENG 10B</i>	<i>ENG 11A H ENG 11A</i>	<i>ENG 11B H ENG 11B</i>	<i>ENG 12B H ENG 12B</i>	<i>ENG 12B H ENG 12B</i>

		<i>H ENG 9B</i>	<i>H ENG 10A</i>	<i>H ENG 10B</i>	<i>AP ENG LANG</i>	<i>AP ENG LANG</i>	<i>AP ENG LIT</i>	<i>AP ENG LIT</i>
<b>Mathematics</b>	<i>ALG 1A</i>	<i>ALG 1B</i>	<i>GEOM A</i>	<i>GEOM B</i>	<i>ALG 2A</i>	<i>ALG 2A</i>	<i>PRECALC A</i>	<i>PRECALC B</i>
<b>Science</b>	<i>EARTH SCI A</i>	<i>EARTH SCI A</i>	<i>BIO A</i>	<i>BIO B</i>	<i>CHEM A</i>	<i>CHEM B</i>	<i>PHYSIC A</i>	<i>PHYSIC B</i>
<b>History-Social Science</b>			<i>WLD HIST A</i>	<i>WLD HIST B</i>	<i>U.S. HIST A</i>	<i>U.S. HIST B</i>	<i>AM GOVT</i>	<i>ECON</i>
<b>Remediation Reading, Remediation Math, PE OR other Elective</b>	<i>ELD A ELECT A</i>	<i>ELD B ELECT B</i>	<i>ELD A ELECT A</i>	<i>ELD B ELECT B</i>	<i>ELD A ELECT A</i>	<i>ELD B ELECT B</i>	<i>ELD A ELECT A</i>	<i>ELD B ELECT B</i>
<b>Remediation Reading, Remediation Math, PE OR other Elective</b>	<i>ELECT A</i>	<i>ELECT B</i>	<i>ELECT A</i>	<i>ELECT B</i>	<i>ELECT A</i>	<i>ELECT B</i>	<i>ELECT A</i>	<i>ELECT B</i>
<b>Remediation Reading, Remediation Math, PE OR other Elective</b>	<i>ELECT A</i>	<i>ELECT B</i>	<i>ELECT A</i>	<i>ELECT B</i>	<i>ELECT A</i>	<i>ELECT B</i>	<i>ELECT A</i>	<i>ELECT B</i>

Existing and currently anticipated course offerings and their current guidelines are further detailed below.

## **LAAAE’S Course Offerings**

### **English Language Arts Courses**

**Course Title:** English 6 (*Currently offered.*)

**Grade Level:** 6

**Label:** Core College Preparatory

This course provides instruction in the English Language Arts strands identified by Common Core Standards to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. Pupils will expand reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They will read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. The course will also build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas; and a range of collaborative discussions.



The appropriate use of technology and digital media are essential components integrated in the course.

**Course Title: English 6 Honors** (*Planned if warranted by student demand.*)

**Grade Level: 6**

**Label: Core College Preparatory**

This course provides instruction in the English Language Arts strands identified by Common Core Standards to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. This accelerated course will have augmented instructional pacing and greater depth of content and more rigorous expectation of pupil work. Pupils will expand reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They will read and comprehend level-appropriate text with fluency and expand their use of reading strategies and skills across content areas. The course will also build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas; and a range of collaborative discussions. The appropriate use of technology and digital media are essential components integrated in the course.

**Course Title: English 7** (*Currently offered.*)

**Grade Level: 7**

**Label: Core College Preparatory**

This course provides instruction in the English Language Arts strands identified by Common Core Standards to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. Pupils will continue expanding reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. The appropriate use of technology and digital media are essential components integrated in the course.

**Course Title: English 7 Honors** (*Planned if warranted by student demand.*)

**Grade Level: 7**

**Label: Core College Preparatory**

This course provides instruction in the English Language Arts strands identified by Common Core Standards to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. This accelerated course will have augmented instructional pacing and greater depth of content and more rigorous expectation of pupil work. Pupils will continue expanding reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand

their use of reading strategies and skills across content areas. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. The appropriate use of technology and digital media are essential components integrated in the course. This course fulfills the 7<sup>th</sup> grade English requirement and the reading requirement for promotion.

**Course Title: English 8** (*Currently offered.*)

**Grade Level: 8**

**Label: Core College Preparatory**

This course emphasizes the development of critical reading and writing skills using a variety of literature and informational text of steadily increasing sophistication. Pupils conduct “close” readings, careful writing, in-depth class discussions and presentations, and deepen their ability to independently write, analyze, evaluate, and critique text. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. They revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. Pupils participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. Technology integration in the course will enhance reading, writing, speaking, listening, and language use. They demonstrate increasing sophistication in all aspects of language use and actively seek to comprehend other perspectives and cultures through reading and listening.

**Course Title: English 8 Honors** (*Planned if warranted by student demand.*)

**Grade Level: 8**

**Label: Core College Preparatory**

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skills and will have augmented instructional pacing, greater depth of content, and more rigorous expectations of pupil work. The course uses a variety of grade level and above grade level literature and informational text of steadily increasing sophistication. Pupils enrolled in this course read and write a variety of text independently and proficiently. They conduct “close” readings, careful writing, in-depth class discussions and presentations, and independently write, analyze, evaluate, and critique text. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. They revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. Pupils participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. Technology integration in the course will enhance reading, writing, speaking, listening,

and language use. They demonstrate increasing sophistication in all aspects of language use and actively seek to comprehend other perspectives and cultures through reading and listening.

**Course Title: English Language Development (ELD)** (*Currently offered.*)

**Grade Level: 6-8**

**Label: Core College Preparatory**

This course is designed to allow students to develop fluency in academic language. Assignments and activities require students to accomplish a variety of intellectually challenging tasks, calling on them to demonstrate, at an advanced linguistic level of competence, their ability to use a variety of writing techniques, modes of development and formal conventions. This course will include college-preparatory composition and literature comparable to other mainstream college-preparatory English courses.

**Course Title: Reading** (*Currently offered.*)

**Grade Level: 6-8**

**Label: Non-Core College Preparatory**

This course is recommended for pupils who must develop basic reading skills/strategies. The purpose of this course is to provide remedial instruction and practice in reading and language arts skills. This course provides pupils with opportunities to develop reading skills/strategies at their individual instructional level. Pupils are assessed so that the content specifically focuses on those reading benchmarks for which pupils need extra support and practice. Emphasis is placed on mastery of those benchmarks. Skills/strategies may be taught within the context of a laboratory setting. The content should include, but not be limited to content identified by diagnosis of each pupil's needs for remedial instruction and test-taking skills and strategies for reading and writing. Instruction reviews all of the Common Core English language arts strands and domains.

**Course Title: English 9** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - "b" (UC approved)**

**High School Requirement: English**

This course provides instruction in all of the Common Core English language arts strands and domain. The course is designed to prepare students to critically examine written texts through writing. The course is designed to prepare students for further English study, as well as prepare them for writing across content areas. Students will continue their study of grammar and mechanics as these two topics apply to writing. Students will read in four genres: novel, drama, myth, and short story. Additionally, students will analyze through written responses, various non-fiction sources including business and current affairs (news) documents. Through their readings, students will expand and improve their use and knowledge of vocabulary. Students will produce expository, persuasive, and narrative essays, as well as shorter descriptive and informational pieces. In their writing assignments, students will demonstrate a mastery of steps involved in the writing process. Students will give oral presentations demonstrating

speaking skills, and be required to comment cogently on the presentations of other students, thus demonstrating appropriate listening skills.

**Course Title: English 9 Honors** (*Planned if warranted by student demand.*)

**Grade Level: 9**

**Label: Core College Preparatory - “b” (pending UC approval)**

**High School Requirement: English**

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. This course provides instruction in all of the Common Core English language arts strands and domains. The course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational text, both classic and contemporary; delivering more extensive oral presentations; This course will offer instruction in reading and vocabulary strategies necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics.

**PREREQUISITE:** English 8 grades letter B- or higher and Teacher approval

**Course Title: English 10** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “b” (UC approved)**

**High School Requirement: English**

This course provides instruction in all of the Common Core English language arts strands and domains. The course is designed to prepare students to critically examine written texts through writing. The course is designed to prepare students for further English study, as well as prepare them for writing across content areas. Students will continue their study of grammar and mechanics as these two topics apply to writing. Students will read in four genres: novel, drama, poetry, and short story. Additionally, students will analyze through written responses, various non-fiction sources including business and current affairs (news) documents. Through their readings, students will expand and improve their use and knowledge of vocabulary. Students will produce expository, persuasive, and narrative essays, as well as shorter descriptive and informational pieces. In their writing assignments, students will demonstrate a mastery of steps involved in the writing process. Students will give oral presentations demonstrating speaking skills, and be required to comment cogently on the presentations of other students, thus demonstrating appropriate listening skills.

**PREREQUISITE:** English 9

**Course Title: English 10 Honors** (*Planned if warranted by student demand.*)

**Grade Level: 10**

**Label: Core College Preparatory - “b” (pending UC approval)**

**High School Requirement: English**

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. This course provides instruction in all of the Common Core English language arts strands and domains. The Focus is on traditional, technical, and creative methods of composition. Instruction emphasizes the study of themes found universally in global text, both literary and informational, critical analysis of text, as well as author’s historical, philosophical, cultural, and ethical perspectives. Content includes instruction in reading literature and in vocabulary strategies necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and nonliterary subjects; untimed and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, revising, editing and publishing); emphasis of applicable research; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations.

**PREREQUISITE:** English 9 & Teacher approval

**Course Title: English 11** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “b” (UC approved)**

**High School Requirement: English**

This course provides instruction in all of the Common Core English language arts strands and domains. The course provides a rigorous collect preparatory course designed to continue to prepare students for successful academic careers at the colleges and universities of their choice. Students read novels, short stories, drama, poetry and non-fiction works and analyzes literature in terms of theme, literary devices, historical, political and cultural context, and point of view. They draw inferences, understand historical influence, and consider philosophical stance. They expand their vocabulary, as well as their listening and speaking skills within the context of literature. They demonstrate research techniques and an ability to write with an understanding of audience and purpose. Over the course of a year, they produce a variety of writings including reading logs and journals, character studies, speeches, creative pieces, compare and contrast, analytics, expository, narrative, reflective, persuasive and research essays.

**PREREQUISITE:** English 10

**Course Title: English 11 Honors** (*Planned if warranted by student demand.*)

**Grade Level: 11**

**Label: Core College Preparatory - “b” (UC approved)**

**High School Requirement: English**

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. The course is a reading and writing intensive course designed to prepare students for college, and builds upon the skills and content learned in English II Honors. Students will read, analyze, discuss, and compare a variety of full-length works, including novels, plays, poems, short stories, essays, and other non-fiction. Discussions and assignments focus on developing students’ fluency in multiple forms of communication, their comprehension of different genres, their understanding and use of literary terms and devices, their analysis of texts language and structure, as well as their critical thinking. Students will participate in regular writing activities focused on the processes of writing and of thinking through writing. Students will practice different types of writing, including informal, narrative, autobiographical, expository, persuasive, and especially analytical. Students will also participate in oral and multimedia group and individual presentations. Students will learn note taking and MLA format for the research components of projects. There is an emphasis on deeper critical thinking, engaging discussion, more effective writing, and formal research papers.

**PREREQUISITE:** English 10 and Teacher approval

**Course Title: English 12** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “b” (UC approved)**

**High School Requirement: English**

This course promotes excellence in English language arts through experiences in all of the Common Core English language arts strands and domains. English 12 is the final year of advanced English study for high school students. It ties together four years of critical reading and word analysis skills, and polishes students writing in preparation for college and the real world beyond it. Students will draw deep into the origins of western culture, reading a variety of timeless works from classic and contemporary British authors. The literature will serve as the basis of each major unit of study. Special emphasis is placed on the recurring theme of looking to the future (for better or worse) while examining the historical, social, political, and scientific sub-disciplines embedded in each piece.

Students will be expected to respond to the literature studied with increasingly complex analysis. They will understand author motive, choice of diction, tone, and perhaps most importantly of all, the impact that each studied work has on modern culture. This deep literary study is guided through fluid oral and written communication exercises throughout the year. A variety of narrative, analytical, persuasive, and expository writing accompanies all major units of study with additional opportunities to refine verbal rhetoric before peers and contemporaries.

**PREREQUISITE:** English 11

**Course Title: English 12 Honors** (*Planned if warranted by student demand.*)

**Grade Level: 12**



**Label: Core College Preparatory - “b” (pending UC approval)**

**High School Requirement: English**

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. This course promotes excellence in English language arts through enriched experiences in all of the Common Core English language arts strands and domains. Instruction will cover the written and oral analysis of major literary works of various genres in relationship to cultural influences and to the development of the literary traditions of the English language. Writing assignments will develop Pupils’ abilities to interpret literature and analyze it critically. All phases of the writing process will be utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Pupils will also extend their speaking, researching, viewing, and listening, skills. Language study should include vocabulary and grammar in the context of literature and writing and an overview of the history of the language as reflected in literature.

**PREREQUISITE:** English 11 and Teacher approval

**Course Title: English Language Development (ELD)**

**Grade Level: 9-12**

**Label: Core College Preparatory - “b” (ELD 2 is UC approved)**

**High School Requirement: English**

This course is designed to allow students to develop fluency in academic language. Assignments and activities require students to accomplish a variety of intellectually challenging tasks, calling on them to demonstrate, at an advanced linguistic level of competence, their ability to use a variety of writing techniques, modes of development and formal conventions. This course will include college-preparatory composition and literature comparable to other mainstream college-preparatory English courses.

**Course Title: Advanced Placement English Language and Composition** (*Planned if warranted by student demand.*)

**Grade Level: 11-12**

**Label: Core College Preparatory - “b” (UC approved)**

**High School Requirement: English**

Advanced Placement English Language and Composition provides pupils with college-level curriculum to study the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. This college-level curriculum engages Pupils in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Examples of prose from various fields and periods serve as models of effective writing. This course provides a variety of writing opportunities that require the use of different styles and tones. Pupils develop individual writing styles adaptable to writing needs in college. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement examination.

**PREREQUISITES:** English 10/H and teacher approval

**Course Title: Advanced Placement English Literature and Composition** (*Planned if warranted by student demand.*)

**Grade Level: 11-12**

**Label: Core College Preparatory - “b” (pending UC approval)**

**High School Requirement: English**

Advanced Placement English Literature and Composition provides pupils with college-level curriculum to study practice writing and literature. Pupils learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Pupils acquire an understanding of the resources of the language and an understanding of the writer’s craft. Pupils develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement examination.

**PREREQUISITES:** English 11/H and teacher approval.

### **ENGLISH LANGUAGE ARTS ELECTIVES**

**Course Title: Speech and Debate I** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “g” (pending UC approval)**

**High School Requirement: Electives**

The purpose of this course is to provide instruction in the fundamentals of formal and informal oral communication, argumentation, and problem solving. The content includes, but is not limited to, the forms of oral communication, techniques of group discussion, techniques of effective listening, analysis of audience, and techniques of public speaking, logical thinking, organization of facts, speaking skills, research skills related to debate topics, and participation in frequent debate situations.

**Course Title: Speech and Debate II** (*Planned if warranted by student demand.*)

**Grade Level: 10-12**

**Label: Core College Preparatory - “g” (pending UC approval)**

**High School Requirement: Electives**

The purpose of this course is to continue the development of skills related to formal and informal oral communication, debate and forensic activities. The content should include, but not be limited to, the following: formal class discussions, public speaking assignments, oral interpretation, elements of debate, principles of effective communication for specific purposes as they apply to argumentation and debate skills, research skills, critical thinking skills, listening and speaking skills, formal written preparation of materials for competitive speaking activities.

**PREREQUISITE:** Speech and Debate I

**Course Title: Speech and Debate III** (*Planned if warranted by student demand.*)

**Grade Level: 11-12**

**Label: Core College Preparatory - “g” (pending UC approval)**

**High School Requirement: Electives**

The purpose of this course is to provide continuing instruction in the skills and techniques of debate. The content should include, but not be limited to, the following: selection of debate topics, elements of argumentation, the use of proof, preparation of debate briefs, cross-examination techniques, and practice in conventional cross-examination debates.

**PREREQUISITE:** Speech and Debate II

**Course Title: Journalism I – Yearbook** *(Planned if warranted by student demand.)*

**Course Title: Journalism I – Newspaper** *(Planned if warranted by student demand.)*

**Grade Level: 9-12**

**Label: Core College Preparatory - “g” (pending UC approval)**

**High School Requirement: Electives**

This course provides instruction in aspects of journalism and workshop experience in journalistic production. Instruction will be given in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, pupils will receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layout, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more pupil journalistic productions may be included.

**Course Title: Journalism II – Yearbook** *(Planned if warranted by student demand.)*

**Course Title: Journalism II – Newspaper** *(Planned if warranted by student demand.)*

**Grade Level: 10-12**

**Label: Core College Preparatory - “g” (pending UC approval)**

**High School Requirement: Electives**

The content of this course includes, but is not limited to, the following: training necessary for successful news gathering for journalistic media, practice in gathering information, practice in writing news, sports, feature articles, and editorials, and exploration of career opportunities in journalistic fields through various media. Pupils will practice in the preparation of materials for publication in journalistic media.

**PREREQUISITES:** Journalism I

**Course Title: Journalism III – Yearbook** *(Planned if warranted by student demand.)*

**Course Title: Journalism III – Newspaper** *(Planned if warranted by student demand.)*

**Grade Level: 11-12**

**Label: Core College Preparatory - “g” (pending UC approval)**

**High School Requirement: Electives**

The purpose of this course is to provide intermediate instruction in journalistic writing and production skills. The content includes, but is not limited to, instruction and practice in applying all aspects of the writing process, organization and management techniques relating to journalistic productions, including leadership skills, record keeping, time management, use of personnel, and task organization, and workshop experiences in producing various kinds of journalistic products.

**PREREQUISITES:** Journalism II

**Course Title: Journalism IV – Yearbook** *(Planned if warranted by student demand.)*

**Course Title: Journalism IV – Newspaper** (*Planned if warranted by student demand.*)

**Grade Level: 12**

**Label: Core College Preparatory - “g”** (pending UC approval)

**High School Requirement: Electives**

The purpose of this course is to provide additional instruction in journalistic writing and production techniques. The content includes, but is not limited to, the following: writing, designing, and managing journalistic enterprises, implementing pupils’ creative skills and talents in writing, graphic design, and/or photography, management skills, production techniques for printed journalistic media.

**PREREQUISITES:** Journalism III

**Course Title: Reading** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Non-Core College Preparatory**

**High School Requirement: Electives**

This course is recommended for pupils who must develop basic reading skills/strategies. The purpose of this course is to provide remedial instruction and practice in reading and language arts skills. This course provides pupils with opportunities to develop reading skills/strategies at their individual instructional level. Pupils are assessed so that the content specifically focuses on those reading benchmarks for which pupils need extra support and practice. Emphasis is placed on mastery of those benchmarks.

Skills/strategies may be taught within the context of a laboratory setting. The content should include, but not be limited to content identified by diagnosis of each pupil’s needs for remedial instruction and test-taking skills and strategies for reading and writing.

Instruction reviews all of the Common Core English language arts strands and domains.

## **Mathematics Courses**

**Course Title: Mathematics 1** (*Currently offered.*)

**Grade Level: 6**

**Label: Core College Preparatory**

This course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division as well as using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. In geometry, pupils determine complementary, supplementary, and missing angles. Pupils identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

**Course Title: Mathematics 1 Honors** (*Planned if warranted by student demand.*)

**Grade Level: 6**

**Label: Core College Preparatory**

This accelerated course focuses on six critical areas: 1) connecting ratio and rate to whole number multiplication and division as well as using concepts of ratio and rate to solve problems; 2) completing and understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; 4) developing understanding of statistical thinking; 5) developing understanding of and applying proportional relationships; and 6) developing understanding of operations with rational numbers and working with expressions and linear equations. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. In geometry, pupils determine complementary, supplementary, and missing angles. Pupils identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

**Course Title: Mathematics 2** (*Currently offered.*)

**Grade Level: 7**

**Label: Core College Preparatory**

This course will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Pupils continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. Pupils refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

**Course Title: Mathematics 2 Honors** (*Planned if warranted by student demand.*)

**Grade Level: 7**

**Label: Core College Preparatory**

This accelerated course will focus on six critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two-

and three-dimensional shapes to solve problems involving area, surface area, and volume; 4) drawing inferences about populations based on samples; 5) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; and 6) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Pupils continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. Pupils refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

**Course Title: Mathematics 3** (*Currently offered.*)

**Grade Level: 8**

**Label: Core College Preparatory**

This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Pupils become proficient in working with various representations of and calculating with real numbers including scientific notation. Algebra skills extend in identifying missing terms in a sequence or representation. Pupils solve linear equations and graphically represent the solution. Measurement skills expand to include how changes in dimensions affect the perimeter, area, and volume. Pupils apply properties of equality and proportionality to similar and congruent shapes. Geometric concepts are extended to include the calculation of the measure of the interior angles of polygons. Pupils refine their understanding of data analysis as they include box-and-whisker plots to graphically represent a data set and then describe this data through the use of measures of central tendency. Pupils begin to evaluate statistical arguments based on accuracy and validity. Pupils synthesize, generalize, and apply knowledge and strategies to new situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

**Course Title: Math Intervention**

**Grade Level: 6-8**

**Label: Non-Core College Preparatory**

The purpose of this course is to provide remedial instruction and practice in mathematics skills and concepts. The content should include, but not be limited to, mathematics content identified by diagnosis of each pupil's needs for remedial instruction identified,



test-taking skills, and strategies for mathematics. Students will be able to use mathematical concepts involving quantities reasoning and analysis effectively as a tool in their personal and business lives.

**Course Title: Algebra I** (*Currently offered.*)

**Grade Level: 8-12**

**Label: Core College Preparatory - “c” (UC approved)**

**High School Requirement: Mathematics**

This course is designed to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. The course is based on the standards set by the State of California and is a necessary course for the High School Exit Exam. The following topics are included: algebraic operations; rules of exponents; solving and graphing linear equations, inequalities, and quadratics; solving systems of equations; parallel and perpendicular lines; functions and relations; application problems. Algebraic skills are applied in a wide variety of problem-solving situations.

**Course Title: Algebra I Honors** (*Planned if warranted by student demand.*)

**Grade Level: 8-12**

**Label: Core College Preparatory - “c” (pending UC approval)**

**High School Requirement: Mathematics**

This accelerated course is designed to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. The course is based on the standards set by the State of California and is a fundamental course to pass the High School Exit Exam. The following topics are included: algebraic operations; rules of exponents; solving and graphing linear equations, inequalities, and quadratics; solving systems of equations; parallel and perpendicular lines; functions and relations; application problems. Algebraic skills are applied in a wide variety of problem-solving situations.

**PREREQUISITE:** Mathematics 3 and teacher approval.

**Course Title: Geometry** (*Currently offered.*)

**Grade Level: 8-12**

**Label: Core College Preparatory - “c” (UC approved)**

**High School Requirement: Mathematics**

Geometry is a course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. This course develops students’ ability to construct formal, logical arguments and proofs in geometric settings and problems. Students will learn geometry skills and concepts as well as using these skills to model and relate real world problems and applications.

**PREREQUISITE:** Algebra I or Algebra I Honors and teacher approval.

**Course Title: Geometry Honors** (*Planned if warranted by student demand.*)

**Grade Level: 8-10**

**Label: Core College Preparatory - “c” (pending UC approval)**

**High School Requirement: Mathematics**

Geometry Honors is a rigorous course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. This course provides pupils with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformation, geometry, trigonometry, measurement, and probability. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

**PREREQUISITE:** Algebra I or Algebra I Honors and teacher approval.

**Course Title: Algebra II** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “c” (UC approved)**

**High School Requirement: Mathematics**

Algebra II is a course designed to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. This course expands the content and concepts of algebra I and geometry. Students will acquire the problem-solving skills in various content areas such as quadratic, polynomial, exponential, logarithmic and rational functions as well as the complex number system.

**PREREQUISITE:** Geometry or Geometry Honors and teacher approval.

**Course Title: Algebra II Honors** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “c” (pending UC approval)**

**High School Requirement: Mathematics**

Algebra II Honors is a rigorous course designed to continue the study and expands upon the concepts and procedures learned in Algebra I H and Geometry H. It provides the foundation for applying these skills to other mathematical and scientific fields. Emphasis is on the study of polynomial, exponential, logarithmic, and trigonometric functions, systems of equations and inequalities, matrix algebra, sequences and series, conic sections, and proof of mathematical conjectures. Connection to other areas of mathematics and applications to other disciplines are integrated into the course.

**PREREQUISITE:** Geometry or Geometry Honors and teacher approval.

**Course Title: Math Analysis/Trigonometry** (*Planned if warranted by student demand.*)

**Grade Level: 11-12**

**Label: Core College Preparatory - “c” (pending UC approval)**

**High School Requirement: Mathematics**

This course is designed to prepare students for further study of mathematics at the college level. All standard Math Analysis/Pre-calculus topics will be presented. Integration of technology, such as the use and programming of graphing calculators, throughout the units will prepare students for participation in a technological society. In-depth study of such topics as the family of functions (e.g. polynomial, rational,

exponential, logarithmic, and trigonometric), limits, derivatives, vectors, matrices, sequences, and series will be undertaken.

**PREREQUISITE:** Algebra 2 or Algebra II Honors and teacher approval.

**Course Title:** Pre-Calculus (*Currently offered.*)

**Grade Level:** 10-12

**Label:** Core College Preparatory - “c” (UC approved)

**High School Requirement:** Mathematics

The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Pre-Calculus serves as a rigorous prelude to AP Calculus. The first half concentrates on algebra and functions, with particular attention paid to graphing and solving linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Applications of the material during first semester include maxima/minima problems, average rate of change, and compound interest. Second semester, the course shifts to trigonometry, with discussion of the trigonometric ratios, radian measure, the graphs of the trigonometric functions, the special angle formulas, the laws of sines and cosines, vectors, parametric equations, and the conic sections. If time permits, the course explores additional topics such as mathematical induction, the binomial theorem, and sequences and series.

**PREREQUISITE:** Algebra II or Algebra II Honors and teacher approval.

**Course Title:** Pre-Calculus Honors (*Planned if warranted by student demand.*)

**Grade Level:** 10-12

**Label:** Core College Preparatory - “c” (pending UC approval)

**High School Requirement:** Mathematics

The purpose of this accelerated course is to emphasize the study of functions and other skills necessary for the study of calculus. Pre-Calculus serves as a rigorous prelude to AP Calculus. The first half concentrates on algebra and functions, with particular attention paid to graphing and solving linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Applications of the material during first semester include maxima/minima problems, average rate of change, and compound interest. Second semester, the course shifts to trigonometry, with discussion of the trigonometric ratios, radian measure, the graphs of trigonometric functions, the special angle formulas, the laws of sines and cosines, vectors, parametric equations, and conic sections. If time permits, the course explores additional topics such as mathematical induction, the binomial theorem, and sequences and series.

**PREREQUISITE:** Algebra II or Algebra II Honors and teacher approval.

**Course Title:** Calculus (*Currently offered.*)

**Grade Level:** 11-12

**Label:** Core College Preparatory - “c” (UC approved)

**High School Requirement:** Mathematics

This course provides a comprehensive survey of differential and integral calculus concepts, including limits, derivative and integral computation, linearization, Riemann

sums, the fundamental theorem of calculus, and differential equations. Content is presented in 10 units and covers various applications, including graph analysis, linear motion, and average value, area, volume, and growth and decay models. In this course students use an online textbook, which supplements the instruction they receive and provides additional opportunities to practice using the content they've learned.

**PREREQUISITE:** Pre-Calculus and teacher approval.

**Course Title:** Remediation Math (*Currently offered.*)

**Grade Level:** 9-12

**Label:** Non-Core College Preparatory

**High School Requirement:** Electives

The purpose of this course is to provide remedial instruction and practice in mathematics skills and concepts. The content should include, but not be limited to, mathematics content identified by diagnosis of each pupil's needs for remedial instruction identified, test-taking skills, and strategies for mathematics. Students will be able to use mathematical concepts involving quantities reasoning and analysis effectively as a tool in their personal and business lives.

## Science Courses

**Course Title:** Comprehensive Science 6 (*Currently offered.*)

**Grade Level:** 6

**Label:** Core College Preparatory

The purpose of this course is to build upon previously learned scientific concepts. The course focuses on understanding Earth and Space science systems. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth's structure and place in the Solar System, atmospheric processes, and composition of matter. For the earth and space science unifying concept, they will learn about: the relationship between the Earth's atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes. Pupils develop a foundation for scientific literacy as they use critical thinking, collaboration, and communication skills. The appropriate use of technology will be an essential component of this course.

**Course Title:** Comprehensive Science 6 Honors (*Planned if warranted by student demand.*)

**Grade Level:** 6

**Label:** Core College Preparatory

This course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced science activities. The course focuses on understanding Earth and Space science systems. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth's structure and place in the Solar System, atmospheric processes, and composition of matter. For the earth and space science unifying concept, they will learn about: the relationship between the Earth's

atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes. Pupils develop a foundation for scientific literacy as they use critical thinking, collaboration, and communication skills. The appropriate use of technology will be an essential component of this course.

**Course Title: Comprehensive Science 7** (*Currently offered.*)

**Grade Level: 7**

**Label: Core College Preparatory**

This course focuses on understanding the living systems on Earth. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Critical thinking, collaboration, accuracy, and communication skills will be used as pupils develop a foundation for scientific literacy in life, earth, and physical science content. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world. For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to the variety of life forms on the Earth. For the physical science unifying concept, pupil will learn: the properties and changes of property in matter; position and motion of an object result from the net effect of the different forces acting on it; and the transfer of energy. Technology, history and nature of science will be essential components of this course.

