



Los Angeles Leadership Primary Academy

Charter Renewal Petition
For the term July 1, 2021 through June 30, 2026

Submitted to the Los Angeles Unified School District
Board of Education
September 15, 2020

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Los Angeles Leadership Primary Academy (also referred to herein as “LALPA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes

of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

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

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

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

GENERAL INFORMATION

The contact person for Charter School is:	Arina Goldring-Ravin, CEO/Superintendent
The contact address for Charter School is:	2670 Griffin Ave., Los Angeles, CA 90031
The contact phone number for Charter School is:	213 381-8484
The current address of the Charter School is:	2670 Griffin Ave., Los