**Course Title: Comprehensive Science 7 Honors** (*Planned if warranted by student demand.*)

**Grade Level: 7**

**Label: Core College Preparatory**

This course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced science activities. This course focuses on understanding the living systems on Earth. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Pupils develop a foundation for scientific literacy in life, earth, and physical science content and are required to use critical thinking, collaboration, and communication skills. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world. For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to the variety of life forms on the Earth. For the physical science

unifying concept, pupil will learn: the properties and changes of property in matter; position and motion of an object result from the net effect of the different forces acting on it; and the transfer of energy. Technology, history and nature of science will be essential components of this course.

**Course Title: Comprehensive Science 8** (*Currently offered.*)

**Grade Level: 8**

**Label: Core College Preparatory**

This course provides the physical science explanations that extend understandings developed in previous science courses. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Pupils expand their scientific literacy and are required to use critical thinking, collaboration, and communication skills throughout the course activities. The appropriate use of technology will be an essential component of this course.

**Course Title: Comprehensive Science 8 Honors** (*Planned if warranted by student demand.*)

**Grade Level: 8**

**Label: Core College Preparatory**

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced science activities. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Pupils expand their scientific literacy and are required to use critical thinking, collaboration, and communication skills throughout the course activities. The appropriate use of technology will be an essential component of this course.

**Course Title: Earth Science** (*Currently offered.*)

**Grade: 9-12**

**Label: Core College Preparatory - “g” (UC approved)**

**High School Requirement: Science**

Earth Science provides a strong foundation for high school freshmen in the cultivation and development of a scientific process, scientific method, a structured and coordinated approach to studying the world around us. This science course is designed to meet the following criteria: provide the student with a broad-based background and appreciation of their ever-changing planet and its place in the universe; provide quantitative analysis and experimental tools to develop the student’s scientific and critical thinking skills; provide extensive preparation and comprehensive coordination between biology, chemistry, physics, and earth sciences; and prepare the student for college courses and careers in the geosciences and astronomy. The topics covered in this course are organized around the following general headings: Investigation and Experimentation, Earth Materials, Dynamic Earth Processes, Sculpting Earth’s Surface, Energy in the Earth System, Biogeochemical cycles, The Global Ocean, Structure and Composition of the Atmosphere, California Geology, and Earth’s Place in the Universe.



**Course Title: Earth Science Honors** (*Planned if warranted by student demand.*)

**Grade: 9-12**

**Label: Core College Preparatory - “g” (pending UC approval)**

**High School Requirement: Science**

Earth Science Honors provides a rigorous foundation for high school freshmen in the cultivation and development of a scientific process, scientific method, a structured and coordinated approach to studying the world around us. This science course is designed to meet the following criteria: provide the student with a broad-based background and appreciation of their ever-changing planet and its place in the universe; provide quantitative analysis and experimental tools to develop the student’s scientific and critical thinking skills; provide extensive preparation and comprehensive coordination between biology, chemistry, physics, and earth sciences; and prepare the student for college courses and careers in the geosciences and astronomy. The topics covered in this course are organized around the following general headings: Investigation and Experimentation, Earth Materials, Dynamic Earth Processes, Sculpting Earth’s Surface, Energy in the Earth System, Biogeochemical cycles, The Global Ocean, Structure and Composition of the Atmosphere, California Geology, and Earth’s Place in the Universe.

**PREREQUISITE:** Teacher approval.

**Course Title: Biology** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “d” (UC approved)**

**High School Requirement: Science**

This course will give students an overview of life sciences covering organic chemistry, microbiology, cytology, genetics, biogenetics, evolution, comparative anatomy, zoology, botany, human biology, and ecology. It will follow California state standards for high school biology and include laboratory-based investigation to teach content by having students implement the scientific method while doing their own investigations.

**Course Title: Biology Honors** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “d” (pending UC approval)**

**High School Requirement: Science**

Biology Honors will provide opportunities to pupils for general exploratory experiences and activities in the fundamental concepts of life. Emphasis is placed on developing research skills, and laboratory techniques. Independent study projects and inquiry-based learning experiences are integral parts of the course requirements. Topics will include but not be limited to: the scientific method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

**PREREQUISITE:** Algebra I/H & Teacher approval.

**Course Title: Advanced Placement Biology** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “d” (UC approved)**

**High School Requirement: Science**

The Advanced Placement Biology course is designed to offer students a solid foundation in introductory college-level biology. By structuring the course around the four big ideas, enduring understandings, and science practices it assists students in developing an appreciation for the study of life and help them identify and understand unifying principles within a diversified biological world. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement examination.

**PREREQUISITE:** Algebra I/H & Teacher approval.

**Course Title: Chemistry** (*Currently offered.*)

**Grade Level: 10-12**

**Label: Core College Preparatory - “d” (UC approved)**

**High School Requirement: Science**

Chemistry is a college-prep, laboratory based science subject designed for 10th, 11th, and 12th grade high school students. This course will cover concepts and theories relating to the scientific field of Chemistry. Students will have a clear understanding of the atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, gases and their properties, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic chemistry and biochemistry, and nuclear processes. The laboratory work will develop students reasoning power, the ability to apply chemical principles; as well as acquaint students with chemical laboratory techniques.

**PREREQUISITE:** Biology and Algebra I.

**Course Title: Chemistry Honors** (*Planned if warranted by student demand.*)

**Grade Level: 10-11**

**Label: Core College Preparatory - “d” (pending UC approval)**

**High School Requirement: Science**

Chemistry Honors will provide pupils with an opportunity to study the composition, properties and changes associated with matter. Topics will include but not be limited to: heat, changes of matter, atomic structure, bonding, the periodic tables, formulas, equations, mole concept, gas laws, reactions, solutions, equilibrium systems, and oxidation reduction reactions.

**PREREQUISITE:** Biology, Algebra I, and teacher approval.

**Course Title: Physics** (*Currently offered.*)

**Grade Level: 10-12**

**Label: Core College Preparatory - “d” (UC approved)**

**High School Requirement: Science**

Physics will provide opportunities to pupil for an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work and power, heat, thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics.

**PREREQUISITE:** Algebra II (pupil may be concurrently enrolled).

**Course Title: Physics Honors** (*Planned if warranted by student demand.*)

**Grade Level: 10-12**

**Label: Core College Preparatory - “d” (pending UC approval)**

**High School Requirement: Science**

Physics I Honors will provide pupils with an in depth study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work, power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics.

**PREREQUISITE:** Algebra II (pupil may be concurrently enrolled) and teacher approval.

**Course Title: Advanced Placement Environment Science** (*Currently offered.*)

**Grade Level: 10-12**

**Label: Core College Preparatory - “d” (UC approved)**

**High School Requirement: Science**

The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems and examine alternative solutions for resolving and/or preventing them. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement examination.

**PREREQUISITE:** Teacher approval.

## **History-Social Studies Courses**

**Course Title: World History: Ancient Civilization 6** (*Currently offered.*)

**Grade Level: 6**

**Label: Core College Preparatory**

The purpose of this course is for pupils to investigate the development of ancient civilizations and regions through the Age of Exploration. They expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became

dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

**Course Title: World History: Ancient Civilization 6 Honors** *(Planned if warranted by student demand.)*

**Grade Level: 6**

**Label: Core College Preparatory**

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. The purpose of this course is for pupils to investigate the development of ancient civilizations and regions through the Age of Exploration. They compare and contrast the major religions of the world, characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures.

**Course Title: World History: Medieval Early Times 7** *(Currently offered.)*

**Grade Level: 7**

**Label: Core College Preparatory**

This course is the study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times.

**Social Studies – World History: Medieval Early Times 7 Honors** *(Planned if warranted by student demand.)*

**Grade Level: 7**

**Label: Core College Preparatory**

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. Pupils will study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. Pupils explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions.

**Course Title: U.S. History 8** *(Currently offered.)*

**Grade Level: 8**

**Label: Core College Preparatory**

The purpose of this course is for pupils to study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students learn about the challenges facing the new nation, with an emphasis on the

causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

**Course Title: U.S. History 8 Honors** (*Planned if warranted by student demand.*)

**Grade Level: 8**

**Label: Core College Preparatory**

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. The purpose of this course is for pupils to continue to study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

**Course Title: World History** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - "a" (UC approved)**

**High School Requirement: Social Science**

World History will provide pupils the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity.

**Course Title: World History Honors** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - "a" (pending UC approval)**

**High School Requirement: Social Science**

World History Honors will provide pupils the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it related to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation.

**PREREQUISITE:** Teacher approval.

**Course Title: Advanced Placement World History** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - "a" (pending UC approval)**

**High School Requirement: Social Science**

Advanced Placement World History is a college-level course that offers motivated pupils the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. The course highlights six themes that allow the pupils, throughout the course, to make comparisons, construct and evaluate arguments, assess issues of change and continuity, handle diverse interpretations through analysis of context, bias and frame of reference, and using documents and primary data in developing the skills necessary to analyze point of view, context and bias. This course is designed with an emphasis on meeting the requirements of the College Board examination.

**PREREQUISITE:** Teacher approval.

**Course Title:** United States History (*Currently offered.*)

**Grade Level:** 11-12

**Label:** Core College Preparatory - “a” (UC approved)

**High School Requirement:** Social Science

United States History will provide pupils with the opportunity to acquire an understanding of the chronological development of the American people by examining the political economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation.

**Course Title:** United States History Honors (*Planned if warranted by student demand.*)

**Grade Level:** 11-12

**Label:** Core College Preparatory - “a” (pending UC approval)

**High School Requirement:** Social Science

United States History Honors will provide pupils with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity.

**PREREQUISITE:** Teacher approval.

**Course Title:** Advanced Placement United States History (*Planned if warranted by student demand.*)

**Grade Level:** 11-12

**Label:** Core College Preparatory - “a” (UC approved)

**High School Requirement:** Social Science

Advanced Placement United States History is a college-level course designed to provide pupils with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares pupils for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Pupils should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical



scholarship. The course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. This course is designed with an emphasis on meeting the requirements of the College Board examination.

**PREREQUISITE:** Teacher approval.

**Course Title:** **United States Government** (*Currently offered.*)

**Grade Level:** 12

**Label:** Core College Preparatory - “a” (UC approved)

**High School Requirement:** Social Science

This course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Pupils will acquire a comprehensive understanding of American government and political behavior. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes

**Course Title:** **United States Government Honors** (*Planned if warranted by student demand.*)

**Grade Level:** 12

**Label:** Core College Preparatory - “a” (pending UC approval)

**High School Requirement:** Social Science

Pupils will acquire a comprehensive understanding of American government and political behavior. This course is designated as honors level by the accelerated instructional pacing and depth of content. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes.

**PREREQUISITE:** Teacher approval.

**Course Title:** **Advanced Placement United States Government & Politics** (*Planned if warranted by student demand.*)

**Grade Level:** 12

**Label: Core College Preparatory - “a” (pending UC approval)**

**High School Requirement: Social Science**

Advanced Placement United States Government & Politics is a college-level course which provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. This course is designed with an emphasis on meeting the requirements of the College Board examination.

**PREREQUISITE:** Teacher approval.

**Course Title: Economics** (*Currently offered.*)

**Grade Level: 11-12**

**Label: Core College Preparatory - “g” (UC approved)**

**High School Requirement: Social Science**

Economics will provide pupils the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The pupil will be introduced to the major characteristics of the mixed market economic system in the United States and how the basic economic questions are answered.

**Course Title: Economics Honors** (*Planned if warranted by student demand.*)

**Grade Level: 11-12**

**Label: Core College Preparatory - “g” (pending UC approval)**

**High School Requirement: Social Science**

Economics Honors will provide pupils the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed system.

**PREREQUISITE:** Teacher approval.

**Course Title: Psychology I** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “g” (UC approved)**

**High School Requirement: Electives**

Psychology I will provide pupils with an understanding of human behavior, behavioral interaction, and the progressive development of individuals with an emphasis on sports psychology. Appropriate concepts and skills will be developed through the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health and therapy.

Technology and Business Elective Courses

**Course Title: Skills for Success** (*Planned if warranted by student demand.*)

**Grade Level: 6-8**

**Label: Non-Core College Preparatory**

The purpose of this course to provide basic skills that are important for academic success and success in the 21st century workplace such as word processing, presentation software, creating charts from data in excel, and finding information and images online to use in reports and other documents. Students learn the basics of touch-typing, digital citizenship, as well as how to choose a computer device that fits their needs. In addition, pupils learn management systems to assist them in organization skills.

**Course Title: Computer Literacy** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “g” (AP Computer Science Principles is UC approved)**

**High School Requirement: Electives**

This semester course is designed to provide pupils with fundamental computing skills. Areas of emphasis include Internet use and safety, office productivity applications, and system fundamentals. The appropriate use of technology is an integral part of this course.

**Course Title: Media Production** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “g” (UC approved)**

**High School Requirement: Electives**

This course is designed to incorporate different mediums communications. Students will use a variety of techniques to produce projects combining sound, music, video, and art. The course will provide a culminating experience for pupils who have been who have excelled in their computer classes. Students will also get practical experience preparing materials for the school.

**PREREQUISITE:** Teacher approval

**Course Title: Radio Production 1-4**

**Grade Level 9-12**

**Label: Core College Preparatory - “f” (UC approved)**

**High School Requirement: Electives**

This course provides students with general information on the structure and operation of radio stations, production companies and other related companies. The course also covers theoretical aspects of the basic radio field and control room/studio equipment. Students are required to complete simple field production assignments - audio - as part of the course activities.

**Course Title: Computer Applications I** (*Planned if warranted by student demand.*)

**Course Title: Computer Applications II** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “g” (pending UC approval)**

**High School Requirement: Electives**

The purpose of Computer Applications I and II is to provide pupils with intensive hands-on experience with some commonly used software packages. Advanced applications of commercially available software will be emphasized.

**PREREQUISITE:** For Computer Applications II, Computer Applications I.

**Course Title: Introduction to Business** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “g” (UC approved)**

**High School Requirement: Local Option (Business)**

This course provides a basic overview of the business environment. Creating, financing, marketing, and managing a business will be covered as well as communication and human resources. Included will be the examination of business as it relates to the U.S. and world economies, business ethics, entrepreneurship, types of businesses, organizational structure and ownership models, impact of technology, decision making as influenced by internal and external factors.

**Course Title: Entrepreneurship** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “g” (UC approved)**

**High School Requirement: Local Option (Business)**

This course will prepare students to be responsible, enterprising entrepreneurial thinkers by studying the attitudes and skills that characterize entrepreneurs. Through “real-life” experiences, they will learn the skills related to creativity, initiative, problem solving, flexibility and adaptability in a business setting in order to make decisions, manage results and learn from the outcomes of their decisions. Through the study of these business topics students will develop an understanding of the role of business as it relates to them, as well as develop critical thinking skills that will shape their decisions concerning future studies and career planning.

**Course Title: Introduction to Marketing** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “g” (UC approved)**

**High School Requirement: Local Option (Business)**

This course prepares students to apply marketing and advertising foundations and principles. Students will apply marketing practices, principles and tasks in a variety of business and educational settings in order to learn how marketing interacts with other facets of business such as sales, finance, communications, accounting and human resource management.

**Course Title: Personal Finance** (*Planned if warranted by student demand.*)

**Grade Level: 11-12**

**Label: Core College Preparatory - “g” (pending UC approval)**

**High School Requirement: Local Option (Business)**

This course prepares students to understand and apply skills to the real world of personal finance. Students will be introduced to elements of every day financial transactions, as well as life's major financial decisions. Included will be: Banking Transactions, Income Management, Vehicle Ownership, Loans/Credit Cards, Investments, Real Estate, Renting Apartments, and some basic Business (retail oriented).

### **Physical Education Courses**

**Course Title: Physical Education** (*Currently offered.*)

**Grade Level: 6-8**

**Label: Non-Core College Preparatory**

This course focuses on the physical, mental, social, and emotional development of pupils in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation.

**Course Title: Physical Education** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Non-Core College Preparatory**

**High School Requirement: Physical Education**

This course focuses on the physical, mental, social, and emotional development of pupils in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation.

**Course Title: Dance** (*Currently offered.*)

**Grade Level: 6-8**

**Label: Non-Core College Preparatory**

This course is designed to develop an appreciation of dance as an art form. Through movement experiences, pupils communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The pupil examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.

**Course Title: Body Conditioning** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Non-Core College Preparatory**

**High School Requirement: Physical Education**

This co-ed course provides student athletes with general conditioning concepts and activities, as well as sport specific training techniques and practices.

**Course Title: Dance 1** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (UC approved)**

**High School Requirement: Physical Education**

This course is designed to develop an appreciation of dance as an art form. Through movement experiences, pupils communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The pupil examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.

**Course Title: Dance 2** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (UC approved)**

**High School Requirement: Physical Education**

This course is designed to promote dance training for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the advanced pupil. The pupil will be provided with opportunities to explore, create, organize, evaluate, and perform a variety of dance forms.

**PREREQUISITE:** Dance I

**Course Title: Advance Dance/Dance 3** (*Currently offered.*)

**Grade Level: 8-12**

**Label: Core College Preparatory - “f” (UC approved)**

**High School Requirement: Physical Education**

This course is designed to promote dance for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the pupil include training in dance techniques, choreography, and a variety of dancing styles. Dance technique complexity increases in the progression of course sequence.

**PREREQUISITE:** Dance II

**Course Title: Soccer** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Non-Core College Preparatory**

**High School Requirement: Physical Education**

This is a co-ed course designed to improve skills specific to ball handling, kicking, offense and defense in soccer. This class will include conditioning specific to preparing students for an advanced level of competition.



**Course Title: Martial Arts** *(Planned if warranted by student demand.)*

**Grade Level: 9-12**

**Label: Non-Core College Preparatory**

**High School Requirement: Physical Education**

The course concepts include training in basic martial arts techniques, method of integrating mind, body and spiritual wellbeing, while improving physical fitness and emotional health.

**Course Title: Weight Training 1** *(Planned if warranted by student demand.)*

**Grade Level: 9-12**

**Label: Non-Core College Preparatory**

**High School Requirement: Physical Education**

Beginning Weight Training provides pupils with opportunities to acquire basic knowledge and skills in weight training that may be used in physical pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image.

**Course Title: Weight Training 2** *(Planned if warranted by student demand.)*

**Grade Level: 10-12**

**Label: Non-Core College Preparatory**

**High School Requirement: Physical Education**

Intermediate Weight Training provides pupils with opportunities to extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve strength and endurance, and further enhance body image.

**PREREQUISITE:** Weight Training 1 or teacher approval.

**Course Title: Weight Training 3** *(Planned if warranted by student demand.)*

**Grade Level: 11-12**

**Label: Non-Core College Preparatory**

**High School Requirement: Physical Education**

Advanced Weight Training provides pupils with opportunities to further extend the acquisition of knowledge and the development of skills in weight training that may be used in physical pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image.

**PREREQUISITE:** Weight Training 2 or teacher approval.

## **World Languages**

**Course Title: Spanish** *(Planned if warranted by student demand.)*

**Grade Level: 6-8**

**Label: Core College Preparatory**

This course introduces pupils to the target language and its culture. Pupils will develop and communicative skills and cross-cultural understanding. Specific content includes, but

is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course.

**Course Title: Spanish I** (*Currently offered.*)

**Grade Level: 7-11**

**Label: Core College Preparatory - “e” (UC approved)**

**High School Requirement: World Language**

This course introduces pupils to the target language and its culture. Pupils will develop and communicative skills and cross-cultural understanding. Specific content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course.

**Course Title: Spanish II** (*Currently offered.*)

**Grade Level: 8-12**

**Label: Core College Preparatory - “e” (UC approved)**

**High School Requirement: World Language**

This course is for pupils who have successfully completed Spanish I. Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course.

**PREREQUISITE:** Spanish I or mastery of standards corresponding to Spanish I

**Course Title: Spanish III** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “e” (UC approved)**

**High School Requirement: World Language**

This course is designed for pupils who have successfully completed Spanish II. World Languages III provides mastery and expansion of skills acquired by the pupils in World Languages II. Specific content includes, but is not limited to, expansions of vocabulary

and conversational skills through discussions of selected readings. Analyzing reading selections strengthens pupils' acquisition of grammatical concepts. Students continue to refine proficiency in Spanish with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. The focus is communication in Spanish incorporating understanding of Spanish cultures, connecting with other disciplines, comparing native language to Spanish, and participating in multicultural communities.

**PREREQUISITES:** Spanish II or mastery of standards corresponding to Spanish II and teacher approval.

**Course Title:** Advanced Placement Spanish Language and Culture (*Currently offered.*)

**Grade Level:** 10-12

**Label:** Core College Preparatory - "e" (UC approved)

**High School Requirement:** World Languages

This advanced placement course is comparable to an advanced level college Spanish language course. This college-level curriculum prepares pupils to use the three modes of communication (interpersonal, interpretive, and presentational) in the Intermediate to Pre-Advanced range. This course engages pupils in an exploration of culture in both contemporary and historical contexts. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. Special emphasis is placed on the use of authentic source materials and the integration of language skills. Pupils will combine listening, reading, and speaking (or listening, reading, and writing) skills in order to demonstrate understanding of authentic Spanish-language source materials. This course is designed with an emphasis on meeting the requirements of the College Board examination.

**PREREQUISITES:** Spanish I and Teacher approval.

**Course Title:** Advanced Placement Spanish Literature and Culture (*Currently offered.*)

**Grade Level:** 11-12

**Label:** Core College Preparatory - "e" (UC approved)

**High School Requirement:** World Languages

This advanced placement course is designed to the pupil with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces pupils to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides pupils the opportunity to demonstrate proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities). This course is designed with an emphasis on meeting the requirements of the College Board examination.

**PREREQUISITES:** AP Spanish Language and Teacher approval.

**Other Electives**

**Course Title: Advisory** (*Currently offered.*)

**Grade Level: 6-8**

**Label: Non-Core College Preparatory**

This course is designed to help build character skills and support reading skills.

**Course Title: Exploratory Wheel** (*Currently offered.*)

**Grade Level: 6-8**

**Label: Non-Core College Preparatory**

This course is designed for all students to experience different core programs of the school. Each quarter, students are exposed to introductory concepts across the arts and business to build a foundation of knowledge with the courses better preparing them to select a pathway during their high school career. Quarter topics change cycle three years.

**Course Title: Advisory** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Non-Core College Preparatory**

**High School Requirement: Electives**

This course is designed to help build character counts skills and support reading skills.

## **Visual and Performing Arts**

### **Dance**

**Course Title: Dance 1** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (UC approved)**

**High School Requirement: Physical Education**

This course is designed to develop an appreciation of dance as an art form. Through movement experiences, pupils communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The pupil examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.

**Course Title: Dance 2** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (UC approved)**

**High School Requirement: Physical Education**

This course is designed to promote dance training for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the advanced pupil. The pupil will be provided with opportunities to explore, create, organize, evaluate, and perform a variety of dance forms.

**PREREQUISITE: Dance I**

**Course Title: Advance Dance/Dance 3** (*Currently offered.*)

**Grade Level: 8-12**

**Label: Core College Preparatory - “f” (UC approved)**

**High School Requirement: Physical Education**

This course is designed to promote dance for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the pupil include training in dance techniques, choreography, and a variety of dancing styles. Dance technique complexity increases in the progression of course sequence.

**PREREQUISITE:** Dance II

## **Music**

**Course Title: Choir 1-4** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (UC approved)**

**High School Requirement: Visual and Performing Arts**

The purpose of these courses is to provide opportunities to students, from an introduction to choral techniques and music theory to being part of a highly polished, select ensemble, which explores and performs choral works of all styles and periods. Students who wish to sing and develop a joy for music will learn the basics and fundamentals of good singing and musicianship. Music literature includes classical repertoire, folk songs, pop and jazz.

**Course Title: Guitar 1-4** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (UC approved)**

**High School Requirement: Visual and Performing Arts**

The purpose of these courses are to develop guitar performance proficiency using a variety of techniques. Emphasis will be placed on the development of skills in reading music notation; analysis of form, style, and history; and improvisation and composition techniques.

**Course Title: Music 1-4** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (pending UC approval)**

**High School Requirement: Visual and Performing Arts**

The music department inspires students to achieve their individual musical potential, to cooperate within an ensemble setting, and to gain a higher respect for, and deeper understanding of the world of music.

**Course Title: Music Theory** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (pending UC approval)**

**High School Requirement: Visual and Performing Arts**

Music theory introduces students to the harmonic language of music. Beginning with a review of scales, intervals, rhythm, and meter, the course of study progresses to basic progressions, modulations, treatment of dissonance, secondary dominants, and other chromatic structures. Sight singing and dictation will be emphasized. The music history section of the course will cover the major stylistic change studying music from the Middle Ages through the twenty-first century.

**Course Title: Orchestra 1-4** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (UC approved)**

**High School Requirement: Visual and Performing Arts**

The focus of the class is to develop string and instrumental ensemble techniques. A variety of orchestra music literature will be addressed in a range of musical areas. Students will receive instruction with an emphasis on fundamentals and technique development. They have opportunities to practice and perform in a wide range of groupings, from orchestra to jazz ensembles.

**Course Title: Piano 1-4** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (UC approved)**

**High School Requirement: Visual and Performing Arts**

The purpose these courses are to develop piano performance proficiency using a variety of techniques. Emphasis will be placed on the development of skills in reading music notation; analysis of form, style, and history; and improvisation and composition techniques.

Film

**Course Title: Critical Issues in Film** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (pending UC approval)**

**High School Requirement: Visual and Performing Arts**

This class looks at film as a cultural product. The major focus of the class is learning how to interpret films as signifiers of the state of our society, particularly in terms of ideology and politics. The goal of the class is to provide the interpretative skills needed to read a film critically.

**Course Title: Film Production** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (UC approved)**

**High School Requirement: Visual and Performing Arts**

In this class, students are given cameras to produce their own film statements. They will learn basic camera operation and audio for video. Class discussions, peer critiques, and linear editing are crucial parts of this class process as are visits to studios and film productions. Guest artists will mentor class members.



**Course Title: Film Studies** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (pending UC approval)**

**High School Requirement: Visual and Performing Arts**

The primary objective of this class is the development of the critical ability to analyze and evaluate film texts. The major historical, theoretical and aesthetic approaches to film are examined. The challenging questions of interpretation are constantly reviewed using a variety of theoretical approaches, including genre and auteur studies.

**Course Title: Technical Film** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (pending UC approval)**

**High School Requirement: Visual and Performing Arts**

This course emphasizes the development of visual awareness and personal expression through the medium of film. Basic technical skills are stressed, such as familiarity with the camera and its controls, film processing and printing. Classes discuss historical as well as contemporary images and ideas from various sources.

## **Theatre**

**Course Title: Improvisation** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (pending UC approval)**

**High School Requirement: Visual and Performing Arts**

Stories, characters and situations are created through the use of games and exercises. As well as a tool to relax and stay in the moment, students learn through the games and exercises to really listen to and trust each other.

**Course Title: Production** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (pending UC approval)**

**High School Requirement: Visual and Performing Arts**

The intersection of theatre and business is explored in this class. Students are taught the basic elements of budgeting, assembling the units which comprise a play or movie, negotiation tools, timelines, etc.

**Course Title: Technical Theatre** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (pending UC approval)**

**High School Requirement: Visual and Performing Arts**

This course focuses on design conceptualization and theatre technology. It provides a comprehensive background in the technical aspects of a theatre and a working knowledge of the physical stage and how it works. Students receive instruction in the elements of lighting, sound and scenic design.

**Course Title: Theatre Arts** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (UC approved)**

**High School Requirement: Visual and Performing Arts**

These courses are an exploration in voice, diction, and movement. Students will perform improvisations, pantomime and scenes in order to develop acting and public speaking skills. Other concepts include: acting techniques, advanced improvisation, and theatre history. Class work includes, but is not limited to, the study of method acting, auditioning techniques, performing comedy, stage dialects, and styles of acting.

**Course Title: Theatre Arts 2-4** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (UC approved)**

**High School Requirement: Visual and Performing Arts**

These courses are an exploration in voice, diction, and movement. Students will perform improvisations, pantomime and scenes in order to develop acting and public speaking skills. Other concepts include: acting techniques, advanced improvisation, and theatre history. Class work includes, but is not limited to, the study of method acting, auditioning techniques, performing comedy, stage dialects, and styles of acting.

## **Visual Arts**

**Course Title: Art 1-4** (*Currently offered.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (UC approved)**

**High School Requirement: Visual and Performing Arts**

Students apply artistic processes and skills, using a wide variety of media, to communicate meaning and intent to works of art. Students further develop skills to create more individualized works of art.

**Course Title: Cartooning 1-4** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (pending UC approval)**

**High School Requirement: Visual and Performing Arts**

Cartooning introduces students to the fundamentals associated with cartooning animation and manual techniques. Students will be using paper materials to generate cartoons and animations. The course may be repeated using alternate projects to enhance and further develop skills.

**Course Title: Ceramics 1-4** (*Planned if warranted by student demand.*)

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (pending UC approval)**

**High School Requirement: Visual and Performing Arts**

These courses explore a variety of techniques in clay construction, glazing, firing, and surface decoration. This course also focuses on historical and cultural influences. Students will develop aesthetic perception skills and strengthen their creative expression in the areas of sculpture and pottery. Advanced classes offer expanded technique and student input in projects and focuses on some non-traditional approaches to ceramics.

**Course Title: Drawing and Painting 1-4**

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (pending UC approval)**

**High School Requirement: Visual and Performing Arts**

The purpose of these courses is to enable students to develop the fundamentals of drawing and painting, giving students the basic vocabulary and tools of visual art while encouraging self-expression. The principles of composition and the elements of art (line, shape, color, value, texture) are explored through a wide variety of media. The relationship of subject matter, form and meaning is studied through critiques and examples from the history of art. Sequential classes will focus on advanced perceptual, observational and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes and techniques and include the development of portfolios.

**Course Title: Sculpture** *(Planned if warranted by student demand.)*

**Grade Level: 9-12**

**Label: Core College Preparatory - “f” (pending UC approval)**

**High School Requirement: Visual and Performing Arts**

This class provides hands on introduction to sculpture as students work with a variety of media while exploring three-dimensional art. Possible materials include wire, plaster, clay, papier-mâché, wood, as well as, found materials. Emphasis is placed on the conceptual possibilities of sculpture and expressing a personal point of view.

**Instructional Methods and Strategies to Deliver Curriculum**

Charter School will use Intentional Instruction as a primary instructional method, with an emphasis on literacy across the curriculum. The five-part framework for intentional instruction requires teachers to: 1. Establish Purpose; 2. Model Their Thinking; 3. Guide Students' Thinking Through the Use of Questions, Prompts, and Cues; 4. Provide Students with Productive Group Tasks That are Meaningful and Allow Students to Practice Language and Consolidate Learning; and 5. Assign Independent Tasks That Require Students to Apply What They Have Learned. Intentional Instruction is rooted from three theories: Gradual Release of Responsibility (Pearson & Fielding, 1991; Pearson & Gallagher, 1983; Direct Explanation (Duffy et al., 1987); and Literacy as a Social Practice. In an effort to keep students engaged for extended periods of time and be able to teach bell-to-bell, lessons will be planned using the Chunk, Chew, Check method, which allows for information to be delivered in small units (timing no longer than their

approximate age), adequate processing time, like 10/2, and gradually released opportunities for demonstrating mastery. Lessons will include a balance of both teacher-centered and student-centered activities.

Additionally, teachers will be trained in planning for multiple intelligences and tiered instruction. During allocated collaboration time, teachers have opportunities to align their strategies horizontally and vertically. Specific strategies will be used to target literacy in all classes. The reading apprentice method of talking-to-the-text will be used for students to interact with a variety of texts across all disciplines, as called for by CCSS. See/Say, mean, matter (SMM) graphic organizers are used for analyzing quotes, video clips, charts and graphs, and political cartoons, to name a few. The SMM is also used to promote arts integration throughout the curriculum. A variety of cooperative learning techniques, such as structured academic controversy, Socratic seminar, or fan-n-pick will be used as a means of creating safe environments where students collectively gather evidence, have class discussions and formulate opinions. Teachers will also be including writing in every class. Students will be taught how to use SMM graphic organizers to organize their thoughts into TIEAC power paragraphs, and ultimately into essays. TIEAC is an acronym for: topic sentence; introduce the example; example from the text; analysis of the example; and concluding sentence. As students promote to higher grades or become stronger writers, they will be weaned from the graphic organizer and write directly in power paragraph format. Additional instructional strategies are detailed in the Instructional Design section above

### **Instructional Methodologies and Curriculum-Materials**

LAAAE's methodologies and curricula, as described throughout this petition, will support implementation and ensure student mastery of the CCSS and other state content standards by incorporating CCSS aligned curriculum, training teachers in the implementation of such a curriculum, and having consistent assessment of the fidelity of those programs. Charter School will create CCSS sample benchmarks for students to take throughout the year. Analysis of the available data will be used on a regular basis for teachers' to drive their instruction towards student mastery.

### **Use of Technology**

To equip students to better integrate with future technologies, such as computer-based state standardized assessments and workforce software, LAAAE will integrate additional technology use into the curriculum. Most of LAAAE's current is available in digital format. English language arts, mathematics, social studies, and science courses have technology-based lessons embedded into the curricula. Existing intervention web-based programs include i-Ready and Khan Academy. Through the ongoing use of these programs and other platforms, students will be adequately prepared for computer-based assessments. In order to improve technology use, the school has invested in computers. At most, two teachers share a computer cart, and many teachers have their own cart.

## Meeting Graduation Requirements

LAAAE's graduation requirements are aligned to A-G admission requirements. The purpose is to ensure that all students are eligible for UC/CSU admission. In addition, the courses offered are similar to other high schools which enable easy credit transfer and midyear placement. Each passing course is worth five credits. Students currently take seven classes (core and non-core) in a semester. In addition, they have a thirty (30) minute advisory that is 2.5 credits. In the current academic year, students can earn seventy-five (75) credits. Thus, in four years, a student can graduate with three hundred (300) credits. LAAAE's minimum graduation credits are two hundred and twenty (220) credits. In addition to number of credits, students must take specific courses to ensure A-G admission as well as state and Charter School graduation requirements. A letter grade of A, B, or C is required to earn A-G credit. Middle school coursework will not count toward graduation requirement fulfillment unless such coursework is of high school nature and has been included in LAAAE's UC Doorways UC/CSU approved course list.

At the beginning of the school year, the counseling department meets with all high school students to review their graduation progress (Grad Checks). In this process, both the counselor and student develop an individual graduation plan (IGP) to enable graduation is accomplished on time. If students are missing credits (core or non-core courses), they are advised of credit recovery opportunities both onsite and offsite. These opportunities include summer school and online classes sponsored by the school and are offered based on contemporaneous needs assessment of student credit deficiencies. Progress checks are ongoing throughout the year (formal/informal) to enable timely graduation. The instructional program ensures student progress toward the college and career readiness indicator through opportunities such as advanced placement classes, career and technical education pathways, and community college articulations.

High school graduation requirements are succinctly identified below.

<b>GRAD REQUIREMENT:</b>	<b>STATE MINIMUM REQUIREMENTS:</b>	<b>REQUIREMENTS FOR LAAAE:</b>	<b>REQUIREMENTS FOR UC/CSU ADMISSION ELIGIBILITY:</b>
<b>English</b>	30 credits (3 years)	40 credits (4 years)	4 years
<b>Math</b>	20 credits (2 years: including 1 year Algebra)	30 credits (3 years: Alg 1, Geom, Alg 2)	3 years (4 recommended)
<b>Science</b>	20 credits (2 years: 1 biological and 1 physical)	20 credits (2 years: 1 biological and 1 physical)	2 years (3 recommended)
<b>Social Studies</b>	30 credits (3 years: World History, US History, and	30 credits (3 years: World History, US History, and	2 years (3 recommended)

	Economics/Government)	Economics/Government)	
<b>Foreign Language</b>	10 credits (1 year: either foreign language or VAPA)	20 credits (2 years: at least through Span 2 level)	2 years (3 recommended)
<b>VAPA</b>		10 credits (1 year)	1 year
<b>Physical Education</b>	20 credits (2 years)	20 credits (2 years)	
<b>Business</b>		10 credits (1 year)	
<b>Electives</b>		40* credits	1 year (can be additional class in other requirement)
<b>Community Service</b>		100 hours**	
<b>TOTAL CREDITS</b>	<b>130</b>	<b>220</b>	

\*Students do not need 4 years of purely elective credits. Additional courses in any department taken beyond the minimum requirements will count towards elective credit. In compliance with Education Code, local requirements may be waived for identified students such as foster youth.

### **Western Association of Schools and Colleges (WASC) Accreditation**

LAAAE earned its initial Western Association of Colleges and Schools (WASC) accreditation in November 2010 and was recommended for reaccreditation, for a term of six years, following the November 2014 onsite Visiting Committee review. That mid cycle visit in 2018 was positive and affirmed the previous Visiting Committee's recommendations. LAAAE remains accredited and is preparing for its next visit scheduled for the 2020 – 2021 school year to ensure continued accreditation for subsequent graduating classes.

LAAAE finds that communication is a key component for student success. Parents will constantly be communicated about courses and graduation requirements through a variety of methods such as: workshops, one-to-one conferences, flyers, and outreach calls. The counseling department has several formal and informal meetings annually with students and parents to inform them on their progress toward graduation (grad checks) throughout their high school career.

In addition, LAAAE participates and hosts Cash for College to help students and parents with college information and financial aid. To improve communication with our English learner parents, all calls, notices and workshops are translated in Spanish. In addition,



students who enroll from another country are able to present their foreign transcripts for review and inclusion into their transcript.

All course offerings at LAAAE will allow students to apply to universities/colleges as well as placing them on track for graduation as LAAAE's graduation policy is based on A-G requirements. LAAAE currently has dozens of courses approved on UC Doorways. Additional courses for addition are being considered.

### **Transferability of Courses and Parent Notification**

LAAAE's accreditation with the Western Association of Schools and Colleges (WASC) ensures that its academic program is transferable to other high schools and universities. Courses offered at Charter School will meet state graduation requirements. Moreover, those courses will be transferable to other high schools in accordance with state guidelines for graduation. LAAAE will articulate with colleges, universities, and other schools regarding acceptable courses. LAAAE will consult on a regular basis with all stakeholders regarding the school's educational program. Parents and students will receive course lists at activities such as: articulation programs for the middle schools, parent meetings, during scheduling for each semester, and at the beginning of each school year. Course lists will be available to parents and students throughout the school year. Parents and students will be provided official transcripts and be advised by the counselor on the availability to transfer course credit to subsequent high schools or institutions of higher education.

### **Academic Calendar and Schedules**

LAAAE provides more instructional minutes and school days than the minimum required. LAAAE will have 190 school days per year. In the current bell schedule, the regular instructional day has two late starts on Wednesdays and Fridays. During this time, LAAAE faculty meet for professional development, collaboration and data analysis. Sample student schedules were provided earlier in this element. Designated English language development is provided in the course so name. Integrated English language development is provided in the other courses. Details on the bell schedule are below.

#### **Regular School Days**

Monday Bell Schedule		
	Start	End
Nutrition	8:40 AM	8:50 AM
Period 1	8:50 AM	9:40 AM
Period 2	9:45 AM	10:35 AM
Period 3	10:40 AM	11:30 AM
Period 4	11:35 AM	12:25 PM
<u>Middle School Period 5 and Lunch</u>		
Lunch	12:25 PM	1:00 PM
Period 5	1:05 PM	1:55 PM
<u>High School Period 5 and Lunch</u>		
Period 5	12:30 PM	1:20 PM
Lunch	1:20 PM	1:55 PM
Period 6	2:00 PM	2:50 PM
Period 7	2:55 PM	3:45 PM



Tuesday/Thursday Schedule		
	Start	End
Nutrition	8:40 AM	8:50 AM
Period 1	8:50 AM	10:25 AM
Period 3	10:30 AM	12:00 PM
<u>Middle School Period 5 and Lunch</u>		
Lunch	12:00 PM	12:35 PM
Period 5	12:40 PM	2:10 PM
<u>High School Period 5 and Lunch</u>		
Period 5	12:05 PM	1:35 PM
Lunch	1:35 PM	2:10 PM
Period 7	2:15 PM	3:45 PM

Wednesday/Friday Schedule		
	Start	End
Nutrition	9:40 AM	9:50 AM
Period 2	9:50 AM	11:20 AM
Period 4	11:25 AM	12:55 PM
<u>Middle School Period 5 and Lunch</u>		
Lunch	12:55 PM	1:30 PM
Advisory	1:35 PM	2:10 PM
<u>High School Period 5 and Lunch</u>		
Advisory	1:00 PM	1:35 PM
Lunch	1:35 PM	2:10 PM
Period 6	2:15 PM	3:45 PM

### Minimum School Days

Minimum Day		
	Start	End
Period 1	9:40 AM -	9:50 AM
Nutrition	9:50 AM -	10:00 AM
Block 1	10:05 AM -	11:25 AM
Block 2	11:30 AM -	12:50 PM
<u>Middle School</u>		
Lunch	12:50 PM -	1:20 PM
Block 3	1:25 PM -	2:00 PM
<u>High School</u>		
Block 3	12:55 PM -	1:30 PM
Lunch	1:30 PM -	2:00 PM
Block 4	2:05 PM -	2:40 PM

### Proposed School Calendar

The proposed calendar is below.

## LAAAE Calendar 2020-2021

Month/Date	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	Total
July																																23
August			P	P	P	P	P																									14
September				H			H																					H				19
October					Midterms	MODM																										23
November											H																					15
December													Midterms	MODM						H	H	H	H	H				H	H	H	H	15
January	H			P														H														18
February															H																	19
March							Midterms	MODM																			H		H	H		22
April	H	H																														16
May																															H	20
June							Midterms	MODM																								9
																																190

Holidays
Pupil Free Day
Quarter Begins
Quarter Ends
Graduation/ Culmination Day

Grading Days	
Q1 42 days	August 10 - October 9
Q2 44 days	October 12 - December 18
Q3 47 days	January 5 - March 12
Q4 57 days	March 15 - June 10
Total	190 days

### Observed School Holidays/Recess

Local Holiday (Admissions Day Observed) - September 4  
 Labor Day - September 7  
 Veteran's Day - November 11  
 Thanksgiving Recess - November 23 - 28  
 Winter Recess - December 21 - January 1

Dr. Martin Luther King Jr. Day - January 18  
 President's Day - February 15  
 Cesar Chavez Day - March 31 (Observed March 26)  
 Spring Recess - March 29 - April 2  
 Memorial Day - May 31

After school programs, including academic tutoring, intervention, teacher office hours, test preparation, arts and music enrichment, student leadership and athletics, will usually take place from 4:00 to 6:00 p.m.

## Instructional minutes

Instructional minutes details are included in the chart below.

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	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Yes	30	360	80	375	3	130	77	315	190	54000	65445	11445
7	Yes	30	360	80	375	3	130	77	315	190	54000	65445	11445
8	Yes	30	360	80	375	3	130	77	315	190	54000	65445	11445
9	Yes	30	360	80	375	3	130	77	315	190	64800	65445	645
10	Yes	30	360	80	375	3	130	77	315	190	64800	65445	645
11	Yes	30	360	80	375	3	130	77	315	190	64800	65445	645
12	Yes	30	360	80	375	3	130	77	315	190	64800	65445	645

## A Typical Day at LAAAE

A visitor will gain a clear perspective on the school's core values and beliefs by shadowing any given student throughout the day.

Students arrive as early as 7:30 a.m., clad with their Los Angeles Academy of Arts and Enterprise logo uniform polo. Most students walk to school from the nearby community; other students are dropped off by their parents and/or guardians. The school leadership, faculty and staff greet students as they arrive on campus. A nearby campus aide is supporting student supervision.

As students congregate inside, they are immediately welcomed into a calm environment. Bulletin boards are covered with an array of fliers, fundraising announcements, and community information pertinent to both students and their families, which reflects the school's belief in embracing student diversity, creativity, and sense of communion. Recognition of student achievement permeates the school as various posters, awards, and lists plaster the inside school hallways and classrooms.

On regularly scheduled days, students are seated in their classrooms ready to begin by 8:30 a.m. Teachers begin each period with a warm-up activity that students immediately start without instruction, which allows teachers to take attendance on their laptop computers using PowerSchool, the school's data management system. Daily attendance information is sent to the office and parents of students who are absent or tardy without an excused notice are notified before the school day ends.

Both high school and middle school starts at the same time. In their core classes, emphasis is on rigorous and challenging grade appropriate standards-based instruction with high expectations for all students. The daily learning objective can be seen on the

whiteboard, along with the class' agenda. Teachers scaffold their lesson in a manner that gradually releases the cognitive load to students. Teachers' expectations are clear; they engage students in understanding what they must know and be able to do to achieve proficient grades on grade appropriate assignments and standards. Students are actively engaged in their learning by using appropriate academic discourse to facilitate their own exchange of knowledge in pairs, small groups, or with the entire class.

Teachers involve students in defining and dissecting proficient grade-appropriate and content-specific work to ensure students understand what is expected of them. By spending time to understand the different elements that make up proficient-level work, teachers ensure that all students clearly understand how to approach assignments and accurately "judge" the quality of their work. Teachers use a combination of direct instruction and inquiry-based lessons to challenge students and teach them that learning can have different approaches. They vary instructional materials and resources, which includes the use of powerpoint presentations, worksheets, and a mixture of digital content and traditional textbooks. Teachers regularly use educational support technology, such as i-Ready and PBIS Store, to supplement student learning by bringing current technology into the classroom.

Beyond teachers planning "stretch" activities to expand student learning, high achieving students have opportunities to take enriching elective courses beyond the required core curriculum. Students who are performing below grade level on the state standardized exams in English Language Arts and/or Math are placed in a second corresponding class of reading and/or remedial math. This "double dosing" of English and math are essential to our school's push for all students reaching grade-level proficiency.

Students have a regularly scheduled advisory class, which allows teachers to meet with a consistent class for the purposes of advising them on academic, social, and future-planning issues. In some cases, other adults and staff members, such as guidance counselors, may also participate in the advisory program. This program is to ensure that at least one adult in the school has a closer relationship with their group of students, making sure their learning needs are met, encouraging them to make good academic and social choices, and help plan for their future. Advisories are designed to foster stronger teacher-student relationships and a stronger sense of community and belonging in students.

Across all content areas, the arts are integrated into the curriculum. The integration of arts enables students to make meaningful connections to one another, to themselves, to their lived world, and to other content areas. This unique practice engages even the hardest to reach students. As teachers innovate through experimenting with different art forms and processes in their lessons, students learn to take risks through exploration and to develop flexible thinking skills. By challenging students to envision from different vantage points and respond to new possibilities in the creative process, arts integration cultivates and provides an arena to display the varying multiple intelligences.

All students have the opportunity to participate in the nutrition meal program. Nutrition is part of the federal meal service program and students accept full-price, reduced-price, or free-meals depending on eligibility. Student eligibility is determined by income as indicated in their application or by participation in select federal and/or government assistance programs. Nutrition is served in the morning after instruction begins and is 10 minutes long. Breakfast is delivered to each classroom during the designated time for nutrition. High school and middle school have separate staggered 30-minute lunches.

Passing period is supervised by teachers stationed at their doors. School administrators, counselors, and other staff are also present during each passing period. Aside from ensuring student safety, this allows students and staff alike to converse and interact with each other, adding to a friendly and communal school environment.

After school tutoring and extracurricular activities are provided to students through a partnership with Woodcraft Rangers. Struggling learners, as identified through school grades, assessments, and Responses to Intervention (RtI), have opportunities for tutoring with both teachers and the afterschool program. Additionally, students can participate in various enrichment activities, such as afterschool clubs and sports. In partnership with the afterschool program, LAAAE provides supper to students. Furthermore, students regularly participate in events to better serve their communities as required for graduation.

### **Professional Development Plan**

LAAAE promotes, supports and cultivates the preparation and competence of teachers through consistent and high quality professional development. The school expects teachers to be inspired, motivated and knowledgeable of both curriculum and methodology. In accordance with the school's mission, teachers are expected to know their students in depth and to be able to analyze and utilize student data to design, plan and execute rigorous, standards-based long-range plans, and daily lessons in meeting individual student needs.

The school's onsite professional development begins with a 5-day summer institute in the preceding week before each school year begins. The administrative team facilitates the training. Additional trainers are brought in for specialized topics such as special education, SDAIE strategies, CPR, and technology.

At the beginning of the school year, teachers also meet with the administrative team to conduct a self-assessment of their own needs in order to create their own professional growth plan. This individualized teacher plan, approved by the administration, incorporates goals aligned to school-wide, grade-level and individual student achievement data to plan an appropriate professional development program that enhances teacher competence and instructional practice.



The master schedule is designed in order to allow for grade level teachers to have common planning in order to facilitate ongoing professional development through professional learning communities (PLCs) throughout the year. The school's Principal or Assistant Principals lead the regular onsite professional development of the faculty and staff and coordinates departmental and other meetings. The administrative team also provides additional professional support to faculty such as meeting: with teachers for small-group professional development; grade level and/or departments meet with each other and the administrative team to coordinate integrated instructional activities, disaggregate data, discuss student needs, and share effective practices. To further promote a collaborative culture among teachers and facilitate ongoing professional growth, teachers are given opportunities throughout the year to observe the instructional practice of Charter School colleagues and teachers at other school sites.

Offsite professional development is also provided through agencies such as: Western Association of Schools and Colleges (WASC), Los Angeles Unified School District (LAUSD), Los Angeles County Office of Education (LACOE), and Association of Supervision and Curriculum Development (ASCD). Attendees of offsite conferences are able to autonomously select the workshops of particular interest to them.

The professional development plan for the first year of the new charter term includes topics such as:

**August 10-14, 2020 (5 Days)**

- New teacher orientation including the school's educational program features such as trauma informed practices, disciplinary procedures, and data supported pedagogical best practices; collaboration; PLCs; Charter School's vision and mission and other relevant charter components; building school culture
- Safety Protocols: emergency response, school wide rules, mandated reporting, PBIS;
- Regulatory training: child abuse, blood borne pathogens, first aid and CPR Training; relevant school plans; California Standards for the Teaching Profession; state priorities
- Support: Response to Intervention (RtI), SPED compliance & Accom vs. Mods,
- Effective Instruction: Lesson planning; Supporting English Learners: ELD and Specifically Designed Academic Instruction in English (SDAIE) strategies
- Discipline Policy - Promoting student engagement and a positive learning environment through appropriate classroom management

**Ongoing: August-June: Weekly Late Start Wednesdays and Fridays**

- Teacher planning and individualized professional growth plan meetings
- Technology integration
- Use of Data Director or other data management systems
- Common core alignment and long range planning

- School and teacher designed professional development
- Professional learning communities by content area
- Data analysis (student, classroom, school-wide) and Data-driven decision making: data system, web-based assessments, student data chats

### **Ongoing: August – June: Pupil Free Days**

- Common core implementation workshops
- Individualized professional development selected by teachers to meet their growth plan needs
- Meeting students’ needs through character education curriculum
- Differentiated instructional strategies for all students

### **Teacher Recruitment**

Much research points to teacher expertise as a crucial element in student achievement. Therefore, the goal is to recruit and select the most highly qualified teachers possible to work at LAAAE. As further detailed in Element 5, teachers are expected to possess a bachelor’s degree from an accredited college or university. A master’s degree is highly desirable. Teachers must also be compliant with core, college preparatory subjects. They must possess a California credential or credential combination authorizing teaching service in the appropriate teaching area(s) and an English learner authorization. Bilingual competency is preferred. Teachers are also expected to be enthusiastic life long-learners and collaborative individuals who support a robust visual and performing arts curriculum, arts integration, urban education, and educational equity for low socioeconomic status students. Charter School will recruit its faculty through job fairs, online recruiting (*e.g.* EdJoin), its own website ([www.laaae.org](http://www.laaae.org)), and through personal recommendations.

Teachers must be able to develop and employ innovative strategies to reach students at all academic levels in grades six through twelve. Teachers must be committed to building a collaborative culture where teachers, administrators, parents, and students work together to ensure student success.

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

#### **English Learners**

LAAAE will continue to meet the requirements of federal law relative to equal access to curriculum for English learners. The school has developed and implemented the Los Angeles Academy of Arts and Enterprise English Learner Master Plan. In the event of a conflict between the petition and the English Learner Master Plan, the master plan will prevail as it is regularly updated for compliance with revised laws and regulations.

In accordance with its master plan, LAAAE timely identifies potential English learners (ELs) and provides them with an effective English language acquisition program. The school's master plan is based on sound educational theory; adequately supported with trained teachers; and is periodically evaluated to ensure continued program success.

### ***Identification of English Learners***

A home language survey is part of the enrollment documentation for all new students. Upon enrolling at LAAAE all parents/guardians will fill out a home language survey. If a language other than English is indicated on the survey, the English Language Proficiency Assessment for California (ELPAC) or English Language Proficiency Assessments for California, will be used to determine English proficiency. If the student has already taken the assessment at a previous school, LAAAE will research the student's English Language Proficiency Assessment for California (ELPAC) achievement test scores to determine progress toward English proficiency and to plan instructional support. LAAAE will administer the annual ELPAC during the month of October. Initial ELPAC exams will be administered to qualifying students upon enrollment during the remainder of the school year.

### ***English Learner Instruction, Services, and Supports***

LAAAE's instructional program for English learners promotes language acquisition, oral language development, and enriched learning opportunities for all EL students. The key components of LAAAE's English Learner program are:

- Targeted support for English learners through an English Language Development (ELD) course during the regular instructional day and beyond the school day.
- Use of Specifically Designed Academic Instruction in English (SDAIE) instructional strategies in all areas of the curriculum
- Pairing of English learners with bilingual students or peer-coach "buddies."
- Regular opportunities in every discipline for students to make presentations and express their learning and themselves verbally.
- Progress monitoring of English learners through Reading Plus, SBAC interim assessments, classroom assessments, and teacher evaluations
- Additional reading courses for EL students to accelerate their progress in language acquisition
- Push-in and pull-out support in and out of the classroom provided by EL teacher assistant(s)

Students are mainstreamed into regular courses during instructional day in ensuring that they are afforded meaningful access to the school's academic core curriculum. The standards-based instructional program is presented in English with provisions to ensure comprehension for English Learners and development of English as a second language.

**ELD Courses** - Students identified (using the criteria above) with a need for an ELD course are placed in either a middle school or high school designated ELD class. The ELD classes are part of LAAAE's school day and are additional classes given to students identified as students in need of targeted English support. The English Learner Coordinator currently progress monitors academic progress for English language learners through an analysis of student performance on state tests, internal benchmarks, and teacher feedback. Long Term English Learners (LTELs) and those at risk of becoming LTELs are identified for additional support services such as increased push-in support from EL paraprofessionals. Designated ELD classes use a variety of instructional tools including online programs to provide differentiated ELD instruction according to students' current proficiency.

Additionally, integrated ELD instruction is ubiquitous in other classes on campus. This is done through a variety of instructional strategies and pedagogy including:

- Various SDAIE strategies and differentiated instruction are used in all classes in order to also assist EL students.
- Numerous visual mediums and other language scaffolds help EL students grasp content while developing English proficiency.
- English teachers assist their colleagues in supporting EL students in other core areas as well as VAPA and other elective courses.

**Reading Intervention Courses** - English learners who have not achieved grade level proficiency are assigned to take an additional reading course. The reading classes focuses on improving reading development. In particular, the classes will increase reading comprehension, fluency, phonemic awareness, phonics, and vocabulary development.

Research indicates that teaching literacy “is essential to achievement in every academic subject and to educational and economic opportunities beyond school.” The panel found that focusing on phonemic awareness, phonics, reading comprehension, and fluency has a positive effect on the literacy development of language-minority students. The research found that language-minority students “rarely approach the same levels of proficiency in text-level skills achieved by native English speakers.” In order to increase the found the text level-skills, it is important to build vocabulary knowledge as well as ability to define words, listening comprehension, and syntactic skills as these are all linked to reading and writing proficiency.

LAAAE's emphasis on literacy development through these reading intervention courses has yielded the reclassification rates compiled in the tables below. Detailed EL demographic data is available above in the Community Need for Charter School section.

LAAAE's reading courses are taught by credentialed teachers who are English language arts credentialed. In addition, teachers at LAAAE are required to possess English Learner authorization. Teachers are regularly trained in Specifically Designed Academic

Instruction in English (SDAIE) and are expected to incorporate SDAIE strategies in their lessons and other best practice strategies when working with EL students.

LAAAE's partnership with Woodcraft Rangers also assists EL students through afterschool tutoring and homework assistance. The school also provides students access before, during and after school to assistive technology such as Duo Lingo - a web-based language interactive application, which facilitates language acquisition.

### ***Meeting the State Standards***

The Common Core State Standards for English language arts and California State Standards for English Language Development articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English Learners. With Common Core pushing toward literacy across all content areas, the school has made literacy instruction a priority across all content areas. English Learners will also benefit from LAAAE's VAPA and entrepreneurship programs, which will allow students to present their learning in creative and artistic ways. The school's curriculum also allows students to learn how to engage in real-world situations so that they are able to participate on equal footing with native speakers in all aspects of social and civic endeavors.

### ***Reclassification of English Learners***

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

1. ELPAC score of 4 on overall, oral language, and written language proficiency;
2. Teacher evaluation with a grade of C or better in grade level English language arts class;
3. Parent consultation and approval; and
4. SBAC score of Standard Met or Standard Exceeded OR i-Ready grade level score as follows: Sixth grade  $\geq 566$ ; Seventh grade  $\geq 583$ ; Eighth grade  $\geq 594$ ; Ninth grade  $\geq 605$ ; Tenth grade  $\geq 625$ ; Eleventh grade  $\geq 637$ ; and Twelfth grade  $\geq 645$ .

LAAAE has realized success with Reclassified Fluent English Proficient (RFEP) students. In school year 2018-2019, LAAAE's Reclassified Fluent English Proficient was 6.3%. In 2017-2018, the rate was 17.6%. In 2016-2017, the rate was 11%. Over the years, LAAAE's reclassification rate is similar to the reclassification rate of LAUSD, LACOE, and the State of California.

Data in this section was compiled from data retrieved at California Department of Education's DataQuest ([www.dq.cde.ca.gov/Dataquest](http://www.dq.cde.ca.gov/Dataquest)). Not only has LAAAE consistently maintained a higher percentage of English learners and Ever English learners, LAAAE has also maintained a higher newcomer English learner rate. For each

of the three immediate past years, LAAAE has ranked second in percentage of newcomers among the Resident Schools. Below is a table indicating the annual reclassification rate and the percentage of English learners from 0-3 years.

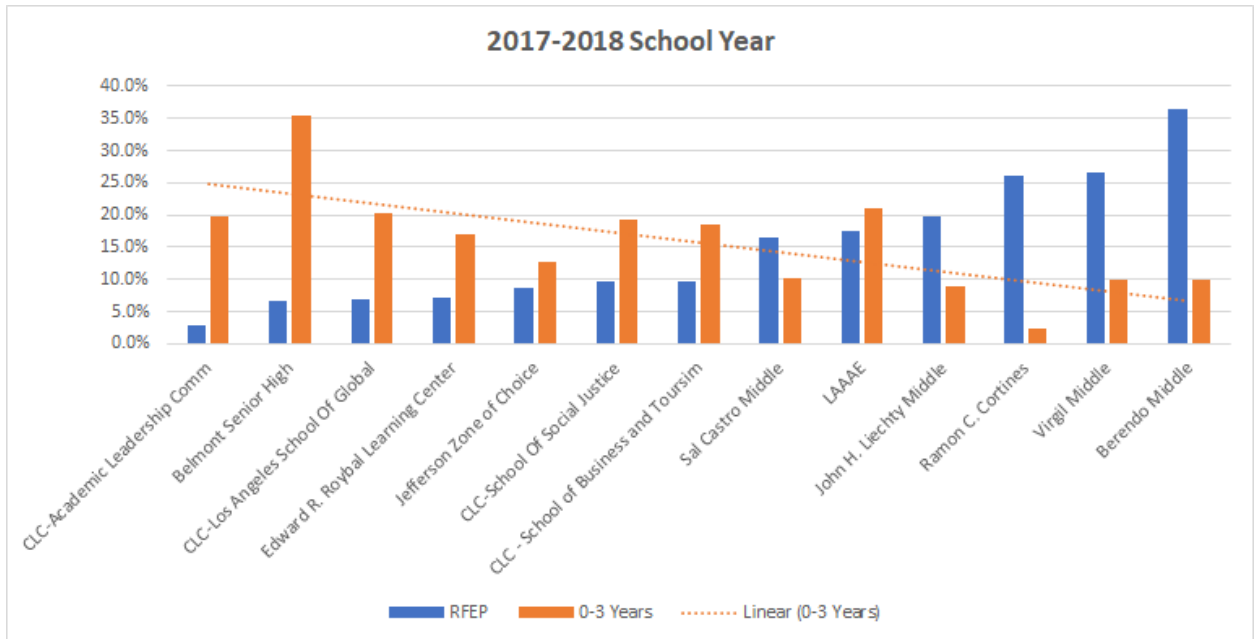
RFEP Rate with 0-3 Years								
	2018-2019		2017-2018		2016-2017		2015-2016	
School	RFEP	0-3 Years	RFEP	0-3 Years	RFEP	0-3 Years	RFEP	0-3 Years
Belmont Senior High	5.4%	34.3%	6.6%	35.7%	6.0%	32.3%	12.4%	23.0%
Berendo Middle	28.3%	10.6%	36.5%	10.0%	32.0%	10.4%	19.4%	7.9%
Contreras Learning Center - School of Business and Tourism	7.4%	15.9%	9.7%	18.5%	14.6%	12.4%	25.7%	5.1%
Contreras Learning Center-Academic Leadership Comm	8.2%	23.0%	2.9%	19.7%	10.7%	17.6%	11.3%	13.9%
Contreras Learning Center-Los Angeles School Of Global	7.3%	26.5%	7.0%	20.3%	14.9%	12.1%	18.1%	9.3%
Contreras Learning Center-School Of Social Justice	11.2%	20.2%	9.6%	19.3%	12.1%	16.4%	15.7%	12.8%
Ramon C. Cortines School Of Visual And Performing	17.6%	4.2%	26.1%	2.4%	14.5%	2.0%	24.5%	1.6%
Jefferson Proxy	11.5%	12.4%	8.6%	12.8%	11.0%	10.3%	10.2%	6.8%
Edward R. Roybal Learning Center	21.0%	17.4%	7.2%	17.1%	11.9%	15.5%	11.6%	10.4%
John H. Liechty Middle	14.6%	6.5%	19.8%	8.9%	14.9%	6.9%	14.1%	6.9%
Sal Castro Middle	17.6%	13.5%	16.5%	10.1%	17.2%	10.4%	12.4%	7.2%
Virgil Middle	22.0%	8.9%	26.7%	9.8%	17.6%	11.4%	17.8%	11.7%
Median	13.0%	14.7%	9.7%	14.9%	14.6%	11.8%	14.9%	8.6%
LAAAE	6.3%	14.1%	17.6%	21.1%	11.0%	21.5%	20.3%	18.7%
LAUSD	22.8%	24.3%	20.1%	27.4%	16.8%	28.2%	12.1%	29.0%
Los Angeles County	17.7%	24.2%	16.9%	26.5%	15.0%	27.4%	11.1%	28.5%
State of California	13.8%	26.2%	14.6%	27.7%	13.3%	28.7%	11.2%	29.9%
Dr. Maya Angelou Community	8.5%	14.0%	8.7%	14.5%	9.0%	11.8%	4.7%	6.9%
Jefferson High School	10.3%	14.5%	10.4%	15.6%	9.5%	12.3%	8.8%	9.5%
Nava College Preparatory	12.6%	10.2%	7.5%	8.4%	43.3%	6.1%	11.5%	3.5%
Santee Education Complex	12.6%	10.7%	8.5%	11.0%	12.4%	8.8%	14.0%	6.7%
Zone Median	11.5%	12.4%	8.6%	12.8%	11.0%	10.3%	10.2%	6.8%

*Source: California Department of Education, DataQuest*

There is an inverse relationship between the percentage of annual reclassification rate and the percentage of newcomers a school has. That is, schools with higher annual

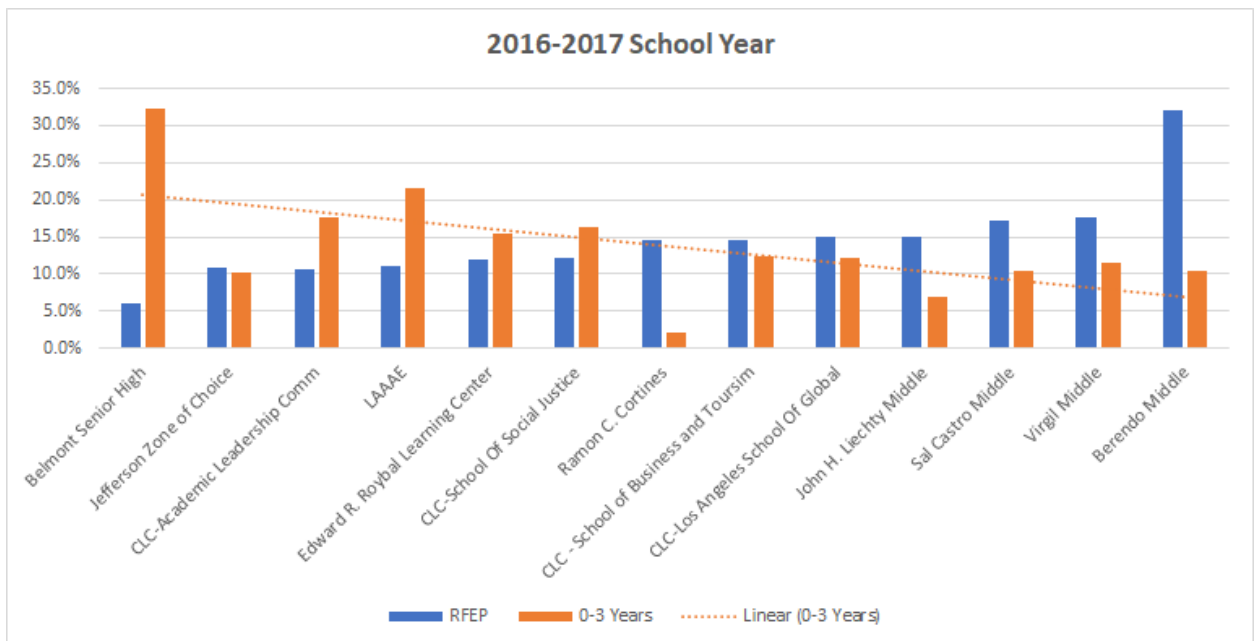


reclassification rates typically serve fewer students new to the country. Below is the 2017-2018 data displayed with a trendline for the 0-3 years percentage rates.



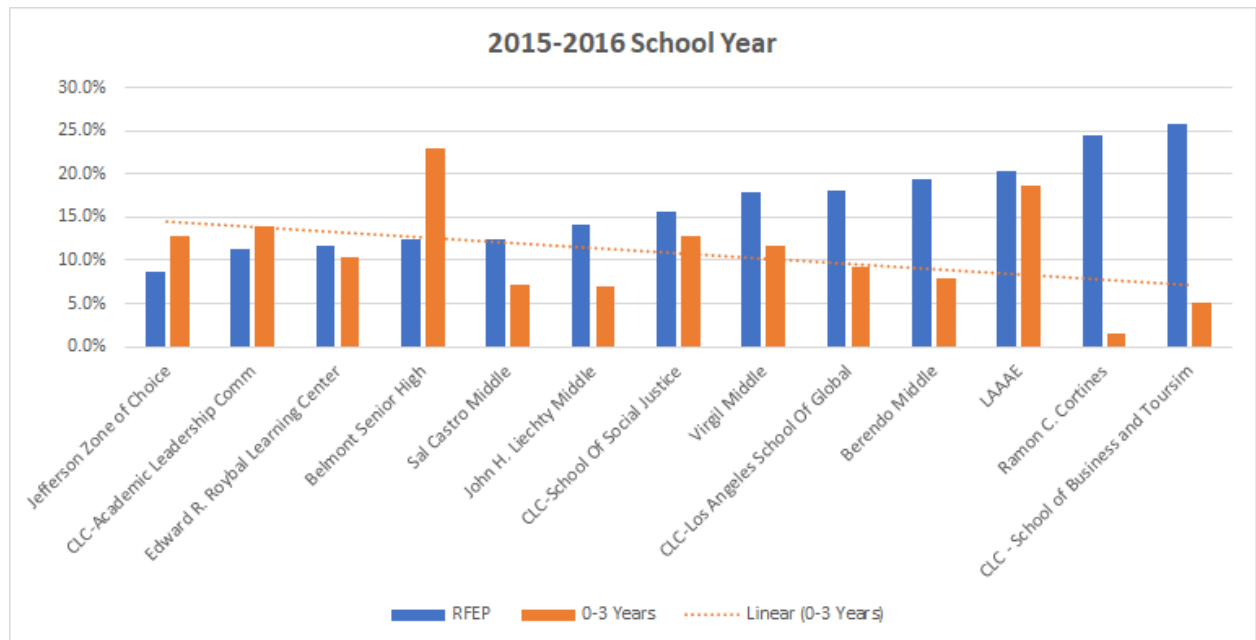
**Source: California Department of Education, DataQuest**

Reorganizing the data again by annual reclassification rate, below is the 2016-2017 data displayed with a trendline for the 0-3 years percentage rates.



**Source: California Department of Education, DataQuest**

Reorganizing the data again by annual reclassification rate, below is the 2015-2016 data displayed with a trendline for the 0-3 years percentage rates. The inverse trendline is not as pronounced. However, it is noticeable that LAAAE is an outlier with higher reclassification rates this year.



*Source: California Department of Education, DataQuest*

### ***Evaluation of English Learners***

In the fall of every academic year, EL students take the ELPAC assessment and are reclassified as results become available. LAAAE also uses the state assessment and teacher recommendation in order to monitor student progress and reclassification. A variety of assessments in all classes (core) will also assist in monitoring the progress of EL students and their individual needs. The English Learner Coordinator works directly with the Director of Student Services and other school leaders to evaluate and improve services given to EL students.

### ***Progress Monitoring***

The Director of Guidance and Counseling or other later identified faculty, will monitor the progress of English learners, long term English learners (LTEs), and reclassified fluent English proficient (RFEF) on an ongoing basis and via various sources of data including annual ELPAC assessment data, standardized assessments, Reading Plus data, report cards, progress reports, classroom performance, teacher evaluations, Response to Intervention, parental feedback, and if applicable, Individualized Education Plans. This information will assist the school in determining student progress as well as the school's effectiveness servicing the needs of its EL population. Through quarterly data analysis,

teachers identify ELs, LTELs, and FEPs who may be struggling to access grade level content. These students continue to receive individual and small group intervention and targeting tutoring support by the EL paraprofessional(s). Moreover, LAAAE continues to offer reading courses to students who meet the reclassification criteria but still require support with English. Students are also encouraged to participate in the afterschool program to continue receiving academic support beyond the school day. Teachers are regularly trained in Specifically Designed Academic Instruction in English (SDAIE) and are expected to incorporate these strategies in their lessons and other best practice strategies when working with EL students.

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

LAAAE meets the academic needs of all its students, from those needing intervention to those needing accelerated studies. Students identified as gifted or talented will be progress monitored by the Director of Student Services or the Assistant Principal. They will serve as the onsite designee for parents to contact regarding gifted and talented education. High achieving students will be identified as those who are:

- Reading at least one or more years above grade level;
- Scoring in the advanced range on internally developed standards-based benchmark assessments;
- Achieving mastery in all core courses as evidenced by report card grade of “A”; and
- Scoring in the advanced range on corresponding state assessments.

LAAAE’s teachers will provide gifted students with opportunities for more advanced learning through advanced coursework such as honors or AP coursework (including the arts), curriculum enrichment, creative research projects, and portfolios. These students are provided with targeted classroom instruction and enrichment opportunities intended to meet their specific learning needs.

LAAAE’s small, individualized environment allows teachers to create learning activities that target the needs of all students. Through differentiation of instruction, teachers can create enriching lessons with additional learning activities for gifted and talented students, while meeting the needs of all learners in a given classroom. Teachers consistently analyze student data and performance to inform instruction in ensuring that all students are achieving and receiving the appropriate services within the context of curriculum delivery and instruction. Middle school students who are academically ready for high school coursework are provided opportunities for the same, such as Algebra. Given the small size of the school, LAAAE offers honors and advanced courses based on demand and will expand honors/AP the offerings as the school continues to grow. LAAAE will not offer honors or AP courses which have not been included in LAAAE’s UC Doorways UC/CSU approved course list.

Accelerated students are also provided enrichment opportunities outside of the core instructional program such as: additional exposure to visual and performing arts and entrepreneurial classes, exhibitions, and internships. For example, advanced students are pushed to express themselves creatively through musical and artistic performances in and out of the school. Leadership provides students a chance to engage in shared decision making, project oversight and overall school improvement. Students are also able to enroll in other programs for remediation, enrichment, or acceleration.

### **Students Achieving Below Grade Level**

The school's thematic program, which allows students to make real-world connections through engaging activities in the arts and entrepreneurial courses, encourages all students to be more engaged. This allows students, including those entering below grade level to benefit more from the core curriculum. The school will take steps to ensure that these students, in particular, are successful. For example, the school will determine the level of mastery in reading, writing, and mathematics for all students using baseline data and interim assessment data from the SBAC assessments. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services). Accordingly, services for academically low-achieving students begin with an assessment of student achievement data, including previous report cards, standardized test scores, teacher comments and information provided by the student's parents. Standardized assessments indicate below grade level performance, low grades, and teacher feedback may lead to a Response to Intervention referral.

LAAAE will use the Response to Intervention (RtI) process to identify students achieving below grade level and to provide a multi-tiered system of supports for these students. The school will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. The RtI implementation will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems. The RtI model will have four essential components: a school-wide, multi-level instructional and behavioral system for preventing school failure, screening, progress monitoring, and data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance to the law).

Faculty comprise the RtI teams who will review (tier 1 meetings) the screening data and identify students in need of additional support through tier 2 intervention. For those students that meet benchmark standards from the administered assessments, they will continue to remain at tier 1 and be progress monitored by the Assistant Principal through the completion of online work associated with the benchmark, academic grades, and teacher feedback. Those students not meeting benchmark standards will be identified and

monitor to determine tier 2 status. The second tier involves instructional modifications and assessments that are developed for students who do not respond sufficiently to tier 1 strategies. At this stage, the process includes assessing students' skills and evaluating the instructional environment, curriculum, and delivery of instruction. Specific interventions are designed and delivered as needed, often in small-group contexts, and students' progress is measured frequently. Students not demonstrating progress in tier 2 interventions will be moved into tier 3 status and those interventions will be implemented. At tier 3, instruction and interventions are further individualized and students may be referred for evaluation of eligibility for special education. Throughout this process the school will identify barriers to learning and strategies to overcome such barriers.-

Low-achieving students will also be targeted for small group tutoring as well as a variety of intervention and enrichment activities such:

- Before- and after- school tutoring and enrichment through partnership with Woodcraft Rangers
- After school teacher office hours for homework help and individualized tutoring
- Remedial classes to build basic skills
- Summer intensives in English language arts and mathematics
- English language development classes as needed
- Test preparation workshops

### **Socio-Economically Disadvantaged/Low Income Students**

LAAAE will identify socioeconomically disadvantaged students based on students qualifying for the Federal Free and Reduced Lunch Program, a proxy for level of poverty.

In 2019, school records indicated that 98% of students at LAAAE qualified for the Federal Free and Reduced Lunch Program. LAAAE serves a community that faces particular challenges regarding poverty, employment, domestic violence, substance abuse and gangs. Serving a predominantly low-income student population, the school recognizes how these and other issues related to family income and the stigma of poverty may impact students' self-esteem and their perception of what they can achieve academically.

When teachers make judgments about students based on their socioeconomic levels, they are hindering students from having an equal opportunity for academic achievement. Thus, LAAAE ensures that its faculty and staff are trained to be sensitive to not single out students as members of this subgroup, but rather view students as individuals. Accordingly, the school identifies needs and monitors socioeconomic students using the same criteria for all other subgroups/students. Teachers, counselors and administrative staff work cooperatively in identifying any social, emotional, economic or academic needs of students and monitor their progress through data and

assessment systems already in place at the school (as described in Element 2 and 3 herein). Through the RtI process, struggling students are identified, monitored, and appropriate support is provided. The Assistant Principal progress monitors students by compiling weekly reports in the areas of academics, behavior, attendance, and social-emotional needs.

LAAAE's educational program is designed to meet the unique needs of socio-economically disadvantaged students by:

- Providing a small and safe learning environment where every student can receive individualized attention and support (e.g. teachers and staff know students by name, foster relationships, and offer support beyond the traditional school day);
- Enforcing a culture of high expectations for all, where every student is encouraged to take the most rigorous course they can, while struggling students are supported through interventions and tutoring initiatives;
- Relating content to students' prior knowledge and real world experiences, which has been proven to improve achievement for socioeconomically disadvantaged students;
- Using the arts and enterprise courses as a method of engaging students interest beyond the traditional classroom experience (see previous research provided in Arts Integration section);
- Providing support that students may not receive at home (e.g. tutoring, homework help and access to computer labs before and after school)
- Providing one to one college preparation support (counselors meet with every student to map out college plans);
- Providing peer group counseling service and clinical support through onsite school counselors with parent consultation and authorization;
- Facilitating fee waivers for college entrance exams;
- Funding and providing college tours of local universities;
- Ensuring that students' basic needs are met so that they can be academically successful (e.g. providing additional meals such as breakfast, lunch, afterschool snack, supper);
- Providing a free school and physical education uniforms for every student;
- Partnering with community organization to provide onsite and offsite services to students and families.

LAAAE also believes it is critical to provide families with additional resources regarding the United States secondary and college educational system. To do this, LAAAE partners with the Parent Institute for Quality Education (PIQE) to provide a free 9-week course to parents each school year. The PIQE course teaches parents how to become advocates for their student's education. Course topics include high school graduation requirements and college entrance requirements, financial aid, school governance structure, parent's rights, A-G requirements, Smarter Balanced (11th grade), and admission tests such as SAT and ACT.



### **Students with Disabilities**

LAAAE currently participates in LAUSD SELPA Option 2. For the 2020-21 school year, LAAAE plans to submit an application for LAUSD SELPA Option 3. If it does not qualify under this option, it will remain under LAUSD SELPA Option 2 and will execute the applicable memorandum of understanding.

### **Homeless and Foster Youth**

Supports enumerated throughout this section for other youth will also be provided to homeless and foster youth upon identification. LAAAE will provide a questionnaire to enrolling students to identify foster and homeless youth to facilitate early identification and services. The governing board regularly reviews the Homeless Student and Foster Youth Policy to ensure resources, such as counseling, instructional materials, a supportive classroom environment are adequately allocated to homeless students and foster youth. The Director of Student Services will monitor student progress, and coordinate necessary resources, including tutoring, academic enrichment program, credit recovery programs, and academic counseling to ensure early intervention, academic counseling and supports; information and data sharing; and coordination of social-emotional supports.

### **Students in Other Subgroups**

Subgroups have been addressed in previous sections of this element. LAAAE's current subgroups are Latino students, socioeconomically disadvantaged students, English learners, and students with disabilities. Should other subgroups materialize over the term of the charter, LAAAE will appropriately respond.

Early College and Middle College High Schools attendance requirements are not applicable.

## **ELEMENT 2: MEASURABLE PUPIL OUTCOMES**

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

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

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

#### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

#### **STANDARDIZED TESTING**

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

#### **Measurable Goals of the Education Program**

“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 school wide and for all groups of pupils served by LAAAE. 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 LAAAE.

Student outcomes are measured according to applicable adopted state performance standards, LAAAE's definition of an educated person in the 21st century, and LAAAE's mission, as described in Element 1. Students will demonstrate progress toward meeting and exceeding these learning goals through their performances on a variety of assessments which are detailed in the charts located within Element 2 & 3. LAAAE's achievement will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics, as well as statewide as the accountability framework statewide continues to evolve. Accordingly, LAAAE will adhere to State testing requirements, including provisions of AB 484/2012, and any revisions of Education Code that are applicable to charter schools.

### Statewide Standardized Assessments

While LAAAE's educational program does not focus on standardized testing, LAAAE's students will take applicable statewide standardized tests, as comprised within the California Assessment of Student Performance and Progress (CAASPP) administration (including the Smarter Balanced Assessment Consortium (SBAC) for English Language Arts and Mathematics, the California Alternative Assessment (CAA) as applicable, and the California Science Test (CAST)); the English Language Proficiency Assessments for California (ELPAC); and Physical Fitness Testing (PFT), and any other statewide assessment required in the future that is not yet in operation. LAAAE will also incorporate related available instruments and encourage students to take external standardized assessments. The above include:

- ELPAC - Given to EL students every October for the annual assessment and within 20 days upon arrival for a first time U.S.A. EL student )
- CAASPP SBAC (annually in the Spring)
- EAP - Early Assessment Placement embedded in the 11th grade English language development State testing
- Fitnessgram (Grades 7 and 9)
- SBAC Interim Comprehensive Assessments (throughout school year)
- SBAC Interim Block Assessments (throughout school year)
- SAT (grades 11 and 12 given every once a month)
- ACT (grades 11 and 12 once a month)
- PSAT (grades 10 and 11 in October)

	Assessment	Purpose	Grades Tested	Schedule	Expected Outcomes
Statewide Assessments	California Assessment of Student Performance and Progress (CAASPP)- Smarter Balanced Assessment Consortium (SBAC) –English Language Arts	Measure proficiency in English Language Arts/Literacy. <del>English Language Arts/Literacy</del>	Grades 6-8, 11	Annually	See LCFF Charts Below (Goal 2)

	California Assessment of Student Performance and Progress (CAASPP)-Smarter Balanced Assessment Consortium (SBAC) – <i>Mathematics</i>	<del>Measure</del> proficiency in <i>Mathematics</i> in <del>California State Standards</del> <i>California State Standards</i>	Grades 6-8, 11	Annually	See LCFF Charts Below (Goal 2)
	California Assessment of Student Performance and Progress (CAASPP)-California Science Test (CAST)	<del>Measure</del> proficiency in <i>Science</i> in <del>California State Standards</del> <i>California State Standards</i>	<del>Grades</del>	Annually	See LCFF Charts Below (Goal 2)
		Measure percentage of students in the Healthy Fitness Zone (HFZ). <i>Physical Education Model Content Standards</i>	<del>Grades</del> 7	Annually	See LCFF Charts Below (Goal 2)
	English Language Proficiency Assessment for California (ELPAC)	Measure Progress toward English Language Proficiency. <del>English Language Proficiency</del>	All Grades	Initial and Annual	See LCFF Charts Below (Goal 2)
		Measure academic outcomes for students with significant cognitive abilities in English Language Arts, Mathematics, and Science. <i>Core Content Connectors (linked to the California Common Core State Standards)</i>	<del>Grades</del>	Annually	Students will achieve increasingly higher academic outcomes.

### Measurable Pupil Outcomes: Summative and Formative Assessment Performance Targets

Measurable student outcomes will correlate to Common Core and California Content standards, as measured by statewide, standardized assessments, and teacher developed instruments. Formative assessments will take the form of in-class work (such as investigations) and homework assignments. Summative assessments will take the form of unit quizzes and tests. These assessments are standard throughout the educational program and are not described in the charts below.

Formative and summative standards-aligned assessments will also provide data for faculty, students, and parents to review as a measurement of student progress. As established throughout Element 2 and 3, and throughout Element 1, LAAAE will utilize diverse assessments that are aligned with the curriculum and instructional program. LAAAE will pursue schoolwide and student subgroup outcomes to ensure the implementation of the eight state priorities set forth in California Education Code §52060(d). For the purposes of measuring achievement, by student subgroup, a

numerically significant student subgroup is defined as one that meets the criteria set forth in EC §52052(a) and students will include ethnic subgroups, socioeconomically disadvantaged students, English Learners, and students with disabilities of at least 30 in number, and will include homeless youth and foster youth in at least 15 in number. Faculty will use the data to guide instruction and improve student learning.

Students are expected to demonstrate adequate progress. Students not demonstrating adequate progress on standardized assessments will be provided interventions.

School-Based Assessments in courses will include:

- Standards-based assessments
- Weekly teacher-generated quizzes
- Teacher-generated and textbook-adopted assessments
- Quarterly and semester exams
- Portfolios and presentations (as needed)
- Class participation/presentations and rubrics
- Quarterly projects /investigations
- Teacher made performance-based assessments
- UDL Design Framework\*

\*Universal Design for Learning supports teachers' efforts to meet the challenge of diversity by providing flexible assessment strategies that help teachers differentiate instruction to meet varied needs, especially for students with disabilities and English learners. It does this by providing options for Instruction (Presenting information and content in different ways) and Assessment (Differentiating the ways that students can express what they know) standards-based assessments are embedded in the curriculum used in the instruction of English language arts and mathematics. This curriculum, aligned to Common Core State Standards, additionally provides class and individual diagnostics of student performance. Collectively, these tools allow teachers to assess students based on individual Common Core standards.

Student achievement in developing conceptual thinking, problem-solving skills, and content mastery is assessed using multiple measures. As a program focused on exposing to careers in arts and enterprise, LAAAE also uses formative assessments, which vary from teacher to teacher, when assessing student performance and progress (e.g. career portfolios, performance-based tasks, exhibitions and presentations, peer and self-assessments, audio/visual presentations, journals, research projects, reviews/case studies). These will also help determine whether students are meeting the expectations set forth by the school's mission and vision.

### **Other Standards-Aligned Assessments, Benchmarks**

LAAAE will use standards-aligned benchmark diagnostic assessments at all grade levels. Faculty and staff will utilize test results to determine students' academic needs, and will create learning plans to address these needs in order to reach instructional goals. The additional assessments currently used to measure student growth include: i-

Ready and unit assessments. LAAAE recognizes during the term of the Charter, the Board of Directors, Principal, and faculty may determine an alternate to better support student academic growth, and accordingly reserves the ability to make substitutions. The chart below identifies how LAAAE will monitor and measure student progress toward mastery of state standards and other goals identified therein.

Core Subject	Frequency of Assessment	English language arts/California English language development	Math	Science	
Grades 6-12	<i>Formative - Q1, Q2, Q3</i>	<i>SBAC Interim</i>			
	<i>Summative</i>	<i>SBAC - English language arts i-Ready</i>	<i>SBA C – Math i-Ready</i>	<i>CAST</i>	

*\*Assessment Tools subject to change based on recommendations and annual review conducted by Board, Principal, and Faculty.*

### Performance Targets Aligned to the State Priorities and Other Performance Targets

The charts below demonstrate the manner in which LAAAE intends to align annual performance goals to the state priorities. As the State revises standardized assessment tools (e.g., SBAC, ELPAC, and CAST) and new school accountability performance measures (e.g., the California Dashboard), LAAAE will update its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined in Education Code § 47607. Actions intended to ensure that LAAAE meets these goals and targets are also detailed throughout this charter petition.

LCFF STATE PRIORITIES	
GOAL #1 - BASIC SERVICES, IMPLEMENTATION OF STATE STANDARDS	
Provide all students with access to credentialed teachers, instructional materials that align with state standards, and safe facilities.	Related State Priorities: x 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 x 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
Access to credentialed teachers:	



- Hire and retain qualified teachers, screen for a valid credential as outlined by the California Commission on Teacher Credentialing, as well as subject matter and or English learner authorization, and special education authorization as required by law. (Principal/Faculty)
- Annual review of the master schedule to ensure teachers are appropriately assigned.
- Annual reviews and reports of credential status to track upcoming expirations, and notify faculty to renew in a timely manner. Submission of School Accountability Report Card annually. (Principal/Faculty)

**Access to standards-aligned curriculum - every student will have access to standards-aligned instructional materials, including English Learners, to master the California Core State Standards (CA CCSS). EC §17002(d).**

- Annual budget development and inventory review process will ensure adequate funding for instructional materials that are aligned with California Common Core State Standards. Administer formative and summative assessments in English language arts/literacy, math, science, and social science and analyze data by subgroup. Review will analyze results of internal assessments, benchmark data, and statewide data (such as i-Ready, ELPAC, CAASPP) by student subgroup to inform purchase decisions. Obtain technology necessary to administer CAASPP and other assessments. (Board/Principal/Faculty)
- Conduct ongoing review of standards-based curriculum, and academic achievement data (utilizing formative and summative assessments, internal benchmark data, and statewide test results) to improve and refine comprehensive and consistent delivery of high quality standards-based program for all students. (Principal/Faculty)
- Professional development will be designed to support teachers with the implementation of the California Common Core State Standards, to enhance teacher strategies to provide greater access to the content and improve student outcomes in core subjects. (Principal)
- Refine the teacher evaluation system. (Principal)

Stakeholder Reporting: Provide information annually on the progress of meeting this standard to the Board of Directors and stakeholders at a regularly scheduled LAAAE board meeting, with number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home. Additionally, report on the progress in implementing the state academic standards adopted by the State Board, for the California Dashboard and pursuant to EC § 60119. (Principal/Faculty) (Principal/Board/Stakeholders)

- Ongoing review of English learners, students with disabilities, gifted and talented, homeless, foster youth, and socioeconomically disadvantaged student programs, policies, and services, including student group performance data via internal and statewide assessments, to identify and obtain instructional materials needed to support all students. (Principal/Faculty)
- Services for Student Subgroups: English learners will have access to the English language development program, and supplemental materials necessary to provide English learners with access to core instruction. Individualized intervention strategies, including push-in and or pull-out services, will be provided, as needed to meet student needs. (Principal/Faculty)
- Each student with an individualized education plan (IEP) will have access to instructional materials necessary to participate fully in the education program, as set forth by the student's IEP. (Principal/Faculty)
- Teachers will receive training and professional development specifically directed at the implementation of curriculum that meets the needs of special populations. Teachers will also receive ongoing professional development on SDAIE, GLAD, and other teaching strategies to ensure English learners access content, and will also be trained in strategies addressing the needs of students with disabilities, homeless and foster youth students, gifted and talented students, and socioeconomically disadvantaged students. (Principal/Faculty).

-Teacher Professional Development Process will continue to include a teacher evaluation process, utilizing an evaluation rubric such as The College Ready Promise Framework for Effective Teaching to meet the specific needs of all students, especially students in special populations. (Principal)

**Access to safe facilities - School facilities will be kept in good repair. EC §60119.**

-Annual planning with adequate budget allocation for facilities maintenance. Personnel will be hired to ensure the facility is cleaned daily and maintained in good repair, in accordance with EC §02(d)(1)(A)-(S). (Principal)

-Regular system of facilities inspections will occur to screen for safety compliance, as needed, including: daily general cleaning by custodial staff, with logs and regular spot checks, and facility maintenance referral request reviews. Facilities and maintenance requests will be corrected in a timely manner, if urgent, corrected immediately. (Principal)

-Comply with requirements to maintain a valid Certificate of Occupancy. (Principal)

**Expected Annual Measurable Outcomes**

**Outcome #1**

Students will be taught by teachers who are properly assigned, who have a valid credential, and who hold English learner authorization and education specialist, as may be necessary for compliance with the Williams settlement requirements and other applicable laws.

**Metric/Method for Measuring**

Ongoing, regular internal compliance checks for percentage of teachers appropriately credentialed and appropriately assigned. Documentation of required credential (per CCTC) maintained on file for each teacher. Annual review of teacher qualifications, percentage of teachers appropriately assigned and credentialed, as defined by CCTC, as reported to the Board of Directors, the School Accountability Report Card (SARC), and LCFF Local Indicator #1 (CA Dashboard).

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Results from 2020 SARC and CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	Results from 2020 SARC and CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"

					“Met”	
Foster Youth	*	*	*	*	*	*
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

### Expected Annual Measurable Outcomes

#### **Outcome #2**

Every student will have access to standards-aligned instructional materials, including English Learners, to master the California Common Core State Standards (CA CCSS) appropriate to their respective coursework, and teachers will continue to be trained in California Common Core State Standards implementation.

#### **Metric/Method for Measuring**

- Completion of the self-reflection tool for (LCFF Priority #1, California Dashboard).
- Annual completion of textbook and instructional materials section of the School Accountability Report Card (SARC).
- Percentage of teachers that receive professional development and complete the teacher evaluation cycle, utilizing an instrument such as The College Ready Promise Framework for Effective Teaching.
- Annual and ongoing Board of Directors’ review of instructional materials purchases at a publicly noticed meeting.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and All student subgroups)	Access to standards-aligned curricula & materials: 100%	Access to standards-aligned curricula & materials: 100%	Access to standards-aligned curricula & materials: 100%	Access to standards-aligned curricula & materials: 100%	Access to standards-aligned curricula & materials: 100%	Access to standards-aligned curricula & materials: 100%
	Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100%	Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100%	Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100%	Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100%	Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100%	Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100%
		CA Dashboard Local Indicator	CA Dashboard Local Indicator		CA Dashboard Local Indicator	CA Dashboard Local Indicator

	CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually.	#1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	#1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	#1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	#1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	Access to standards-aligned curricula & materials: 100%  Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100%  CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually.	Access to standards-aligned curricula & materials: 100%  Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100%  CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	Access to standards-aligned curricula & materials: 100%  Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100%  CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	Access to standards-aligned curricula & materials: 100%  Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100%  CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	Access to standards-aligned curricula & materials: 100%  Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100%  CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	Access to standards-aligned curricula & materials: 100%  Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100%  CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually
Foster Youth African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

*\*These subgroups are not numerically significant at this time.*

### Expected Annual Measurable Outcomes

#### **Outcome #3**

School facilities will be cleaned daily, inspected as required by law, and maintained in good repair to ensure health and safety.

#### **Metric/Method for Measuring**

- Facilities Inspection Tool (FIT)
- Facilities Inspection Williams Compliance Checklist (Self-Certified)
- Facilities Request Forms Data Review
- Anonymous Annual Climate Survey & Report to Board
- California Dashboard - Local Indicator #1
- California Dashboard - School Climate Data
- School Accountability Report Card (SARC)

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and All student subgroups)	FIT - "good" or better  Dashboard Local Indicator #1 "Met"  >70% positive answers on school climate survey	FIT - "good" or better  Dashboard Local Indicator #1 "Met"  >70% positive answers on school climate survey	FIT - "good" or better  Dashboard Local Indicator #1 "Met"  >70% positive answers on school climate survey	FIT - "good" or better  Dashboard Local Indicator #1 "Met"  >70% positive answers on school climate survey	FIT - "good" or better  Dashboard Local Indicator #1 "Met"  >70% positive answers on school climate survey	FIT - "good" or better  Dashboard Local Indicator #1 "Met"  >70% positive answers on school climate survey
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	FIT - "good" or better  Dashboard Local Indicator #1 "Met"	FIT - "good" or better  Dashboard Local Indicator #1 "Met"	FIT - "good" or better  Dashboard Local Indicator #1 "Met"	FIT - "good" or better  Dashboard Local Indicator #1 "Met"	FIT - "good" or better  Dashboard Local Indicator #1 "Met"	FIT - "good" or better  Dashboard Local Indicator #1 "Met"
Foster Youth African American Students American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students						
Filipino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

*\*These subgroups are not numerically significant at this time.*

LCFF STATE PRIORITIES	
GOAL #2 - STUDENT ACHIEVEMENT, BROAD COURSE OF STUDY, COLLEGE AND CAREER READINESS	
<p>All students will demonstrate adequate academic growth and proficiency in core subjects and college and career readiness, and English Learners will gain content knowledge and demonstrate adequate progress towards English language acquisition.</p>	<p>Related State Priorities:</p> <p>X 1 <input type="checkbox"/></p> <p>4 x 7</p> <p>X 2 X</p> <p>5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 X 6</p>
	<p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p><b>Schoolwide</b></p> <p><b>Schoolwide Assessments &amp; Data Analysis</b></p> <p>-Administer formative and summative assessments in English Language Arts, Mathematics, Science, and History-Social Science. Analyze data schoolwide and by subgroup. (Principal/Faculty)</p> <p>-Ongoing use of internal standards-aligned benchmark diagnostic assessment results to review student needs, create learning plans that address the needs to reach instructional goals in core subject areas. (Principal/Faculty)</p> <p><b>Instructional Practices and Interventions</b></p> <p>-Pacing plans (incorporating California Common Core State Standards for English language arts and Math; California English language development; California Next Generation Science Standards; and State Content standards). (Faculty)</p> <p>-The master schedule will include English language development, reading intervention, and other coursework to promote English language proficiency for all students, to ensure students achieve proficiency in core academic content. (Principal)</p> <p>-Devise a pullout and push in schedule to support students not proficient in English or otherwise struggling. (Principal)</p> <p><b>Professional Development (PD)</b></p> <p>-Ongoing professional development on standards-based instruction (including California Common Core State Standards, California English language development, Next Generation</p>	



Science Standards, and CA History-Social Studies Framework) for teachers, with an emphasis on how to make content accessible to English learners and other struggling learners. (Principal)  
 -Administrative staff will conduct walkthroughs, evaluations using College Ready Promise Framework for Effective Teaching (or similar rubric), and will set professional goals with teachers. (Principal/Leadership Team)

### **Stakeholder Reporting**

-Statewide test results and other results shared as available within the calendar cycle with stakeholders, including students, teachers, parents, and Board of Directors. (Principal)  
 -Report progress in implementation of standards adopted by the State Board to the LAAAE Board of Directors and stakeholders at regularly scheduled board meeting, using template from CA Dashboard. Principal/Board/Stakeholders)

### **Student Achievement – Statewide Assessments**

-Implement a benchmark system (using assessments such as, SBAC Interims, i-Ready, relative to grade level) to conduct regular benchmarking (2-4 times per year, depending on assessment). (Principal)  
 -Provide educational support through a variety of support personnel. (Principal)  
 -Provide technology and other resources to implement data-driven instruction and differentiation based on individual student need through continuous progress monitoring of student data. (Principal)  
 -Ensure incentives are in place to achieve participation in statewide testing of 95% or more. (Principal)  
 -Engage parents, share testing outcomes, present data at schoolwide meetings, host parent workshops.  
 -Provide regular reports to the Board of Directors on internal standards-aligned diagnostic assessments and statewide assessments. (Principal)  
 -Annual administration of the FITNESSGRAM® (or other assessment) will yield data to be used as follows: (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children’s fitness levels. (Principal/Faculty)  
 -Science teachers will continue to receive professional development on California Next Generation Science Standards. (Principal)  
 -Students will receive science instruction aligned with the California Next Generation Science Standards. (Principal)  
 -Use formative and summative assessments to measure students’ grade level skills and content knowledge in life, earth and space, and physical science, using the California Next Generation Science Standards (California Next Generation Science Standards). (Principal)  
 -Teachers will participate in a variety of team meetings to analyze benchmark assessments, California English language development folders, RtI2 meetings, individualized education plan (IEP) meetings, and other meetings as necessary to meet the needs of individual students. (Principal)  
 -Internal California Next Generation Science Standards-aligned science benchmarks will demonstrate student growth sufficient to meet or exceed student performance at local district schools. (Principal)

### **English Learners Assessment**

- Continued adherence to systematic collection of the home language survey and implementation of the English learner diagnostic. (Principal/Faculty)
- Administer ELPAC annually to all English learners, analyze data, and design a master schedule that supports intervention. (Principal/Faculty)
- Reclassified Fluent English Proficient (RFEP) students will be monitored in accordance with state and federal requirements, and interventions will be provided, as needed. (Principal/Faculty)
- In addition to the curriculum and standards-aligned texts, English Learners and other struggling readers will be provided with reading intervention to help students achieve improved improvement in literacy skills and advance their reading ability to grade level proficiency. (Principal/Faculty)

### **Instruction**

- Teachers will receive professional development and instructional materials for the implementation of California Common Core State Standards and California English language development standards, and will receive training and utilize strategies (such as SDAIE, GLAD) to support the needs of English Learners. (Principal/Faculty)
- Teachers will utilize assessment data to inform teaching and engage students in evidence-based intervention for English Learners (including a focus on newcomers, and LTELs), and RFEP students, and low-performing students. (Faculty)
- EL students will receive additional instructional support to ensure they are able to access grade-level academic content through the implementation of California Common Core State Standards and California English language development standards. (Faculty)
- Long-term English Learners (LTELs) will be tracked and monitored, per Every Student Succeeds Act (ESSA) and state guidelines, and provided intervention to achieve English proficiency. (Principal/Faculty)

### **Stakeholder Involvement**

- English Learner Advisory Committee (ELAC) will review the progress of English learners and make recommendations for program improvements, and student interventions. (Faculty)
- Statewide test results and student grades shared as available within the calendar cycle with stakeholders, including students, teachers, parents, and Board of Directors. (Principal/Faculty)
- Report progress in CA implementation of standards adopted by the State Board to the Board of Directors and stakeholders at regularly scheduled board meeting, using template from CA Dashboard. (Board/Principal/Stakeholders)

### **EL Reclassification**

- Provide systematic English language development (ELD) Instruction to English learners who require ongoing language support to provide access to California Common Core State Standards and other content areas. (Principal/Faculty)
- Teachers will continuously monitor the academic achievement and progress of EL students and make necessary interventions. (Principal/Faculty)
- Teachers will have necessary curricular materials to serve English learners.(Principal/Faculty)
- Teachers will receive professional development on strategies to support instruction for English learners.(Principal/Faculty)
- Re-designated Fluent English Proficient (RFEP) students will continue to be monitored, and

supported, pursuant to State and Federal guidelines. (Principal/Faculty)

-Growth targets will be set schoolwide to increase the percentage of students making annual progress toward English proficiency. (Principal/Faculty)

### **EL Adequate Progress Rate**

-Implement the English Learner Master Plan. (Principal/Faculty)

-Teachers will receive professional development on a variety of strategies (SDAIE, GLAD, and Thinking Maps) to implement standards-aligned instruction with English learners, and ensure that California English language development standards are implemented. (Principal/Faculty)

-Teachers will continuously monitor the academic achievement and progress of English learners, and provide differentiated instruction, evidence-based interventions and activities to meet individual literacy development needs of English learners. (Principal/Faculty)

-Provide designated and integrated English learner instruction to English learner students. (Principal/Faculty)

-Growth targets will be set schoolwide annually to increase the percentage of students making annual progress toward English proficiency. (Principal/Faculty)

### **Special Populations - English learners, socioeconomically disadvantaged students, students with disabilities, gifted and talented education students, homeless and foster youth**

#### **Assessment**

-Administer standards-based benchmarks to measure growth and proficiency on state-adopted standardized assessment (by subgroup). (Principal)

-Annually set schoolwide baseline and benchmark performance targets to achieve student performance levels that meet or exceed the local district schools, monitor student progress. (Principal)

#### **Instruction**

-Teachers will receive professional development (PD) specific to the implementing standards-aligned instruction, and strategies for addressing the needs of socioeconomically disadvantaged students, students with disabilities, gifted students, and other minority learners. (Principal/Faculty)

-100% of pacing guides and lessons plans will utilize student data and address low-achieving students.

(Faculty)

#### **Homeless and Foster Youth Students**

-Implement policy and data infrastructure necessary to identify and support Homeless and Foster Youth students. (Principal)

-Annual review of Homeless Student and Foster Youth Policy ensures adequate resources (counseling, instructional materials, for example) are allocated to Homeless Students and Foster Youth, as required by law, necessary to support educational success. (Board of Directors/Principal)

- Foster youth and homeless student liaison will monitor student progress, and coordinate necessary resources, including tutoring, academic enrichment program, credit recovery programs, and academic counseling to ensure early intervention, academic counseling and supports; information and data sharing; and coordination of social-emotional supports. (Homeless Liaison)

**Gifted and Talented Education (GATE) Students**

-Ensure staff is well-trained on identification of newly enrolled gifted students, or referral for assessment based on CAASPP data, report card grades, and or teacher referral.

(Principal/Faculty)

-Teachers will use strategies such as using different text levels in independent reading and guided reading instruction, appropriate and flexible grouping, and challenge problems for early finishers.

(Principal/Faculty)

**Expected Annual Measurable Outcomes****Outcome #1**

English Learner (EL) Students will have full access to the English language development program and materials and supplemental materials necessary to gain academic content knowledge and attain English language proficiency.

**Metric/Method for Measuring**

California Dashboard Indicator #2 score - 3 or better.

ELPAC, CAASPP, English Language Proficiency Indicator (ELPI), and other Standardized Assessment and Growth metrics will indicate progress toward English Language Proficiency, reclassification, and LTEL rates that demonstrate adequate increased proficiency.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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English Learners, <i>including Long Term English Learners (LTELs) and Newcomers.</i>	ELPAC and Dashboard results from 2019-20	Demonstrate growth in ELs who advance one or more level per year on ELPAC.	Demonstrate growth in ELs who advance one or more level per year on ELPAC.	Demonstrate growth in ELs who advance one or more level per year on ELPAC.	Demonstrate growth in ELs who advance one or more level per year on ELPAC.	Demonstrate growth in ELs who advance one or more level per year on ELPAC.
	English Learner Progress Indicator performance (ELPI) results from 2019-20	Demonstrate sufficient performance on ELPI.	Demonstrate sufficient performance on ELPI.	Demonstrate sufficient performance on ELPI.	Demonstrate sufficient performance on ELPI.	Demonstrate sufficient performance on ELPI.
	Reclassification Rate results from 2019-20	Demonstrate growth/year to meet or exceed % of students who demonstrate similar growth at the local or state level on CAASPP, ELPAC.	Demonstrate growth/year to meet or exceed % of students who demonstrate similar growth at the local or state level on CAASPP, ELPAC.	Demonstrate growth/year to meet or exceed % of students who demonstrate similar growth at the local or state level on CAASPP, ELPAC.	Demonstrate growth/year to meet or exceed % of students who demonstrate similar growth at the local or state level on CAASPP, ELPAC.	Demonstrate growth/year to meet or exceed % of students who demonstrate similar growth at the local or state level on CAASPP, ELPAC.

### **Expected Annual Measurable Outcomes**

#### **Outcome #2**

English language arts, mathematics, and science proficiency - The percentage of students, *including applicable student groups*, scoring proficient or advanced in English language arts and mathematics on the CAASPP statewide assessments, and science on the CAST, will meet or exceed proficiency rate of state or similar local district schools, or will demonstrate sufficient growth toward proficiency.

#### **Metric/Method for Measuring**

-Percentage of students participating in CAASPP SBAC English language development and Math and CA Science Test (CAST) and results

-Students scores on benchmark interim assessments (such as i-Ready).

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Participation in CAASPP - SBAC	Greater than 95%	Greater than 95%	Greater than 95%	Greater than 95%	Greater than 95%

	English language arts and Math; CAST, and i-Ready (or similar benchmark assessment)	participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment)	participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment)	participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment)	participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment)	participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment)
	CAASPP - SBAC Performance on English language arts and Math (Grades 6-8) and 11 - 2019/20 Results	Meet or exceed the proficiency rate of similar local schools or statewide and by a majority of student group on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment)	Meet or exceed the proficiency rate of similar local schools or statewide and by a majority of student group on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment)	Meet or exceed the proficiency rate of similar local schools or statewide and by a majority of student group on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment)	Meet or exceed the proficiency rate of similar local schools or statewide and by a majority of student group on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment)	Meet or exceed the proficiency rate of similar local schools or statewide and by a majority of student group on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment)
	California Science Test (CAST) (Grades 8, and HS) - 2019/20 Results					
	i-Ready (or similar benchmark diagnostic assessment) for all grades (2019/20 Results)					
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	Participation in rate in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment)	Greater than 95% participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment)	Greater than 95% participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment)	Greater than 95% participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment)	Greater than 95% participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment)	Greater than 95% participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment)
	CAASPP - SBAC Performance on English language arts and Math (Grades 6-8) and 11 - 2019/20 Results	Meet or exceed the proficiency	Meet or exceed the proficiency	Meet or exceed the proficiency	Meet or exceed the proficiency	Meet or exceed the proficiency



	California Science Test (CAST) (Grades 8, and HS) - 2019/20 Results	rate of similar local schools or statewide on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment) , or demonstrate adequate growth toward meeting and/or exceeding proficiency by 2% per annum.	rate of similar local schools or statewide on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment) , or demonstrate adequate growth toward meeting and/or exceeding proficiency by 2% per annum.	rate of similar local schools or statewide on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment) , or demonstrate adequate growth toward meeting and/or exceeding proficiency by 2% per annum.	rate of similar local schools or statewide on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment) , or demonstrate adequate growth toward meeting and/or exceeding proficiency by 2% per annum.	rate of similar local schools or statewide on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment) , or demonstrate adequate growth toward meeting and/or exceeding proficiency by 2% per annum.
Foster Youth African American Students American Indian/Alaska Native Students Asian Students Filipino Students Native Hawaiian/Pacific Islander Students Students of Two or More Races White Students	*	*	*	*	*	*

*\*These student groups are not numerically statistically significant.*

### **Expected Annual Measurable Outcomes**

#### **Outcome #3**

*Annual administration of the FITNESSGRAM® demonstrating performance that meets or exceeds local District schools. Students will meet or exceed the percentage of students within the Healthy Fitness Zone at local District Schools.*

#### **Metric/Method for Measuring**

Students will be tested in aerobic capacity, body composition, abdominal strength, trunk extension, upper body strength and flexibility, as required by the FITNESSGRAM Performance Standards.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2019/20 FITNESSGRAM Results	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	2019/20 FITNESSGRAM Results	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools
Foster Youth African American Students American Indian/Alaska Native Students Asian Students Filipino Students Native Hawaiian/Pacific Islander Students Students of Two or More Races White Students	*	*	*	*	*	*

*\*Student groups listed are not statistically valid at this time.*

LCFF STATE PRIORITIES	
GOAL #3 - PARENT AND COMMUNITY ENGAGEMENT	
Build capacity to achieve a strong family and school partnership with the resources necessary to encourage effective communication, provide	Related State Priorities: x 1    x 4    x 7 x 2    X 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3    x 6

educational access and equity, and promote parent leadership, including all significant student groups.	Local Priorities:  <input type="checkbox"/> : <input type="checkbox"/> :
<b>Specific Annual Actions to Achieve Goal</b>	
<p><b><i>Build Capacity, Leadership</i></b></p> <p>-Provide professional development to faculty and staff on effective parental engagement practices. Host workshops and trainings for parents on student academics and school plans. (Principal/Faculty)</p> <p>-Establish and regularly review parent engagement policies and ensure equitable parent representation on committees (such as, School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Organization (PTO), as required. (Principal/Faculty)</p> <p>-Consult with parents on the school accountability plans (such as, Local Control and Accountability Plan (LCAP), Western Association of School and Colleges (WASC), Local Education Agency Plan (LEAP), and Single Plan for Student Achievement (SPSA).) (Principal/Faculty/Staff/Parents) (Principal/Faculty)</p> <p><b><i>Allocate Resources/Promote Participation</i></b></p> <p>-Establish a parent center on campus and designate faculty and staff to support parent involvement. (Principal)</p> <p>-Host frequent volunteer opportunities and schoolwide events, such as open house, back to school night, progress night, coffee with the principal, parent teacher organization meetings, parent volunteer opportunities, and schoolwide family nights to encourage parent engagement. (Principal/Staff/Parents)</p> <p><b><i>Ensure Access, Communication</i></b></p> <p>-Implement Annual Parent Survey. Present results to stakeholders. (Principal/Faculty)</p> <p>-Ensure that parents are informed of participation opportunities through a variety of methods, including newsletters, phone calls and orientation meetings. (Principal/Faculty)</p> <p>-Invest in Student Information System (SIS) that will allow parents to readily access student grades. (Principal/Faculty)</p> <p>-Ensure critical parent information is readily available in accessible formats and languages spoken by families. [EC §48985] (Principal/Faculty)</p> <p>-Design specific workshops/events to engage parent participation from specific student subgroups in accordance with English Learner Advisory Committee and School Site Council regulatory requirements (Principal/Faculty)</p>	
<b><u>Expected Annual Measurable Outcomes</u></b>	
<p><b>Outcome #1</b></p> <p>Annual report on parental involvement will show that LAAAE is meeting LCFF Local Indicator #3, as it relates to (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in school programs.</p> <p><b>Metric/Method for Measuring</b></p>	

-LAAAE will use resources such as the *Family Engagement Framework – A Tool for California School Districts*, California Department of Education, as set forth by the California Department of Education, and *Partners in Education – A Dual Capacity-Building Framework for Family-School Partnerships*, as set forth by the United States Department of Education, to inform the development of parent involvement.

- Dashboard Local Indicator #3
- Parental Participation in programs for unduplicated pupils and other student groups
- Minimum of two parent events per year
- Anonymous Annual Climate survey

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and All student subgroups)	2019 Dashboard Indicator #3 “Met”  2019/20 annual school climate survey results positive answers  Parent feedback and participation 2019/20  2019/20 PTO, ELAC and SSC meeting participation	Dashboard Indicator #3 “Met”  Annual school climate survey results 75% positive answers  Parent feedback and participation in 2 or more meetings per year  PTO, ELAC and SSC will have regular parent participation, with actively recruit and engage parents of student subgroups	Dashboard Indicator #3 “Met”  Annual school climate survey results 75% positive answers  Parent feedback and participation in 2 or more meetings per year  PTO, ELAC and SSC will have regular parent participation, with actively recruit and engage parents of student subgroups	Dashboard Indicator #3 “Met”  Annual school climate survey results 75% positive answers  Parent feedback and participation in 2 or more meetings per year  PTO, ELAC and SSC will have regular parent participation, with actively recruit and engage parents of student subgroups	Dashboard Indicator #3 “Met”  Annual school climate survey results 75% positive answers  Parent feedback and participation in 2 or more meetings per year  PTO, ELAC and SSC will have regular parent participation, with actively recruit and engage parents of student subgroups	Dashboard Indicator #3 “Met”  Annual school climate survey results 75% positive answers  Parent feedback and participation in 2 or more meetings per year  PTO, ELAC and SSC will have regular parent participation, with actively recruit and engage parents of student subgroups
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	2019 Dashboard Indicator #3 “Met”  Parent feedback and participation 2019/20  2019/20 PTO, ELAC	Dashboard Indicator #3 “Met”  Parent feedback and participation in 2 or more meetings per year  PTO, ELAC and SSC will have regular parent participation,	Dashboard Indicator #3 “Met”  Parent feedback and participation in 2 or more meetings per year  PTO, ELAC and SSC will have regular parent participation,	Dashboard Indicator #3 “Met”  Parent feedback and participation in 2 or more meetings per year  PTO, ELAC and SSC will have regular parent participation,	Dashboard Indicator #3 “Met”  Parent feedback and participation in 2 or more meetings per year  PTO, ELAC and SSC will have regular parent participation,	Dashboard Indicator #3 “Met”  Parent feedback and participation in 2 or more meetings per year  PTO, ELAC and SSC will have regular parent participation,

	and SSC Meeting Participation	with actively recruit and engage parents of student subgroups	with actively recruit and engage parents of student subgroups	with actively recruit and engage parents of student subgroups	with actively recruit and engage parents of student subgroups	with actively recruit and engage parents of student subgroups
Foster Youth African American Students American Indian/Alaska Native Students Asian Students Filipino Students Native Hawaiian/Pacific Islander Students Students of Two or More Races White Students	*	*	*	*	*	*

\*Subgroup not numerically significant at this time.

<b>LCFF STATE PRIORITIES</b>										
<b>GOAL #4 - SCHOOL CLIMATE, STUDENT ENGAGEMENT, AND COLLEGE &amp; CAREER READINESS</b>										
Students will be engaged and prepared for academic and social emotional success through the implementation of Multi-Tiered System of Supports (MTSS).	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Related State Priorities:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">x 4</td> <td style="text-align: center;">x 7</td> </tr> <tr> <td style="text-align: center;">X 2</td> <td style="text-align: center;">x 5</td> <td style="text-align: center;">x 8</td> </tr> <tr> <td style="text-align: center;">□ 3</td> <td style="text-align: center;">x 6</td> <td></td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p style="text-align: center; margin: 0;">Local Priorities:</p> <p>□:</p> <p>□:</p> </div>	1	x 4	x 7	X 2	x 5	x 8	□ 3	x 6	
1	x 4	x 7								
X 2	x 5	x 8								
□ 3	x 6									
<b>Specific Annual Actions to Achieve Goal</b>										
<p><b>School Attendance Rate</b></p> <p>-Establish schoolwide expectations and set norms with parents and students regarding the importance of student attendance. Include workshops that specifically address attendance. (Principal/Faculty)</p> <p>-Utilize data systems for attendance monitoring and early intervention through actions such as daily phone notifications, weekly written notifications to keep parents well-informed of any attendance concerns at regular times specified by attendance policy. (Principal/Faculty)</p> <p>-Refine PBIS strategies that specifically address attendance behaviors, as a means of prevention and intervention. Teachers will be provided professional development to identify students who may require targeted intervention services and strategies to become more engaged. (Principal/Faculty)</p> <p>-Foster a safe environment free of physical or psychological violence, bullying, and harassment to encourage attendance. (Principal/Faculty)</p> <p>-Provide additional intervention services to students and families, and parent workshops to serve the unique needs of English learners, socioeconomically disadvantaged students, foster youth, and homeless youth. (Principal/Faculty)</p> <p><b>Chronic Absenteeism Rate</b></p>										

- Establish schoolwide expectations and norms regarding attendance. (Principal/Faculty)
- Establish a Student Attendance Review Team (SART) that will review data regularly and address root causes of chronic absenteeism. (Principal/Faculty)
- Utilize data systems for attendance monitoring and early intervention to notify parents and students at intervals to keep parents well informed of attendance concerns. (Principal/Faculty)
- Utilize MTSS, including PBIS strategies to address attendance behaviors. (Principal/Faculty)
- Encourage students to access mental health counseling, academic intervention services, and other individualized support services. (Principal/SART)

### **Dropout Rate**

- Utilize data systems (such as, attendance and behavior monitoring) to identify opportunities for early intervention and to keep parents well-informed of students identified as high risk of dropping out. (Principal)
- Train leaders, teachers and staff to utilize MTSS and implement Positive Behavior Intervention Strategies (PBIS) strategies, Response to Instruction and Intervention (RtI<sup>2</sup>), Restorative Practices, Trauma- informed strategies, Bias Elimination, and Social Emotional Learning (SEL). (Principal)
- Provide training on re-engagement strategies for teachers to utilize with behavior referrals (Principal)
- Examine school data (for example, student group academic performance, attendance, course failure rates) among student groups to identify students at risk of dropping out. (Principal)

### **Graduation Rate**

- Provide opportunities for academic recognition, such as quarterly progress nights, and awards nights (Principal/Faculty)
- Credit Recovery – offer summer school (HS) and summer enrichment (MS) (Principal/Faculty)
- Ensure that UC/CSU courses are approved by UC Doorways. (Principal/Faculty)
- Submit additional courses for UC approval. Increase the UC/CSU acceptance rate. (Principal/Faculty)
- Devise a master schedule to provide pathways for students to succeed in honors and advanced courses. -Increase course offerings and enrollment in honors and advanced courses. (Principal/Faculty)
- Consult with students early and often regarding A-G requirements and develop individual plans for college readiness. (Principal/Faculty)
- Empower high school students by teaching them to perform their own individualized graduation plan. (Principal/Faculty)
- Through RtI<sup>2</sup> and tutoring, provide academic intervention and support to increase the percentage of students promoting to the next grade level in middle school or making adequate progress toward requirements for graduation. (Principal/Faculty)
- Provide access to credit recovery, and other academic support resources for struggling students. (Principal)
- Work closely and collaboratively with afterschool partners to coordinate effective tutoring services for struggling learners (Principal/Faculty)
- Conduct meetings for high achieving students, as well as failing students, to meet with board members. Survey student elective interests annually (Principal/Faculty)

### **Suspension & Expulsion Rates**



- Meet the individual needs of students, in lieu of an exclusionary disciplinary system, adhering to Implement a Multi-Tiered Systems of Support (MTSS) framework, including PBIS, restorative justice, and RtI2 to address behavioral and academic challenges. (Principal/Faculty)
- Track student discipline data, utilizing evidence- based alternatives to suspensions and expulsions. (Principal)
- Provide training and collaboration to ensure team-based implementation from leadership, faculty; data based decision making; and family and community collaboration. (Principal)
- Teachers will engage in regularly professional development that incorporates MTSS framework and strategies such as such as Response to Instruction and Intervention (RtI2), Restorative Practices, Trauma-informed strategies, Bias Elimination, Social Emotional Learning (SEL), and Positive Behavior and Intervention Support (PBIS) to meet individual student needs. (Principal/Faculty)
- Ensure policies are fair, provide for due process, support re-engagement with learning, and avoid practices that lead to disengagement with learning. (Principal)
- Provide training on re-engagement strategies for teachers to utilize with behavior referrals. (Principal)
- Examine school data (for example, student group academic performance, attendance, course failure rates) among student groups. (Principal)

### **Expected Annual Measurable Outcomes**

#### **Outcome #1**

Maintain or exceed dashboard performance in Chronic Absenteeism and achieve average daily attendance (ADA) of greater than or equal to 95% schoolwide and by numerically significant subgroups.

#### **Metric/Method for Measuring**

- Performance on the Statewide Indicators for Chronic Absenteeism
- Student Information System (SIS) - Monthly, Quarterly, and Annual Attendance Reports; weekly truancy Data reports; CalPADS data reporting

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and All student subgroups)	2019/20 Dashboard status - Chronic Absenteeism	Maintain ADA of 95% or greater.  Maintain Dashboard performance - meeting or	Maintain ADA of 95% or greater.  Maintain Dashboard performance - meeting or	Maintain ADA of 95% or greater.  Maintain Dashboard performance - meeting or	Maintain ADA of 95% or greater.  Maintain Dashboard performance - meeting or	Maintain ADA of 95% or greater.  Maintain Dashboard performance - meeting or

		exceeding state performance.	exceeding state performance	exceeding state performance	exceeding state performance	exceeding state performance
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	2019/20 Dashboard status - Chronic Absenteeism	Maintain ADA of 95% or greater.  Maintain Dashboard performance - meeting or exceeding state performance	Maintain ADA of 95% or greater.  Maintain Dashboard performance - meeting or exceeding state performance	Maintain ADA of 95% or greater.  Maintain Dashboard performance - meeting or exceeding state performance	Maintain ADA of 95% or greater.  Maintain Dashboard performance - meeting or exceeding state performance	Maintain ADA of 95% or greater.  Maintain Dashboard performance - meeting or exceeding state performance
Foster Youth African American Students American Indian/Alaska Native Students Asian Students Filipino Students Native Hawaiian/Pacific Islander Students Students of Two or More Races White Students	*	*	*	*	*	*

*\*These student groups are not numerically significant at this time.*

### **Expected Annual Measurable Outcomes**

#### **Outcome #2**

Maintain a dropout rate of less than that of the median for similar schools statewide or local schools with similar students, schoolwide and by numerically significant subgroups, and maintain graduation rate that meets or exceeds the median of similar or local schools including consideration for LAAAE's population and graduation requirements.

#### **Metric/Method for Measuring**

School Accountability Report Card (SARC); re-enrollment Documentation; CalPADS; School Climate Survey Data (CA Dashboard Local Indicator); Internal Professional Development Tracking Data



		choolwide and by numerically significant subgroups	choolwide and by numerically significant subgroups	choolwide and by numerically significant subgroups	choolwide and by numerically significant subgroups	choolwide and by numerically significant subgroups
	2019/20 Graduation Rate on CA Dashboard	Achieve a graduation rate that meets or exceeds similar or local schools graduation rate, or demonstrates adequate growth toward those rates	Achieve a graduation rate that meets or exceeds similar or local schools graduation rate, or demonstrates adequate growth toward those rates	Achieve a graduation rate that meets or exceeds similar or local schools graduation rate, or demonstrates adequate growth toward those rates	Achieve a graduation rate that meets or exceeds similar or local schools graduation rate, or demonstrates adequate growth toward those rates	Achieve a graduation rate that meets or exceeds similar or local schools graduation rate, or demonstrates adequate growth toward those rates
	2019/20 Percentage of Students Completing A- G or CTE programs of study	Achieve a rate the meets or exceeds local schools or demonstrates growth.	Achieve a rate the meets or exceeds local schools or demonstrates growth.	Achieve a rate the meets or exceeds local schools or demonstrates growth.	Achieve a rate the meets or exceeds local schools or demonstrates growth.	Achieve a rate the meets or exceeds local schools or demonstrates growth.
	2019/20 AP Passage Rate					
	2019/20 EAP Participation Rate					
	2019/2020 Broad Course of Study Rate					
Foster Youth	*	*	*	*	*	*
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

\*These student groups are not numerically significant at this time.



		local district schools	local district schools	local district schools	local district schools	local district schools
Foster Youth		*	*	*	*	*
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

*\*These student groups are not numerically significant at this time.*

### **Data Analysis and Reporting**

LAAAE uses a variety of processes to collect, disaggregate, and analyze data. Baseline data for initial student placement is collected upon student registration using reports from previous school records (as available and applicable) and standardized test scores, or other performance-based criterion examinations, report card grades, attendance records, and behavioral records.

At the beginning of each school year and at least semi-annually, the school administration will work collaboratively with faculty to generate meaningful reports on assessment data and identify areas of instructional weaknesses pinpointing thresholds of student progress. State standardized assessments will be used to determine mastery of content standards and make decisions regarding school-wide improvement; baseline data will be used for baseline and instructional purpose, program reporting, or as a measure for developing school improvement plans; i-Ready and other classroom based assessments will be used as screening and progress monitoring tools to differentiate instruction; interim assessments will be used for ongoing progress-monitoring of students. In addition to required and mandated assessments, teacher-made and text-adopted classroom assessments will further determine mastery of content standards for earning specific class credit requirements.

Data will be disaggregated and used by teachers to inform instruction on student knowledge and skills relative to Common Core State Standards and applicable state academic content standards as follows:

1. Data reports from the Dashboard, i-Ready, and other instruments will be disaggregated to inform decisions about adjustments to the educational program. Different members of the leadership team will lead different data reports either in silo or in collaboration with other staff. These reports will be made in concert with teachers to identify areas needing improvement while informing instruction to enhance curriculum delivery and teacher effectiveness. Academic updates, as they become available, are provided at every regularly scheduled Board of Directors' meeting for board review and consideration.

2. The school leadership team will meet regularly to: evaluate data and correlate to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students and their academic levels; identify professional development to enhance students' achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
3. Based on data analyses, school leadership and faculty will collaboratively develop an instructional focus calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Through the use of the calendars, student assessment data will drive-decisions for continuous improvement of the teaching and learning process. Teacher leaders and/or the school leadership team will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results.
4. Teachers will be trained and expected to use available data to determine the instructional focus lessons and differentiate instruction accordingly. Struggling students and students referred by teachers will be targeted for tutoring and other services as needed. Students at and above mastery level will be challenged through the use of additional hands-on investigations, projects and research assignments, or advanced coursework to reinforce the mastery of benchmarks.

### **Targeted Interventions**

Using real-time data from frequent assessment results, LAAAE will provide necessary individual, classroom and/or school-wide intervention programs which include: requiring students to attend specific targeted tutoring during and after school; providing for supplemental intervention programs and support within the respective reading and math classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services.

LAAAE will use data on an ongoing basis to inform instructional practices. Incorporating data will serve as a feedback system to guide teachers in lesson planning and individualizing instruction and to provide students with knowledge of their current levels of performance. These actions will enhance instructional interventions by closely monitoring activities and aligning results with effective instructional decision-making.

Teachers also meet regularly for RtI. Teachers routinely evaluate existing intervention strategies for students who are not meeting expectations academically and socially. These intervention strategies are updated throughout the year.

### **Sharing Data with Stakeholders**



LAAAE developed a process to ensure the data is being shared in a variety of ways, including but not limited to: staff professional development meetings, department meetings, individualized education plan (IEP) meetings, MTSS meetings, parent meetings, back to school nights, progress reports, and the use of the school's database PowerSchool. PowerSchool provides students and parents access to see notes from the teacher, student grades, and attendance. Progress reports are issued to the students and parents at the back to school progress report nights. Progress report night provides a forum wherein students and families are able to meet with teachers to discuss academic and behavioral concerns. Parents and students also receive copies of students state assessment results and in parent meetings. LAAAE also hosts parental workshops wherein parents are taught how to read the data.

Teachers complete a progress report, quarter grades, and have continuous contact with parents via letter, phone calls and emails or through parent-teacher conferences prior to the final grade reports each semester.

The comprehensive assessment program is used to inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening. Assessment serves as a feedback to guide teachers in lesson planning and individualizing instruction. Additionally, it guides students in understanding full mastery of each respective standard and keeps parents informed about student progress through specific learning objectives.

### **Specific English and Math Intervention Using Data**

Staff participates in a review of data including student standardized test scores to verify proficiency levels, grades and teacher recommendations to determine courses that best fits the needs of students. Students below proficiency levels in English and math are provided with additional supports to achieve mastery, which addresses the school's critical learner needs (WASC). These supports include taking additional remedial courses in reading and math, and having ongoing tutoring with their respective teachers and the after-school program. Additional intervention information is provided in Element 1.

### **Grading, Progress Reporting, and Promotion/Retention**

#### ***Grading Policy***

Students will have regular examinations, performances, projects, papers, and other assignments that may be graded using a conventional letter-grade system. Letter grades ranging from an A to an F may be given for all courses. The current grades include: A (90-100); B (80-89); C (70-79); and F (0-69). Missing work or prolonged absences may result in a grade of incomplete (I). Grades are maintained in PowerSchool or a comparable student information system. Teachers may determine the deadlines for submission of missing work, as well as, the consequences and final grades when students fail to complete missing work. Grade point averages may be weighted based on successful completion of advanced coursework. Middle school grades appear on middle school transcripts. High school grades and coursework completed for high school credit in the middle school appear on the high school transcript. Transferable coursework will

also be reflected on student transcripts. Grade point averages may reflect distinctions for plus and minus grades. A valedictorian and a salutatorian may be recognized at the high school graduation.

**Grade Point Averages (GPA) are calculated for any of the reasons listed below:**

- Eligibility for high school graduation;
- Class rank;
- Eligibility to participate in interscholastic or extracurricular activities, such as California Interscholastic Federation or National Honor Society;
- Awards and recognition programs;
- Eligibility for the honor roll and /or membership in honor societies; and/or
- College admissions and scholarship competitions.

**Type and Frequency of Progress Reporting**

Students must earn a minimum grade point average (GPA) of 2.0 to graduate from high school in the State of California. This is also the minimum requirement for participation in sports and activities. LAAAE believes in academic rigor and achievement of potential.

Official progress reports are distributed at parent conferences according to the following schedule:

- Quarter 1 Progress Report (around September)
- Quarter 2 Progress Report (around November)
- Quarter 3 Progress Report (around February)
- Quarter 4 Progress Report (around April)

Report cards are issued at the end of every quarter. Understanding progress reports and report cards may be key in making sure students are on track to graduate. Because progress reports happen at the halfway mark in the reporting period, this allows students and their families to make necessary study preparations following the progress report to ensure academic success.

Interim assessment results, daily student work, and final exams are used to determine student performance. LAAAE hosts parent conferences, open house meetings, parental workshops, and coordinates other appropriate methods of communication with parents/guardians regarding student progress. Parents of students performing below/far below proficient performance are requested to participate in a scheduled parent conference to discuss a collaborative parent's and teacher's plan to improve the student's performance. Faculty regularly meet to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

**Promotion/Retention Policy and Procedures**

The school will use data (state and district requirements, report cards, testing scores, and past performance) as factors for placement in the appropriate courses to best suit each child. Depending on individual student assessment results, some students may be

required to enroll in remediation courses for mathematics and reading, which will take the place of electives.

LAAAE does not endorse social promotion and has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. The middle school promotion policy adopted by LAAAE's Board of Directors is excerpted below.

Students shall progress through grade levels by demonstrating growth in learning and meeting standards of expected student achievement.

As early as possible in the school year in students' school careers, the principal shall identify students who may be at risk of retention in accordance with law, board policy, and the following criteria:

- Teachers' grades in courses. Middle school students must successfully complete at least half of their courses to be promoted to the next grade.
- State-wide achievement test scores (e.g. CAASPP).
- Other performance-based assessments as designated by the school principal.
- In the case of English learners, student progress towards proficiency in the use of the English language.

When a student in grades 6-8 is retained or recommended for retention, the principal shall offer programs of direct, systematic and intensive supplemental instruction in accordance with Education Code 37252.2 to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, and summer school programs.

When a student is identified as being at risk of retention or recommended for retention, the principal shall so notify the student's parent or guardian in writing as early in the school year as practical. The student's parent/guardian shall be provided with an opportunity to consult the teachers responsible for the decision to promote or retain the student. (Education Code 48070.5)

The principal shall also provide a copy of the school's promotion/retention guidelines to those parents/guardians who have been notified that his/her child is eligible for retention.

Before retaining a student, the principal shall determine that:

- The student has not met standards of expected student achievement.
- Remedial help has been provided consistently but has not sufficiently prepared the student for advancement.
- Appropriate support targeted to the student's needs and maturity will be provided in addition to retention.

To repeal a retention decision, the appealing party shall submit a written request to the principal specifying the reasons that the decision should be overruled. The request shall be placed on the subsequent Board of Directors' agenda and shall be resolved within 60 days.

The measurable student outcomes are designed to reflect a dedication to educate all students so that they can flexibly apply the skills and information they have learned in school to a variety of settings for the purpose of making the world a better place.

Student outcomes are measured according to applicable adopted state performance standards, LAAAE's definition of an educated person in the 21st century, and LAAAE's mission, as described in Element 1. Students will demonstrate progress toward meeting and exceeding these learning goals through their performances on a variety of assessments which are detailed in the charts located within Element 2. LAAAE's achievement will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. It is expected that LAAAE will demonstrate adequate growth such that all subgroups will make progress toward meeting or exceeding the performance of subgroups at similar schools or statewide, and according to any other measurement standards that are enacted throughout the course of LAAAE's charter. LAAAE will adhere to State testing requirements, including provisions of AB 484/2012, and any revisions of Education Code that are applicable to charter schools.

Formative and summative standards-aligned assessments will provide data for faculty, students, and parents to review as a measurement of student progress. As established throughout Elements 1 - 3, LAAAE will utilize diverse assessments that are aligned with the curriculum and instructional program. LAAAE will pursue schoolwide and student subgroup outcomes to ensure the implementation of the eight state priorities set forth in California Education Code §52060(d). For the purposes of measuring achievement, by student subgroup, a numerically significant student subgroup is defined as one that meets the criteria set forth in EC §52052(a) and students will include ethnic subgroups, socioeconomically disadvantaged students, English learners, and students with disabilities of at least 30 in number, and will include homeless youth and foster youth in at least 15 in number. Faculty will use the data to guide instruction and improve student learning.

## ELEMENT 4: GOVERNANCE

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>4</sup>

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

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

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<sup>4</sup>The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

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

#### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

### **RESPONDING TO INQUIRIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

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

### **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element



15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

### **PARENT ENGAGEMENT**

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

### **FEDERAL PROGRAM COMPLIANCE**

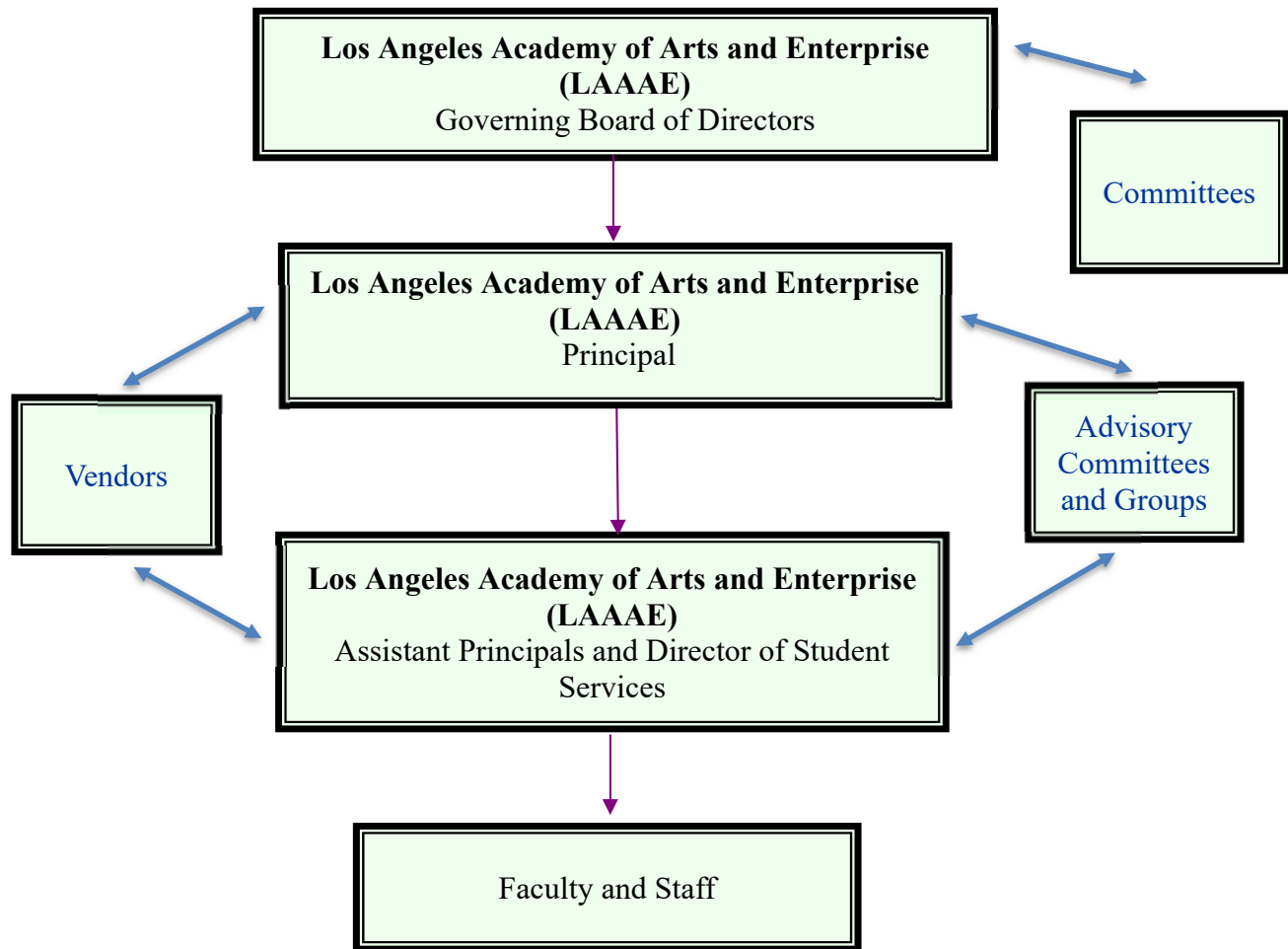
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands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

### **Governance Structure**

LAAAE's Board of Directors will determine the academic direction and oversees the operation of LAAAE. LAAAE's Board of Directors will hire and oversee the Charter School principal. The principal will be responsible for all aspects of day-to-day administration of LAAAE within the scope of LAAAE's Board of Directors' operating policy and in compliance with district, state, and federal guidelines. LAAAE's onsite leadership team will ensure the operations at LAAAE (e.g. resources, courses, and policies) are in accordance with the mission and vision of LAAAE. The principal is responsible for the day-to-day operations of LAAAE. A description of the principal's roles and responsibilities is provided below. The school's faculty and staff will be responsible for carrying out the day-to-day procedures in their daily activities and interactions with students, parents and the community. LAAAE's faculty and staff will report directly to the principal, who reports to LAAAE's Board of Directors.

### **Organizational Chart**

The following is the organizational chart for LAAAE:



LAAAE’s Board of Directors is the ultimate policy-making body for LAAAE and will have the responsibility for the affairs and management of LAAAE. LAAAE’s Board of Directors will provide continuing oversight of LAAAE’s operations, including a responsibility to effectively and properly manage public funds. Advisory committees and groups include the parent teacher organization, school site council, English language advisory committee, coffee with the principal, and associated student body.

### **The Principal**

The Principal will be the leader of the school. The principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The principal reports directly to the Board of Directors, and is responsible for the orderly operation of the school and supervision of all employees at the school.

The principal shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the school enacts its mission;
- Supervise and evaluate, hire and terminate, teachers and staff;
- Communicate and report to the Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of school;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or LAUSD;
- Identify the staffing needs of the school and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote the school in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development ;
- Attend LAUSD administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Present independent fiscal audit to the Board of Directors and, after review by the Board of Directors, submit audit to LAUSD, the County Superintendent of Schools, the State Controller and the California Department of Education;

- Manage student discipline, and as necessary participate in the suspension and expulsion process; and
- Participate in IEP meetings as necessary.

### **Board Roles and Responsibilities**

LAAAE's Board of Directors will have a legal and fiduciary responsibility of LAAAE. LAAAE's Board of Directors will be responsible for providing fiscal accountability by approving and monitoring the budget. LAAAE's Board of Directors will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, fundraising, and overseeing that Charter School resources are managed effectively. This goal will be accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary, dismissing the principal.

Board candidates meet with the principal and with the board's nomination committee to become acquainted with LAAAE's educational program, mission, vision, finances, fundraising goals, and board member expectations. Candidates vetted by the nomination committee are then presented to the full Charter School's Board of Directors for appointment. Currently, LAAAE's Board of Directors' member responsibilities and expectations are outlined in the following that include but are not limited to:

### **Strategic Planning**

- Approve Charter School's mission and review the principal's performance in fulfilling LAAAE's mission;
- Review and approve LAAAE's plans for funding its strategy;
- Review and approve LAAAE's five-year financial goals;
- Annually review and approve LAAAE's budget; and
- Approve major policies.

### **Leadership and Organization**

- Participate in LAAAE's fundraising activities;
- Ensure that the status of LAAAE's strength and workforce planning is equal to the requirements of the long-range goals;
- Approve appropriate compensation, benefit policies, and practices;
- Conduct the performance review of the principal and establish his/her compensation;
- Suggest possible nominees to the nomination committee who can make significant contributions to the work of the board and the organization; and
- Determine eligibility for (if any) and appoint directors to the Board committees.

### **Operations**

- Review the results achieved by LAAAE as compared with the mission, annual and long-range goals, and the performance of similar charter schools;

- Ensure that the financial structure of LAAAE is adequate for its current needs and its long-range strategy; and
- Approve major actions of the principal, consistent with the Board-adopted Fiscal Policies and Procedures.

#### Communication

- Be informed about LAAAE's mission, policies, and programs;
- Inform others about LAAAE; and
- Keep up-to-date on developments in LAAAE's surrounding community.

#### Meetings

- Attend Charter School Board of Directors and committee meetings and functions, such as special events. Per LAAAE's Board of Directors' bylaws, a director may be removed from LAAAE's Board of Directors for successive absences at Board of Directors' meetings without reasonable excuse or justification; and
- Review agenda and supporting materials prior to board and committee meetings.

#### Audit

- Review and accept reports that reflect the operating results and financial condition of LAAAE.;
- Follow applicable policies; and
- Review compliance with relevant material laws affecting LAAAE.

#### Evaluation and Monitoring Procedures

LAAAE's Board of Directors carries out several evaluation and monitoring procedures throughout the school year. Most noticeably, LAAAE's Board of Directors solicits stakeholder feedback at each Charter School's Board of Directors meeting and retreat. LAAAE's Board of Directors has also requested a fixed agenda item at every board meeting titled principal's update. This agenda item includes a review of both academic progress, which includes applicable academic data as may be available, and school enrollment figures. To ensure adequate fiscal oversight, LAAAE's Board of Directors reviews and questions and/or approves financial reports at each LAAAE board meeting.

To promote graduation rate, LAAAE's Board of Directors' chair personally meets with senior students in danger of not graduating. Other attendees at this meeting may include the principal, assistant principal, other school staff, and the student's parent(s) and/or family. Through a collaborative effort, a strategic plan is identified which will lead to graduation. To encourage postsecondary enrollment, LAAAE's Board of Directors' chair also meets with and motivates students who are on track to graduate.

At the end of the academic school year, stakeholders complete a climate survey wherein they answer questions about LAAAE's culture, the effectiveness of their teachers, and provide constructive feedback about what they think is working and what is not. Data from this survey is then used to drive discussions and workshops at the next retreat.

In addition, LAAAE's Board of Directors certifies compliance to LAUSD's yearly oversight visit. Each year, the school is evaluated by LAUSD for compliance with the charter petition, regulations, and laws and rules. LAAAE's Board of Directors oversees this process and certifies compliance. LAUSD also provides feedback review on their oversight visits.

### **Board of Directors' Composition and Member Selection**

The membership of LAAAE's Board of Directors is comprised of community members who possess the expertise in areas of business, arts and entertainment, finance, school management and governance. These professionals are responsible for establishing policies consistent with LAAAE's mission and ensuring that the educational programs and Charter School operations are in compliance with all statutory and regulatory requirements.

Three of the four founding board members have continuously served since the school's founding over 15 years ago. Their service brings stability and continuity to the school's governance. The following is a list of LAAAE's Board of Directors members and a brief description of their backgrounds, skills, and experience highlighting their contribution in servicing as a Charter School Board of Directors member.

#### *Victoria Castro*

Los Angeles educator and activist Victoria Castro was born and raised in Boyle Heights. Castro attended California State University, Los Angeles, and earned her teaching credential from University of California, Santa Cruz, and her master's degree from Pepperdine University. During her college years, she was active in community and college organizations seeking equality, fair representation, and an increase in college attendance for Latinos. She worked in an array of educational posts that ranged from teaching math to administration. In 1986, she assumed her first position as a school principal in East Los Angeles. In 1993, Castro was elected to the Los Angeles Unified School District Board of Education. As a member of the Board, Castro worked tirelessly to improve the school system. In 2001, after eight years on the Board (including one year as president), she returned to school administration as the principal of Hollenbeck Middle School, the junior high she attended. Castro retired from Hollenbeck and LAUSD in 2006. She continues serving on several community-based board of directors. Her activism, dedication, and leadership continue to contribute to community empowerment and educational reform and inspire those who follow in her footsteps.

#### *Moctesuma Esparza*

The dream and vision for LAAAE comes from founding board member Moctesuma Esparza. He is an award-winning filmmaker, producer, entertainment executive and entrepreneur, and is well known for his contributions to the movie industry and commitment to creating opportunities for Latinos in entertainment. As a partner in the highly successful Esparza-Katz Productions with Robert Katz, he has worked with stars

such as Robert Redford, Jennifer Lopez, Andy Garcia, Jimmy Smits, Martin Sheen, Robert Duvall and Halle Berry. Esparza most recently founded Maya Entertainment, a vertically integrated production, acquisition and distribution company. It is the only Latino owned and managed production/distribution/exhibition entity in the United States, dedicated to the growing U.S. Latino market. Born and raised in Los Angeles, Esparza received a Bachelor of Arts and a Master in Fine Arts in Theatre Arts, Motion Pictures and Television, from University of California, Los Angeles, and from the onset of his career dedicated himself to empowering and transforming the images of Latinos in Hollywood. Esparza has received numerous awards and honors including being named one of the 50 “Most Powerful and Influential Latinos” of 2008 by The Imagen Foundation, recipient of the 2013 EY Entrepreneur of the Year Award, an Academy Award nomination, a Golden Globe nomination, an Emmy award, a Clio award, Alma Award and a Cine Golden Eagle award.

#### *Tonantzin Esparza*

Tonantzin Esparza is an accomplished producer, actress and distribution consultant, and currently Founder and Managing Partner of JoyLab Media – a Los Angeles based production and distribution company. Previously, she served as V.P. of Acquisitions, at Maya Entertainment, a Los Angeles based film production and distribution company focusing on independent films. She was responsible for all content acquisitions, strategic planning, and brand stewardship for the international and U.S. divisions, acquiring and packaging content for theatrical, television, home entertainment and digital. Additionally, she helped launch the international sales division, including strategy, recruiting key talent and co-production opportunities. Previously, Ms. Esparza co-founded the Latino Theater Company’s Laboratory, a group of young actors, writers and directors led by artistic director Jose Luis Valenzuela at the Los Angeles Theater Center. As an alumna of Los Angeles County High School for the Arts, Ms. Esparza brings to LAAAE the perspective of a performing arts high school graduate. She double majored in Theatre and Chicano/a Studies at University of California, Los Angeles, with summa cum laude recognition. Most recently, she earned a master’s degree in Business at New York University (NYU).

#### *Hector and Norma Orcí*

In 1986, Mr. and Mrs. Orcí founded La Agencia de Orcí & Asociados—a 100% independent, Latino-owned and managed communications agency. Mr. Orcí is highly respected and has been recognized as a leader by members of the industry, clients and the community. He serves on the boards of the American Advertising Federation, the Association of Hispanic Advertising Agencies and the New America Alliance. Mrs. Orcí is a frequent speaker at colleges and universities around the country and serves on the boards of the Mexican American Legal Defense Fund, New America Alliance, and other community organizations.

#### *Otto Pádrón*

Otto is President and COO of Meruelo Media Holding. Before joining the Meruelo Media team, Otto was Senior Vice President for Univision Television Network, the leading Spanish language Network in the US. Otto is the only executive to successfully have



headed programming for both major US Spanish language networks, Univision and Telemundo. His unique media background brings a rich perspective and matchless insight of the Hispanic viewer profile, content and cultural preferences to any project. As a shaping member of these powerhouse brands, Otto skillfully blended solution-based ideas with a value-oriented management style driven by bottom-line results. During his 20+ year tenure programming these competitive networks, Otto developed a keen understanding of relevant entertainment formats and has established a reputation for delivering winning results through production excellence and flawless execution. Otto is a Lieutenant Colonel with over 30 years of service in the US Army. He's an Infantry officer having served in some of the most demanding units in the Army from the 1st Ranger Battalion to 20th Special Forces Group Airborne. LTC Padron has been featured in the "US Army Strong" campaign and in national print publications as one of America's top Hispanic leaders. He holds an advanced degree in Military Strategic Studies from the US Army Command and General Staff College, Ft. Leavenworth, Kansas. Additionally, Otto is a decorated and tested leader with multiple combat tours in Iraq. Otto is also a Commissioner at the City of Los Angeles Convention Center. He holds a double Bachelor of Science in Broadcast Communications and Economics from the University of Miami, Coral Gables and an MBA from Florida International University's Chapman School of Business.

#### Julio Vallejo

Julio Vallejo is Vice President of Finance & Strategic Planning at Maya Cinemas, a film exhibition company focused on Latino markets across the United States. He has been instrumental in assembling and securing the necessary financing for Maya's existing theaters, including private and venture capital, commercial lending, New Markets Tax Credits, EB-5 and government subsidies. He is responsible for evaluating and underwriting the feasibility of new theater projects. He also monitors and identifies market and industry trends to incorporate them into the company's overall business and market strategies, leveraging on his deep understanding of the Latino consumer behavior and market. Julio began his career with Maya Cinemas as an intern 15 years ago and worked his way up working hand in hand with Moctesuma Esparza.

Julio founded Pigmentocracia Foundation, a non-profit organization in Mexico focused on spearheading the conversation and combat against racial discrimination based mostly on skin color amongst Mexicans, a social issue that is close to Julio's heart. Over the past six years, Julio has become an empirical expert in the subject of racial dynamics in Mexico and how it relates to migration into the United States. He has created an extensive network in the fields of academia, social entrepreneurship, media, film and advertising, as they relate to the subject matter. He majored in Economics at the Tecnológico de Monterrey (ITESM) in Mexico and then went on to study Business and Management of Entertainment at UCLA. Before Maya, Julio started his career working on business strategy consulting and venture capital working at multinational corporations.

## **Criteria and Process for Selecting Board of Directors' Members**

### **Board Selection**

All powers of the corporation shall be exercised by and under the authority of LAAAE's Board of Directors. The property, business, and affairs of the corporation shall be managed under LAAAE's Board of Directors' direction. LAAAE's Board of Directors is the ultimate policy-making body for LAAAE and will have the responsibility for the affairs and management of LAAAE. The guidelines and policies about the selection, composition, and duties of LAAAE's Board of Directors are set out in LAAAE's charter petition and bylaws.

LAAAE's Board of Directors' Bylaws clearly specify the nomination, appointment, removal procedures, and term limits of LAAAE's Board of Directors members, and is summarized as follows:

The authorized number of directors shall be not less than three individuals, nor more than nine. The exact number of directors, the individuals to serve as directors, and their terms of office will be determined from time to time by LAAAE's Board of Directors. No reduction of the authorized number of directors shall have the effect of shortening the term of any incumbent director. Each director shall hold office unless otherwise removed from office in accordance with the Bylaws for three years and until a successor director has been designated and qualified.

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

Directors shall be appointed at a duly organized meeting of LAAAE's Board of Directors. Newly created directorships resulting from an increase in the number of directors comprising LAAAE's Board of Directors and all vacancies occurring on LAAAE's Board of Directors for any reason shall be filled by the majority of the members in office at a duly organized meeting of LAAAE's Board of Directors. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will qualify upon majority vote, agreement to support the founding organization's vision, and upon any other qualifications determined by the board.

All directors shall have full voting rights, including any representative appointed by the chartering authority as permitted by Education Code Section 47604(c). If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board

members. All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors.

Any director, except for the representative appointed by LAUSD, may be removed from office with or without cause, by a vote of the majority of the members of the entire Board of Directors. Any director may be removed at the discretion of the Board of Directors from office for missing without reasonable excuse or justification three successive Charter School Board of Directors or committee meetings or half or more meetings of LAAAE's Board of Directors or any committee of Charter School Board of Directors on which the director serves. The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority.

## **Governance Procedures and Operations**

### **Board Meetings**

Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. The Board of Directors generally meets almost monthly. LAAAE's Board of Directors will hold special meetings as needed and will give proper notice per the *Brown Act* for both regular and special meetings. The Board will approve an annual Board calendar at its annual meeting, which will be held in accordance to the bylaws.

Meetings of the Board shall be held at the principal office of the Corporation, and in accordance with Education Code Section 47604.1(c), unless the Board of Directors designates another location in accordance with the bylaws. The Board may also designate that a meeting be held at any place within the physical boundaries of the county in which the Charter School is located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Board of Directors' regular meeting dates will be posted in LAAAE's main office and on LAAAE's website calendar. A copy of the Board meeting agenda will be posted at least 72 hours in advance of regular meetings, in accordance with the *Brown Act*. LAAAE's Board of Directors encourages parents, all student-elected officials, and faculty representative be present at every Charter School Board of Directors meeting to ensure active stakeholder engagement in Charter School governance. During these meetings LAAAE's Board of Directors chair actively supports participants to verbalize their concerns, as well as participate in developing and refining existing and new programs to meet state priorities.

LAAAE's Board of Directors actions will be memorialized in meeting minutes, which shall be duly approved by LAAAE's Board of Directors at a subsequent meeting. The minutes will be taken by the LAAAE secretary, principal, and/or other school employee, as may be so assigned by LAAAE's Board of Directors. Meeting minutes will be signed by LAAAE's Board of Directors secretary and maintained in LAAAE's main office.

### **Board's Decision-Making Procedures**

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

A majority of LAAAE's Board of Directors present, whether or not a quorum is present, may adjourn any meeting of LAAAE's Board of Directors to another time and place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

LAAAE's Board of Directors may participate in teleconference meetings, provided the Board complies with all applicable Brown Act requirements, as outlined in its Bylaws. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the Los Angeles County boundaries.

### **Stakeholder Involvement**

#### *Website*

*From board meetings, to public information, to the school calendar, the website is a primary source of information for stakeholders. Social media will also be used as an information and engagement platform.*

#### *Parents and Staff in Governance*

One of the primary predictors of student success is stakeholder involvement. Parents of LAAAE students are encouraged to participate in the educational process of their child(ren). Parents are encouraged to actively participate at LAAAE's Board of Directors' meetings. As required by the *Brown Act*, Charter School Board of Directors' meeting agendas are posted prior to Charter School Board of Directors' meetings. Parents are also notified of Board of Directors meetings through other communications such as an automated call. Moreover, LAAAE's Board of Directors requests that parent, student, and faculty representatives be present at every Charter School Board of Directors meeting to ensure that each group is actively involved and represented in governance. During Charter School Board of Directors meetings, stakeholders are given a voice and encouraged to verbalize their concerns, as well as participate in developing and refining existing and new policies and programs.

Parents can participate in Charter School governance, as well as, support student's educational development. LAAAE's parents also lead a parent group. The parent group helps develop family events and school activities. Teachers and staff support the parent group in advertising meetings and participating at meetings.

LAAAE also provides parent workshops where parents learn ways to assist with the development of their child.

*Stakeholders Consulted on Educational Program*

LAAAE engages with stakeholders through meetings, retreats, and events. During these activities, ongoing analysis of data and student achievement guides the direction of LAAAE's LCAP. Accordingly, the stakeholder involvement plan meets LCFF stakeholder involvement requirements and guidelines.

The multiple opportunities for involvement and collaboration of parents, community partners, students, faculty, and school staff have successfully and actively engaged in the development of LAAAE's LCAP through the following methods:

- *Biannual stakeholder retreat* - continuing in the established retreat tradition, LAAAE's Board of Directors sponsors a fall and spring retreat. The retreats are attended by Charter School stakeholders, including LAAAE's Board of Directors, administrative leadership, faculty, staff, the entire student body, and parents. The retreat is a reflective process where all participants study academic data and develop action plans inclusive of the eight state priorities as defined by the LCAP. Priority setting includes but is not limited to refining academic content and performance standards, course access and enrollment, pupil achievement, parental involvement, pupil engagement, and school climate. Students participate through a special rotating workshop style schedule. The multiple opportunities for involvement and collaboration have successfully yielded an increase in student achievement. The ongoing analysis of data and student achievement continue to guide the direction of the curriculum and course offerings. Through this collaboration and analysis, LAAAE continuously evaluates the entire Charter School program to ensure that high expectations which are aligned to the school-wide learner outcomes are maintained as well as an infrastructure which enables the same.
- *Coffee with the principal*- coffee with the principal is a monthly meeting that provides parents with information about governance and school operations issues, and calls for feedback, volunteers, and suggestions about how certain aspects of school priorities should be developed, evaluated, and refined. This meeting provides a forum for parents to share their concerns with the principal and school leadership.
- *Annual climate survey*- The entire student body, faculty and staff, in addition to any parents who wish to participate, complete a school climate survey at the end of each school year. This survey allows LAAAE stakeholders to freely and

anonymously rate their teachers and voice their concerns and provide feedback about all aspects of the school. The results are provided to faculty to assist them in identifying perceived areas of growth, in addition to provide opportunities to improve their craft.

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

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

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

### **Employee Positions and Qualifications**

LAAAE’s workforce shares the educational philosophy of LAAAE and is committed to the education of children. Personnel are committed to the mission and vision of LAAAE. Employees’ job descriptions, titles, and work schedules are reviewed and modified as necessary to meet the needs of LAAAE and its students.

The following is a list of key Charter School employee classes/positions, including administrators, certificated staff, instructional support staff, and classified staff with job descriptions along with minimum and desirable qualifications:

#### **PRINCIPAL**

Serves as the instructional leader and the chief administrator and is responsible for the direction of the instructional program, staff performance, and the operation of the school plant. Duties and Responsibilities include, but are not limited to:

#### **JOB DESCRIPTION**



### Faculty and Instructional Program

- Develop and manage an articulated academic program;
- Recruit highly qualified teachers;
- Mentor and develop teachers to become leaders in their classroom and at LAAAE;
- Observe and evaluate faculty on a regular basis;
- Review instructional documents and provide feedback to teachers;
- Design and review progress towards professional growth plan goals with teachers and
- In collaboration with others, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

### Students

- Ensure academic program meets compliance regulations around credit and course requirement;
- Develop and implement an ongoing process for assessing students' needs (including delivery of internal and external benchmarks);
- Implement student recruitment plan;
- Coordinate standardized and internal testing and evaluation of students;
- Design and implement a data-driven system to monitor and assess student achievement.
- Develop and implement a student incentive policy; and
- Manage student enrollment, attendance, and discipline policies and procedures.

### Community & Communications

- Articulate the desired Charter School culture and provide evidence of success;
- Represent LAAAE at meetings/forums;
- Facilitate parent and family relations;
- Manage relationships with external educational partners;
- Develop and maintain relationships between parents, students, teachers, classified staff, community members, Charter School's Board of Directors, and all other stakeholders;
- Schedule and coordinate meetings, Charter School events, and workshops for Charter School constituencies;
- Demonstrate an effective management skills, including collaboration, teamwork and delegation; and
- Submit regular reports to LAAAE's Board of Directors on the progress of the school.

### School Operations

- Collaborate with the workforce to synthesize LAAAE's vision, goals, and objectives into an annual operational plan;

- Implement policies adopted by LAAAE's Board of Directors;
- Develop and manage the instructional calendar;
- Organize professional development programs;
- Collaborate with the leadership team to coordinate support services, such as: transportation, food services, counseling, and compliance reporting;
- Manage the faculty and staff to achieve a successful academic program and achievement of educational goals;
- Provide instructional leadership to faculty;
- Develop and implement the curriculum in adherence to the charter; and
- Implement and model the professional standards of LAAAE.

#### Financial Operations

- Implement policies outlined in the Fiscal Policies and Procedure Handbook.

#### QUALIFICATIONS

##### Education

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- Coursework in multicultural education or equivalent study.
- Coursework in culture, language, and methodology or equivalent study.

##### Credentials

-A California K-12 teaching credential and an Administrative Services Credential authorizing K-12 service.

##### Experience

At least five school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in K-12 teaching service.

In addition to or concurrent with the five years required above:

- At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12, inclusive.
- At least one year of service in an administrative or supervisory position utilizing an administrative credential, such as assistant principal or equivalent position.

### Knowledge, Skills, Abilities, and Personal Characteristics

- Knowledge of current instructional programs and curriculum;
- Ability to lead, direct, and supervise teachers and staff, including sensitivity to what is appropriate in dealing with students, teachers, administrators, and the public;
- Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
- Ability to recognize, use, and credit ideas of others;
- Recognition that differences in backgrounds present an educational challenge toward the improvement of working relationships;
- Evidence of educational leadership at the secondary level, including the ability to: promote and provide opportunities for recognition, development, and leadership among students and colleagues; and work cooperatively with students, families, Charter school personnel, and community partners;
- Professional growth appropriate for educational administration at the secondary level; awareness of and ability to recognize the effect of proposed or new local or state requirements on secondary educational offerings; alertness in the perception of policy and information needs;
- Understanding of and sensitivity to diversity in the school community and knowledge of resources and instructional materials related to diversity;
- Knowledge of effective administrative and managerial practices and ability to implement them;
- Leadership skill in facilitating group processes, including consensus building and conflict resolution;
- Ability to communicate effectively with students, parents, peers, other personnel, and <sup>[L]</sup><sub>SEP</sub> community representatives, both individually and as a group;
- Ability to direct the management activities associated with the positions of middle school principal and senior high school principal;
- Knowledge of Charter School Board of Directors policies and procedures, goals and objectives, organizational structure and <sup>[L]</sup><sub>SEP</sub> functions, the California Education Code, Charter School Board of Directors rules, negotiated contracts, and consent decrees;
- Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment;
- Ability to compose and comprehend written communication;
- Knowledge of and skill in budget preparation and control;
- Ability to observe and evaluate subordinates' activities;
- Mobility to traverse all areas of the work site; and
- Ability to travel to other sites/locations.

### **ASSISTANT PRINCIPAL**

The assistant principal will assist the principal in overseeing the development and day-to-day operations of the academic programs and school operations according to the specified goals of the charter petition. Duties and Responsibilities include, but are not limited to:

## JOB DESCRIPTION

Provides educational leadership by:

- Assisting in formulating, interpreting, and implementing the school's administrative policies;
- Supervising instruction and activities;
- Developing and improving instructional programs and student services, plan management, staff development, and community affairs; and
- Performs other functions as necessary.

## QUALIFICATIONS

### Education

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- Coursework in multicultural education or equivalent study.
- Coursework in culture, language, and methodology or equivalent study.

### Credentials

- A California K-12 teaching credential and an Administrative Services Credential authorizing K-12 service.

### Experience

- At least four school years of successful full-time public school certificated position(s), with no fewer than three years of which must have been in teaching service.
- At least two school years of service in a certificated position(s) directly related to a secondary instructional program covering grades 6 through 12, inclusive.
- At least one year of verifiable experience in a non-classroom setting is preferred.

### Knowledge, Skills, Abilities, and Personal Characteristics<sup>[1]</sup><sub>SEP</sub>

- Leadership in the field of education and in securing community cooperation;
- Capacity to lead, direct, and supervise fellow workers in education on a democratic basis;
- Understanding of, and sensitivity to the needs of the various cultural and ethnic groups in the school community;
- Ability to direct the management activities associated with the position of principal or assistant principal;
- Knowledge of the Education Code, Charter School Board of Directors policies and operating procedures, and negotiated agreements;

- Facility in oral and written communication; and
- Appropriate manner including poise, tact, good judgment, and ability to work effectively with LAUSD personnel, community representatives, and students.

## **TEACHERS**

Teachers teach specific subjects in departmentalized classes for which they are appropriately authorized. Teachers are selected by the principal on an application and interview basis. Selection of teachers is based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Duties and Responsibilities include, but are not limited to:

### **JOB DESCRIPTION**

#### **Instructional Process**

- Maintain current teaching certification as applicable;
- Deliver instruction to students in assigned subjects;
- Plan and implement a program of instruction that adheres to LAAAE's philosophy, goals and objectives as outlined in the school charter;
- Make purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task;
- Plan and implement a program of study designed to meet individual needs of students;
- Create a classroom environment conducive to learning by employing a variety of appropriate teaching strategies;
- Encourage student enthusiasm for the learning process and the development of good study habits;
- Prepare substitute folder containing appropriate information;
- Plan and prescribe purposeful assignments for teaching assistants, tutors and volunteers as needed;
- Demonstrate a strong grasp of subject matter; and
- Use effective oral and written expression.

#### **Student Evaluation**

- Recognize learning problems and make referrals, as appropriate;
- Evaluate accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students' work, mastery skills check lists, criterion-referenced tests and norm-referenced tests;
- Provide progress and interim reports as required; and
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

### Curriculum Development

- Keep current in subject matter knowledge and learning theory and display willingness to share this knowledge for continual improvement of the school's curriculum;
- Assist on the ongoing curriculum revision process, including the revision of written courses of study; and
- Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

### Student Safety

- Uphold consistently LAAAE's policies for classroom management, student interaction, and student discipline;
- Take necessary and reasonable precautions to protect students, equipment, materials and facilities;
- Uphold responsibility as a mandated reporter to report any form of suspected child abuse and/or neglect;
- Share responsibility during the school day for the supervision of students in all areas of the school; and
- Provide for the supervision of assigned students when circumstances require a brief absence from the assignment.

### Public Relations

- Uphold and enforce Charter School rules and policies;
- Work cooperatively with parents to strengthen the educational program for their children; and
- Establish and maintain cooperative relationships with other staff members.

### Professional Growth

- Develop and follow an annual professional development plan that includes clearly stated metrics of success;
- Maintain membership in appropriate professional organizations;
- Attend faculty and staff meetings as required;
- Contribute to the intellectual capital of LAAAE by asking questions and making suggestions for improvement; and
- Maintain appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.

## QUALIFICATIONS

### Education

- An earned bachelor's degree from an accredited college or university.
- ESEA compliance for core, college preparatory subjects.

#### Credential

- A California credential or credential combination authorizing teaching service in the area and at the level of the assignment.
- English Learner authorization
- Bilingual competency and/or certification, is preferred.

#### Knowledge, Skills, Abilities, and Personal Characteristics

- Thorough knowledge of and ability to conduct and implement a cognitively challenging instructional program as required by approved course of study;
- Ability to differentiate instruction to meet diverse student learning needs;
- Ability to cooperate with the school faculty and administration in the development of a coherent program of instruction;
- Ability to work effectively with students, parents, staff members, and community representatives in providing a rigorous educational program;
- Thorough knowledge of content and pedagogy necessary for effective instruction; enthusiasm for, and imagination and creativity in teaching the necessary skills for academic success; and commitment to the education of all students;
- Understanding of the physical, intellectual, social, and emotional developmental growth patterns of students;
- Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups;
- Ability to communicate effectively including giving clear concise instructions, using academic language, and appropriate level of delivery, and listening without bias and providing appropriate feedback/reinforcement;
- Ability to compose and comprehend written communication;
- Ability to properly use and to care for the materials, supplies, and equipment employed in teaching;
- Appropriate personal appearance, cleanliness, and manner; and
- Poise, tact, and good judgment, and commitment to the education of all students.

### **SPECIAL EDUCATION COORDINATOR**

Coordinates, implements, and monitors legal and LAUSD special education policy compliance activities regarding students with disabilities eligible for special education. Duties and Responsibilities include, but are not limited to:

#### **JOB DESCRIPTION**

- Develops and coordinates measurement, scheduling, training, implementation, and



- monitoring procedures and activities for school compliance reviews;
- Coordinates and provides services necessary for IEP compliance;
- Assists in the implementation of special education consent decrees and the development of compliance policies, procedures, and communications;
- Develops relevant training and monitoring systems;
- Coordinates and serves as a consultant for the implementation, monitoring, and evaluation of special education instructional programs to meet federal, State, and LAUSD compliance standards at all grade levels;
- Provides assistance and support in the investigation and resolution of complaints related to special education compliance;
- Participates in, and contributes to, the development and revision of comprehensive special education policies and procedures;
- Prepares monitoring reports and other written material for submission to the California Department of Education, LAUSD administrative offices, and other agencies as may be appropriate; and
- Performs other functions as necessary.

#### QUALIFICATIONS

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- Coursework in multicultural education or equivalent study.
- Coursework in culture, language, and methodology or equivalent study.

#### Credential

- A California credential authorizing special education service.
- English Learner authorization, is preferred.
- Bilingual competency and/or certification, is preferred.

#### Knowledge, Skills, Abilities, and Personal Characteristics

- Knowledge of the fundamental principles and accepted practices, current trends, literature and research in the field of special education;
- Knowledge of special education curriculum, instructional objectives, and best instructional methods and strategies;
- Knowledge of federal, state and local policies, rules, laws, regulations, and legislation pertaining to special education including the Federal Corrective Action Plan (FEDCAP) for California, the Division of Special Education's *Schools For All Children Strategic Plan For Achieving Measurable Results For All Students Including Those With Disabilities*, consent decrees, consent decree action plans, the Individuals with Disabilities Education Act (IDEA), Federal Corrective Action Plan (FEDCAP) for California, State of California Special Education Regulations, and District special education policies;

- Knowledge of Quality Assurance Process (QAP) and District Validation Review (DVR);
- Ability and integrity in dealing with confidential matters;
- Ability to provide leadership including decision-making, problem-solving, and delegation of authority;
- Ability to work effectively and cooperatively with diverse racial, ethnic, socio-economic, linguistic, and disability groups;
- Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment; and
- Leadership skill in facilitating group processes, including consensus building and conflict resolution.

## **DIRECTOR OF STUDENT SERVICES / SCHOOL COUNSELOR**

Provides counseling services to secondary students for the early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment. Duties and Responsibilities include, but are not limited to:

### **JOB DESCRIPTION**

- Identify and provide advocacy, child welfare, and attendance services to students;
- Facilitate student achievement by preventing students dropping out, improving their social adjustment, and adding to their sense of stability;
- Identify, assess, and provide clinical intervention to students with behavioral, social, and attendance issues for appropriate school-based and community services;
- Have knowledge of and ability to utilize effective group and individual counseling skills and techniques;
- Provide counseling services and on-going case management to targeted students and their families;
- Participate in the development and revision of policies and procedures relating to safety, violence prevention, and the welfare of students;
- Protect the educational rights of at-risk students, foster-care, homeless students, pregnant and parenting teens, and other disenfranchised youth by linking them to the appropriate services and advocating on their behalf;
- Participate in the development, planning, and implementation of multi-disciplinary and integrated learning support services such as Student Success Team (SST), Resource Coordinating Team (RCT), School Attendance Review Team (SART), and Dropout Prevention and Recovery Team;
- Initiate referrals for parents and students to appropriate community agencies when their needs are beyond the scope of the school; work cooperatively with these and other agencies on a continuing basis regarding aspects of the student's problems which may affect school adjustment;
- Develop and maintain school-site attendance plan and motivation/incentive programs;

- Promote the development and involvement of community partnerships;
- Participate in crisis response as may be necessary;
- Provide leadership in facilitating group processes, including consensus building and conflict resolution;
- Assist in the coordination of standardized assessments including: Advanced Placement (AP), English Language Proficiency Assessments of California (ELPAC), California Assessment of Student Performance and Progress (CAASPP) / Smarter Balanced (SBAC), and Preliminary SAT (PSAT);
- Assist students with institutions of higher education processes such as college applications and financial aid;
- Assist in the development of the master schedule and assign students to appropriate classes. Modify student schedules as may be necessary;and
- Develop and implement training as needed for school staff.

#### QUALIFICATIONS

##### Education and Experience

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- Coursework in multicultural education or equivalent study.
- Coursework in culture, language, and methodology or equivalent study.

##### Knowledge, Skills, Abilities, and Personal Characteristics

- Knowledge of and experience in the use of counseling and guidance techniques with secondary students;
- Ability to work effectively and cooperatively with colleagues, other personnel, and community representatives and agencies;
- Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts;
- Knowledge of uses, interpretation, and limitations of standardized individual and group tests;
- Ability to communicate effectively with students, parents, and personnel;
- Ability to work effectively with students in an advisory capacity and with adults in a consultative role;
- Understanding of the relationship between the total education program and counseling/guidance services;
- Understanding of the physical, intellectual, social, and emotional growth patterns of students;
- Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups;
- Ability to compose and comprehend written communication;

- Ability to travel to other sites/locations;
- Mobility to traverse all areas of the worksite and
- Ability to use word processing, spread sheet, and presentation software.

## **OTHER CERTIFICATED STAFF/SUBSTITUTE TEACHERS**

Teachers and staff may serve multiple capacities such as teacher and soccer coach. LAAAE also has established relationships with educational staffing agencies to fill as-needed teaching assignments or other certificated needs.

## **FINANCIAL MANAGER**

Manages and advises on financial matters and accounting procedures pertaining to student body funds, cafeteria collections, and other authorized collections. Duties and Responsibilities include, but are not limited to:

### **JOB DESCRIPTION**

- Collects, counts, records and deposits all monies for field trips, fundraising, and any other source involving monetary activity; posts and maintains accurate ledgers for internal funds;
- Reviews and sorts mail; date stamps invoices and statements; establishes and maintains control procedures for processing incoming correspondence and action documents; maintains files of financial transactions and related correspondence in accordance with approved retention schedules;
- Develops and monitors purchase orders; prepares credit applications with vendors; purchases approved items; verifies that items ordered are received;
- Codes invoices/statements, collates appropriate backup documentation and routes for account payable processing; processes reimbursements; submits school bills for payment; reconciles check register; prepares check register for Charter School Board of Directors agenda review;
- Contacts vendors, administrative offices and financial institutions to resolve problems or discrepancies related to accounts, balances, purchases and payments;
- Assists in budget and audit development; monitors budget line items for variances;
- Tracks and coordinates maintenance of equipment; develops and maintains property inventory;
- Coordinates minor facility concerns and repairs;
- Coordinates payroll transactions and transmits appropriate reports; disseminate paychecks and paystubs;

- Calculates monthly employer and employee CalSTRS contributions; coordinates with CalSTRS consultant to ensure appropriate retirement reporting; prepares voucher for payment to LACOE;
- Disseminates, collects, and monitors free/reduced lunch applications; determines eligibility for free/reduced lunch; provides qualifying notices to applying families;
- Coordinates menu with food service provider; certifies meal plan; orders and monitors meals delivered; processes monthly reimbursement claim with National School Lunch Program;
- Advises principal regarding internal compliance, account balances, and site policies and procedures related to accounting and financial management and
- Performs other functions as necessary.

#### QUALIFICATIONS

##### Education:

- Possession of a high school diploma or GED. An earned bachelor's degree from an accredited college or university, is preferred.

##### Experience:

- Five years of progressive office experience.

##### Knowledge, Skills, Abilities, and Personal Characteristics

- Accounting practices and procedures;
- Office practices, procedures, and management techniques;
- Principles and terminology of purchasing;
- Budget procedures;
- Sales, withholding, and federal and state employment tax regulations;
- Statistical and arithmetical presentation of data;
- Basic principles of office computer operation;
- Spreadsheet and word processing programs;
- Operate office computer, calculator, and other office machines;
- Follow established administrative procedures;
- Technically supervise and coordinate the work of students assisting in a student body activity;
- Establish and maintain effective relations with students and school employees;
- Conduct business and maintain favorable relations with vendors; and
- Exercise independent judgment and apply sound business practices to student body financial activities.

## TEACHER ASSISTANT / TUTOR

Provides instructional support and assistance to teachers and other certificated personnel. Duties and Responsibilities include, but are not limited to:

### JOB DESCRIPTION

- Assists teachers or other certificated personnel in preparation for, carrying out, and following up on instruction to individual or small groups of students as assigned; may also assist with instructional materials, audio-visual equipment, and the maintenance of student records;
- Assists teachers, the leadership team, and/or staff with maintaining control of assigned classes to ensure a suitable learning environment, both in classrooms and on Charter School grounds;
- May be assigned limited responsibility to teach specific subject matter, in which the teacher assistant has special skills or training, to a small group of students, under the immediate supervision of a teacher or other certificated personnel; and
- Performs other functions as necessary.

### QUALIFICATIONS

#### Education and Experience

- Possession of a high school diploma or GED.
- All teacher assistants must meet one of the following requirements:
  - Possession of an earned Associate of Arts (AA) degree or higher from a recognized college or university **OR**
  - Have a passing score on the *CBEST* **OR**
  - Completion of 60 semester units or 90 quarter units from a recognized college or university.

Non-degreed teacher assistants are, on a continuing basis, required to be enrolled in, and successfully complete, college courses as described below.

a. Degree Track: A minimum of 12 college semester units (or equivalent quarter units) must be successfully completed each school year. The unit must be in courses leading toward a baccalaureate degree and a teaching credential.

b. Non-Degree Track: Enrollment in a college course at all times during the September-June school year. Such coursework must be successfully completed and result in receipt of college unit or credit.

#### Knowledge, Skills, Abilities, and Personal Characteristics

- Understanding of the physical, intellectual, social, and emotional growth patterns of

students;

- Ability to properly use and to care for teaching materials, supplies, and equipment;<sup>[1]</sup><sub>SEP</sub>
- Appropriate appearance and cleanliness;
- Commitment to the education of students;
- Appropriate manner, including poise, tact, and use of good humor;
- Oral and written communication skills; and
- Ability to work effectively with all racial, ethnic, language, disability, and socioeconomic groups.

Office and support personnel such as school aides and tutors are selected by the principal on an application and interview basis. Selection is based on the ability to perform the job duties for that position. Office personnel duties include, but are not limited to:

- Answering telephones;
- Filing reports;
- Enrolling students;
- Managing/monitoring office operations;
- Ordering and purchasing office and classroom supplies, and vendor management;
- Developing and implementing clerical and administrative procedures for daily Charter School operations;
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned;
- Developing and leading parent engagement activities, and
- Bilingual translation and communication with parents and community.

#### QUALIFICATIONS

##### Education and Experience

- Possession of a high school diploma or GED.



## ELEMENT 6: HEALTH AND SAFETY OF PUPILS

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

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

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

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

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

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

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

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

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

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

### **SAFE PLACE TO LEARN ACT**

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

## **SUICIDE PREVENTION POLICY**

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

### **Custodian(s) of Records**

Pursuant to Penal Code section 11102.2(b); the Department of Justice (DOJ) implements a confirmation program to process fingerprint-based criminal offender record information background responses on individuals designated by applicant agencies to serve as custodian of records. No person shall serve as an agency custodian of records unless they have been confirmed by the DOJ. Every agency must designate at least one custodian of records.

LAAAE's principal is confirmed by the DOJ and serves as the custodian of records. The Board of Directors may select additional custodians of records. The custodian of records is responsible for the security, storage, dissemination and destruction of the criminal records furnished to the agency and will serve as the primary contact for the DOJ.

### **Student Health and Wellness**

The health and safety of LAAAE staff and pupils is a high priority for LAAAE. LAAAE follows required safety activities included in its policies and procedures. LAAAE will continue to comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and the EPA. LAAAE operates as a drug, alcohol, and tobacco free workplace.

LAAAE will comply with the following new developments in law:

#### **Nutritionally Adequate Free or Reduced Price Meal**

Effective July 1, 2019, AB 1871 LAAAE shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

#### **California Healthy Youth Act**

Effective July 1, 2019, AB 2601 requires that the Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

**Feminine Hygiene Products**

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

**Prevention of Human Trafficking**

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

**Bullying Prevention**

By December 31, 2019, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

LAAAE has adopted a wellness policy that addresses the following:

**Nutrition Education**

School: LAAAE will put up posters that promote good eating habits and healthy food options. Other information will be available through the school website, flyers and/or Charter School newsletter.

Students: Nutrition education is included in the classroom as well as the multipurpose room. Students are required to participate in physical education courses.

Staff: Charter School staff will attend in-services and/or nutrition trainings.

Parent: LAAAE will support parents' effort to provide a healthy diet and daily physical activity for their children.

School Meals: Meals served through the National School Lunch and Breakfast Program will:

- Be appealing and attractive to children;
- Be served in clean and pleasant setting;
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations; and
- Serve only low-fat (1%) white, chocolate, or strawberry milk.
- Beverage vending machines in faculty/staff areas at school and school sites shall include water and 100% fruit juice.

Staff Wellness: LAAAE shall provide information about wellness resources and services and establish a staff committee to assist in identifying and supporting the health, safety and wellbeing of site staff.

- LAAAE site shall be in compliance with drug, alcohol and tobacco free policies;

- LAAAE site shall provide an accessible and productive work environment free from physical dangers or emotional threat that is as safe as possible and consistent with applicable occupation and health laws, policies and rules; and
- Employees shall be encouraged to engage in daily physical activity during the workday as part of work breaks and/or lunch periods, before or after work hours in site sponsored programs or as part of discounted membership in local fitness facilities.

### **Emergency Situations/AB 1747 Assurance**

LAAAE will develop policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. In accordance to AB 1747, the school will develop a comprehensive school safety plan with input from classified employees of LAAAE, a fire department and other first responder entities and that the school safety plan shall include procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions. Faculty and staff will be trained in basic first aid and CPR.

Child Abuse Reporting: LAAAE will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting and AB 1432 regarding required child abuse and neglect mandated training. Charter School staff must report to the proper authorities if they suspect the following occurring to a student:

- sexual assault;
- neglect;
- willful cruelty or unjustifiable punishment;
- cruel or inhuman corporal punishment or injury; and/or
- abuse in out-of-home care.

Auxiliary Services: School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, custodial services, hazardous materials) by developing appropriate policies and awareness training. Charter School will contract with an outside agency for its food service needs. Charter School will ensure that its auxiliary services such as food services, transportation, custodial services are safe and free from hazardous materials through monitoring the execution and implementation of activities described by vendor contracts.

## ELEMENT 7: RACIAL AND ETHNIC BALANCE

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

### **COURT-ORDERED INTEGRATION**

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

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

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

### **Plan for Achieving and Maintaining LAUSD’s Racial and Ethnic Balance Ratio**

LAAAE will continue to make every effort to recruit students of various racial and ethnic groups in order to continue achieving a balance reflective of the general population residing within the jurisdiction of LAUSD. Students are primarily recruited in the neighborhood where the school is located, which automatically reflects the demographics of nearby LAUSD schools.

LAAAE will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held near LAAAE to expand access for students in the area. Open houses and school tours will be conducted on a regular basis during the school year as well.

LAAAE will develop promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that will be easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community

groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. Materials in languages other than English, such as Spanish, will be distributed in order to reach the limited English proficient populations that exist in the area. Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested students will be subjected to the admission procedures detailed in **Element 8**. It is the objective of LAAAE to notify parents and students in the community through the following methods:

Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time). Letters sent to existing families. The letter will include enrollment period and lottery information (location, date, time).

Community outreach efforts including communication with local council members' field offices, local public libraries, park and recreation centers, community-based organizations, and churches and synagogues. Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary and middle schools, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time).

LAAAE's website ([www.laaaae.org](http://www.laaaae.org)) will serve as a primary source of information for stakeholders. LAAAE's radio station (101.5 FM) and social media will also be used as an information and engagement platform.



## **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.

## **Admission Requirements**

LAAAE will admit all students who wish to attend LAAAE. Should demand exceed capacity, a lottery shall be performed as described in this petition. LAAAE will not require any child to attend LAAAE.

## **Student Recruitment**

LAAAE primarily focuses its student recruitment efforts within the 2-mile area surrounding LAAAE. This area is predominantly immigrant, low-income, and Spanish speaking. LAAAE uses flyers and word-of-mouth campaigns with the help of its parent volunteers to attract families from the immediate community to ensure the population of students enrolled reflects the surrounding community. Support staff visit elementary schools in the neighborhood, at previously agreed upon dates and times, to recruit students for sixth and ninth grade. School staff also attend local community events to recruit students.

## **Lottery Preferences and Procedures**

Lottery preferences are as follows:

1. Preference shall be extended first to students residing within LAUSD.
2. Preference shall be then extended to students currently attending LAAAE.
3. Preference shall then be extended to siblings of students currently attending LAAAE.

LAAAE extends a preference to current students so that they will not be displaced in their own school. LAAAE provides a preference for siblings to keep families together. Preference eligibility will be determined through information entered on the lottery form.

### **Public Random Drawing**

Should the number of pupils that wish to attend LAAAE exceed capacity, attendance, except for existing pupils who return their intent to reenroll by March 15, shall be determined by a public random lottery will take place per Education Code, section 47605(d)(2)(B). Existing pupils who timely return their intent to reenroll shall be notified of the same with an acceptance letter. Preference eligibility will be determined through information entered on the lottery form.

LAAAE's annual open enrollment window is January 1 to March 15. Only lottery forms received prior to the March 15 deadline will be considered for the public random drawing. Applicants who are not otherwise exempt from the drawing will receive a notification with the date, time, and location of the public drawing, their corresponding number, and enrollment preference category, if applicable. Additionally, LAAAE will post the lottery date, time and location on its website homepage ([www.laaae.org](http://www.laaae.org)). The lottery will take place at LAAAE campus in a general meeting space such as the multipurpose room that is easily accessed by visitors. The public display of the lottery will demonstrate to those attending and observing, that the procedures are fairly executed. The drawing will be conducted in both English and Spanish and

will be led by three staff (at least two individuals from the leadership team and one teacher) and three applicants. The lottery will take at a date to be identified, the week following the March 15 deadline at 6:00 p.m., enabling working parents to attend the lottery.

LAAAE will retain the following documents to demonstrate that the lottery was conducted fairly: information session agenda(s)/notice(s); submitted lottery forms; list(s) of students per lottery pool; and sign-in sheet(s) for the public random drawing.

Parents of students on the waiting list will be notified by telephone of space in the applicable grade level. LAAAE will allow two business days for parents/guardians to respond. The response must be provided in person, by telephone, or by writing to the school leadership team member who led the drawing. If no response is received at the end of two business days, then LAAAE will contact the next family on the appropriate waiting list(s). All relevant communications with parents on the waiting list will be logged and maintained in LAAAE's administrative office until the end of the school year.

## ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

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

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

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

In addition:

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

### **Annual Audit Procedures**

As required in LAAAE’s petition and state law, LAAAE has been operating in compliance with the state of California’s policies on developing an annual budget, conducting annual audits, as well as quality accounting practices. LAAAE contracts with a bookkeeping and back office firm which assists in the accounting procedures checks and balances. This firm also prepares the bank reconciliations. Financial reports are reviewed at each board meeting. Audits are performed by an independent accounting firm. Audit reports are provided to LAAAE’s Board of Directors. Audits must be performed in compliance with the requirements described by the US Office of Management and Budget. Previous independent audits have demonstrated that the school’s accounting practices are compliant with guidelines.

Each fiscal year an independent auditor conducts an audit of the financial affairs of LAAAE to verify the accuracy of LAAAE's financial statements, attendance and enrollment accounting

practices, and to review LAAAE's internal controls. LAAAE will continue retaining auditors to conduct independent financial audits, which employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. The principal will lead the request for proposals to engage firms identified on the State Controller's list of approved auditors. The principal will make an engagement recommendation at a regularly scheduled Charter School Board of Directors' meeting and will subsequently collaborate with the auditor to produce requested items for testing. LAAAE's Board of Directors will determine with which auditor to engage. The audits are performed in compliance with the requirements described by the U.S. Office of Management and Budget. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency. LAAAE agrees to resolve outstanding issues from the audit, insofar as is feasible, prior to the completion of the auditor's final report.

LAAAE's principal will review any audit exceptions or deficiencies with LAAAE's Board of Directors' Treasurer/Chief Financial Officer, or designee to develop a plan to address any deficiencies, findings, material weaknesses, or exceptions. The principal will report such recommendations to the full Charter School Board of Directors explaining how these findings have been or will be resolved to the satisfaction of the auditing agency and the anticipated timeline for doing so.

### **Annual Audit Procedures**

After LAAAE Board of Directors' approval, the principal will engage an independent public accountant, certified by the State of California, to audit LAAAE's financial statements in accordance with Generally Accepted Auditing Standards and the audit guide issued by the Controller of the State of California. LAAAE will prepare the necessary financial reports to be submitted to the District.

Two interim reports and a year-end report, in a format to be produced by LAUSD, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to LAUSD unless a different system is agreed to by all parties.

LAAAE has a financial procedures handbook that outlines fiscal policies and procedures. It provides proper segregation of duties, conforms to Generally Accepted Accounting Principles, and is approved by the LAAAE Board of Directors.

### **Financial Reports**

LAAAE will continue conducting all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will continue to be as established by the Federal Government. LAAAE elects to receive funding directly.

LAAAE is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application.

LAAAE shall continue to provide LAUSD with financial and related reports, including enrollment attendance to enable LAUSD to meet its requirements by law. Notwithstanding the petitioners' expectation to receive Title I funding under the Federal guidelines, said funding may not be forthcoming until LAAAE meets established criteria for a determined school year.

LAUSD may at its discretion provide services to LAAAE on a fee for service basis, if requested by LAAAE to do so. In such a case, LAUSD will determine the cost of providing such services.

## **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.

### **Discipline Foundation Policy**

Student discipline at LAAAE is based on positive support and involves multiple parties including school staff, teachers, parents, and students. LAAAE seeks input from parents, teachers, and students on how to best provide a safe and healthy school environment.

Based on stakeholder feedback, LAAAE has developed a comprehensive student discipline policy included in the student handbook. Charter School staff review the discipline policy with students and parents. By enrolling in LAAAE, the students and parents acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy. The discipline policy will include the students' rights and responsibilities and LAAAE's suspension and expulsion policies. The discipline policy will not be discriminatory, arbitrary, or capricious, and will follow the general principles of due process.

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.

LAAAE's foundational beliefs and practices align with the District's Discipline Foundation Policy. Specifically, LAAAE implements a schoolwide positive behavior and intervention and support (PBIS) program. School level practices also include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences. Serving as examples, faculty and staff model community norms, including treating others with respect, appreciating differences, finding peaceful solutions, showing empathy and compassion, and defending the rights of others. Expected student behaviors are rewarded with points which students can redeem for prizes. The program aims to reduce tardies, increase attendance, and improve school climate and culture through a multi-tiered system of academic, social, and behavioral supports to address students' attendance, behavioral, and academic needs. Through positive reinforcement, PBIS is intended to mitigate punitive approaches that infringe on instructional time. Staff enforce disciplinary rules and procedures fairly and consistently among all students. Staff are trained and annually review de-escalation strategies for students in crises. These strategies focus on developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and stabilize students who have been triggered safely.

### **Wellness Center and Student Support Services**

When a teacher has referred a student to the office, an assistant principal, or designee, will carefully review the incident. Parent(s) will be notified with a phone call and in writing, in more severe cases.

Disciplinary consequences will be appropriate and are issued at the discretion of the administration. The leadership team, office staff, and other faculty assist in classroom management and diffusing challenging situations. Students who do not adhere to their responsibilities, and who violate the school rules may expect consequences for their behavior. Once a student has been referred to the office, consequences may include but are not limited to:

- Loss of privileges;
- Warning, both verbal and written;
- Separation from other students in class;
- Restorative justice practices;
- Notification to parents/guardians;
- In-school and after-school detention;
- In-school suspension;
- Out-of-school suspension; and
- Expulsion.

The decision regarding the consequence will be based on circumstances unique to each individual incident of inappropriate behavior. Factors such as, the cause and severity of the offense, the student's attitude, length of time since the last incident, and the student's past behavior records may influence the disciplinary action to be taken.

### **In-School and Out-of-School Suspensions**

In alignment with California Education Code Section 48911.1, the principal or assistant principal may assign a student to a supervised in-school suspension for any offense that qualifies for suspension for the length of the suspension. Students are expected to attend school if an in-school suspension is assigned. During the suspension, the student will be assigned an alternate and specialized schedule based on the availability of teacher planning periods. The student will be able to continue his or her course of study with the support of other certificated personnel. If the student was receiving support from classified staff, the student will continue receiving that support.

### **Process for Suspension and/or Expulsion - Informal Conference**

Suspension shall be preceded by an informal conference conducted by the principal or designee, with the student and his/her parents. The conference may be omitted if the principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent/guardian shall be notified of the suspension by the principal or designee by telephone. Should this not render success, the principal or designee will follow up in writing by email or US mail. A conference will be conducted as soon as possible thereafter. The principal may notify law enforcement if it is reasonably suspected that the student committed offenses identified in Penal Codes 245, 626, and Education Code 48900. If the student is subsequently arrested, the principal or designee will take immediate steps to notify the parent of the place to which the student is reportedly being taken.

### **Notice to Parents/Guardians**

At the time of a student's suspension, the principal or designee shall make a reasonable effort to contact, in English or Spanish, the parent/guardian by telephone or in person. A written notice will follow initial contact. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to school. The notice will also provide assurance that the process for investigating incidents and collecting evidence will be fair and thorough.

### **Length of Suspension**

The length of a suspension, when not including a recommendation for expulsion, can range from a class period to not exceeding five (5) consecutive days per suspension or twenty (20) days total per year. Students are expected to continue completing their respective assignments throughout a suspension period. LAAAE will continue to provide the student with an education, including textbooks or other instructional materials, classwork, and homework, as well as support from appropriate staff and opportunities to complete missed assignments or other in-class activities. Students will also receive support from the student services team for behavior reflection. Such activities and restorative justice provide opportunities for students to amend acts of hate violence, threats, and terrorist threats, unless identified as an emergency situation as previously

identified. Students not responsive to intervention during in-school suspension will be referred to out-of-school suspension by the principal. As noted earlier, students will continue to receive education through a specialized schedule or home schooling. Upon a recommendation by the principal for expulsion, the pupil and the pupil's parent or guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The principal will make this determination upon either of the following findings:

- Whether the pupil's presence will be disruptive to the educational process; or
- Whether the pupil poses a threat or danger to others.

Upon this determination, the pupil's suspension will be extended, pursuant to Education Code 48911 (g) pending the results of an expulsion hearing.

### **Grounds for Suspension and Expulsion**

Students who present an immediate threat to the health and safety of others may be suspended or expelled. A student may be suspended or expelled for any of the acts enumerated in this section.

### **Reasons for Suspension and Expulsion (Education Code 48900 and 48915)**

LAAAE does not consider suspensions or expulsions as effective means of improving student behavior and compliance with school rules and policies. While either or both may become necessary in extraordinary circumstances, disciplinary issues shall first be attempted to be dealt with through other strategies. A student may be suspended or expelled for acts which occur, but not limited to: while on school grounds; while going to or leaving from school; and during, or traveling to or from, a school-sponsored activity.

Below are excerpts from the Administrator Recommendation of Expulsion Matrix as posted on the California Department of Education's website (<http://www.cde.ca.gov/lr/ss/se/expulsionrecomm.asp>) which are used as guidelines by the school.

#### Must Recommend Expulsion

In accordance with Education Code Section 48915(c), the principal shall suspend and recommend expulsion of a pupil determined to have committed any of the following acts:

- 1a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.
- 1b. Selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of *EC* 48900 or committing sexual battery as defined in subdivision (n) of 48900.
5. Possession of an explosive.

### Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate

In accordance with Education Code Section 48915(a), the principal shall recommend expulsion for the following violations [except for 48915 subsections (c) and (e)] unless the principal finds that expulsion is inappropriate due to a particular circumstance.

- a. Causing serious physical injury to another person, except in self-defense.
- b. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- c. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the *Health and Safety Code*, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
- d. Robbery or extortion.
- e. Assault or battery, or threat of, on a school employee.

The recommendation for expulsion shall be based on one or both of the following:

- 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

### May Recommend Expulsion

In accordance with Education Code Section 48900, in addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed below:

- a. Inflicted physical injury
- b. Possessed dangerous objects
- c. Possessed drugs or alcohol
- d. Sold look alike substance representing drugs or alcohol
- e. Committed robbery/extortion
- f. Caused damage to property
- g. Committed theft
- h. Used tobacco
- i. Committed obscenity/profanity/vulgarity
- j. Possessed or sold drug paraphernalia
- k. Received stolen property
- l. Possessed imitation firearm
- m. Committed sexual harassment
- n. Harassed, threatened or intimidated a student witness
- o. Sold prescription drug Soma
- p. Committed hazing
- q. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- r. Participating in the act of hate violence and terroristic threats

## **Expulsion Procedures**

### **Expulsion Hearing**

Upon recommendation of expulsion by the principal, the student and student's guardian(s) and/or representative(s) will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The determination will be made by the principal upon either of the following determinations:

- (1) the pupil's presence will be disruptive to the education process or
- (2) the pupil poses a threat or danger to others.

Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. Students recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. A written hearing waiver will be solicited from parents electing to waive the hearing. Unless postponed for good cause, the hearing shall be held within 30 school days after the recommendation for expulsion. The principal will be responsible for providing the student with appropriate educational opportunities, while the student is on suspension and awaiting an expulsion hearing. An agreement currently exists between LAAAE and LAUSD for interim placement.

The expulsion hearing (which is usually held in closed session, unless otherwise requested, 72 hours in advance) will be presided over by an expulsion administrative panel appointed by LAAAE's Board of Directors. The expulsion administrative panel will consist of at least three members who are certificated. No teacher of the pupil or Charter School Board of Directors member will serve on the expulsion administrative panel. A facts and findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the expulsion administrative panel to summarize the evidence presented at the hearing and to substantiate the expulsion decision. The administrative panel may recommend to reinstate the student, to reinstate the student with a behavioral contract, or to expel. A special meeting of LAAAE's Board of Directors will be convened preferably within one week of the expulsion hearing. At that meeting, the final expulsion hearing decision and outcome will be reported, by a representative of the expulsion administrative panel, to LAAAE's Board of Directors, who will uphold or not uphold the recommendation.

Written notice of the hearing shall be forwarded by the principal or principal's designee, to the pupil and the pupil'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 following:

- a. The date and place of the expulsion hearing;
- b. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
- c. A copy of the disciplinary rules which relate to the alleged violation;



- d. Notification of the pupil's or parent/guardian's obligation provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment;
- e. The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
- f. The right to inspect and obtain copies of all documents to be used at the hearing;
- g. The opportunity to confront and question all witnesses who testify at the hearing; and
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses.

### **Recording of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof, only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the expulsion administrative panel to expel must be supported by substantial evidence that the pupil committed the expellable offense(s).

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses, when the principal 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 who is being considered for an expulsion, 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/her testimony heard in a session closed to the public.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. LAAAE must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, LAAAE must present evidence that the witness' presence is both desired by the witness and will be helpful to LAAAE. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the 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.

### **Notification of Expulsion**

The principal, following LAAAE's Board of Directors' decision to expel shall send written notice of expulsion, including the expulsion administrative panel's findings of fact, to the pupil or parent/guardian. This notice shall include the following:

- (1) Notice of the specific offense(s) committed by the pupil.
- (2) Notice that the pupil has a right to appeal and the date and process by which an appeal may be filed.
- (3) Notice of the pupil's or parent/guardian's obligation to inform any new district in which the pupil seeks to enroll of the pupil's status.
- (4) Effective date of expulsion.
- (5) Notice of alternative education placement.
- (6) Date the student to be reviewed for readmission.

### **Appeal Of Suspension Or Expulsion**

If a suspension was assigned by a principal's designee, a parent may request an appeal by submitting a written appeal request, addressed to the principal, within 72 hours of the imposed suspension. If the suspension was assigned or upheld by the principal, a parent may request an appeal, addressed to LAAAE's Board of Directors' chair, within 72 hours of the principal's notification. Lastly, a parent may request an appeals hearing at a regularly scheduled Charter School Board of Directors' meeting. LAAAE's Board of Directors will issue a decision the same day. A written notice with the decision will be provided to the parent. A suspension appeal decision by LAAAE's Board of Directors is final.

Parent/s or legal guardian/s may appeal an expulsion within thirty (30) days from the notice of expulsion by submitting a written request for appeal, or providing that request in person or via telephone to the principal. If the request is made in person or via telephone, the principal will create a memorandum that documents the request and forward it to LAAAE's Board of Directors for review and consideration.

Written notice of the appeal shall be forwarded to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the appeals hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:

- a. The date and place of the expulsion appeal hearing;
- b. A statement of the specific facts, charges, and offense(s) upon which the proposed expulsion is based;
- c. A copy of the disciplinary rules which relate to the alleged violation;
- d. Notification of the pupil's or parent/guardian's obligation provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment;
- e. The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
- f. The right to inspect and obtain copies of all documents to be used at the hearing;
- g. The opportunity to confront and question all witnesses who testify at the hearing; and
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses.

The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) at which time the parent(s) or guardian must attend to present their appeal. A fair and impartial panel of representatives assigned by LAAAE's Board of Directors will hear the appeal. Such hearing will be presided over by an expulsion appeals administrative panel which will consist of at least three members who are certificated. No teacher of the pupil or Charter School Board of Directors' member will serve on the administrative appeals panel. This panel will not include any of the members of the expulsion administrative panel. The expulsion appeals administrative panel will deliberate in closed session after hearing presentations from both the principal and the student and his/her parent/s or legal guardian/s. The expulsion appeals administrative panel will issue its decision the same day as the hearing. The expulsion appeals administrative panel may recommend to reinstate the student, to reinstate the student with a

behavioral contract, or to expel. The decision of the expulsion appeals administrative panel will be final.

A facts and findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the expulsion appeals administrative panel to summarize the evidence presented at the hearing and to substantiate the appeal decision. A special meeting of LAAAE's Board of Directors will be convened within one week of the expulsion appeal hearing. At that meeting, the final decision and outcome will be reported, by a representative of the expulsion appeals administrative panel, to LAAAE's Board of Directors, who will uphold or not uphold the recommendation.

### **Recording 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 record will be provided to the parent or guardian.

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion appeals hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the expulsion appeals administrative panel to expel must be supported by substantial evidence that the pupil committed the expellable offense(s).

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses, when the principal 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 who is being considered for an expulsion, 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/her testimony heard in a session closed to the public, as previously detailed in this element.

In the event of a decision to expel a student from LAAAE, LAAAE will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If a student is expelled or leaves LAAAE without graduating or completing the school year for any reason, LAAAE shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card, and health information.

If the student is not reinstated, the student can enroll at their home school. Students who are not reinstated, must be sent written notification of such, including specific reasons why reinstatement was denied; and must be given a new eligibility review date.

For new enrollees, LAAAE will request a copy of the rehabilitation plan and work with the expelling school/district to ensure the student is provided with the supports and interventions needed for successful reinstatement.

Outcome data will be maintained including:

- Suspensions
- Expulsions and Expulsion Placements
- Reinstatements
- Out of the District Expellees

Students who demonstrate successful rehabilitation are able to be reinstated. LAAAE will expunge the expulsion order once the student has successfully completed the prescribed rehabilitation plan.

## **ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS**

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

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

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

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

### **Employee Benefits**

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-CalSTRS members) will be provided by LAAAE. Certificated employees in assignments with creditable service (e.g. principal, assistant principal, and faculty) will not receive social security benefits, but will instead receive California State Teachers Retirement System (CalSTRS) benefits. Non-CalSTRS eligible and classified employees will receive social security benefits.

LAAAE will provide contributions for benefits such as: life, health, dental, vision, and related to full-time employees. Part-time employees will have access to purchase life, health, dental, and vision plans among others. Upon hiring, the principal will ensure that each employee is set up to receive benefits including but not limited to retirement, CalSTRS, social security and health insurance as applicable by employee type and full- or part-time status.

### **Retirement**

All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (CalSTRS). LAAAE will continue such participation for the duration of LAAAE’s existence under the same CDS code. Employees will contribute the required percentage, and LAAAE will contribute the required employer’s portion. Withholdings from employees and LAAAE will be forwarded to the CalSTRS fund as required. LAAAE will submit retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other

members of CalSTRS. Social Security payments will be contributed for all non-certificated employees in accordance to Federal and State laws. Full-time classified employees may elect to participate in 403b or similar plans.



## **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.

LAAAE is a school of choice. No student is required to attend. Parents are informed of this provision at the school orientation meetings. This provision is also indicated in LAAAE's Student and Family Handbook.

## ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

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

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

## ELEMENT 14: MANDATORY DISPUTE RESOLUTION

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

### **GENERAL PROVISIONS**

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

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

### **PROPOSITION 39 DISPUTES**

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

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

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

Director  
Charter Schools Division  
Los Angeles Unified School District

333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Principal  
Los Angeles Academy of Arts and Enterprise  
1200 West Colton Street  
Los Angeles, CA 90026

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

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

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

Principal  
Los Angeles Academy of Arts and Enterprise  
1200 West Colton Street  
Los Angeles, CA 90026

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall

be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

## **ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES**

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

### **REVOCATION OF THE CHARTER**

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

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**



The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

### **Records Retention and Transfer**

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### Financial Close-Out

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

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

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

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

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

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

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

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

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

#### Disposition of Liabilities and Assets

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

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

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## **Additional Provisions**

### **Facilities**

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

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

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

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of



District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

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

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

appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **Insurance Requirements**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District

which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically*

*that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

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

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

## **Fiscal Matters**

### **District Oversight Costs**

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

### **Cash Reserves**

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

### **Third Party Contracts**

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

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

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

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and



address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

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

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

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

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

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

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

### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in



public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

## ADDENDUM

### Assurances, Affirmations, and Declarations

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

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

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

School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

#### **Element 4 – Governance**

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

##### **GENERAL PROVISIONS**

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

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

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

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

##### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>5</sup>

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

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<sup>5</sup>The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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 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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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



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

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

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

#### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

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

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

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



Charter School shall maintain student immunization, health examination, and health screening records on file.

### **SAFE PLACE TO LEARN ACT**

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

### **SUICIDE PREVENTION POLICY**

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

### **Element 7 – Means to Achieve Racial and Ethnic Balance**

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

### **COURT-ORDERED INTEGRATION**

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

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

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

## **Element 8 – Admission Requirements**

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

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

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

### **HOMELESS AND FOSTER YOUTH**

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

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

### **NON-DISCRIMINATION**

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

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

## **Element 9 – Annual Financial Audits**

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

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

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

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

In addition:

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

## **Element 10 – Suspension and Expulsion Procedures**

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

### **GENERAL PROVISIONS**

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

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

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

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

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

#### **STUDENTS WITH DISABILITIES**

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

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

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

#### **NOTIFICATION OF THE DISTRICT**

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

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

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

### **OUTCOME DATA**

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

### **REHABILITATION PLANS**

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

## **READMISSION**

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

## **REINSTATEMENT**

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

## **GUN-FREE SCHOOLS ACT**

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

## **Element 11 – Employee Retirement Systems**

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

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

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

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

## **Element 12 – Public School Attendance Alternatives**

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

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

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

## **Element 13 – Rights of District Employees**

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

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

## **Element 14 – Mandatory Dispute Resolution**

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

### **GENERAL PROVISIONS**

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



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

### **PROPOSITION 39 DISPUTES**

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

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

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

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

Principal  
Los Angeles Academy of Arts and Enterprise  
1200 West Colton Street  
Los Angeles, CA 90026

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written

Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

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

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

Principal  
Los Angeles Academy of Arts and Enterprise  
1200 West Colton Street  
Los Angeles, CA 90026

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## **Element 15 – Charter School Closure Procedures**

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

### **REVOCATION OF THE CHARTER**

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

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

## **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and

reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

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

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

### **Records Retention and Transfer**

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.



4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

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

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

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

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

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf

of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District

therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## **Additional Provisions**

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

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

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health,

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

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

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

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

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

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

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site



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

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.



The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, 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).)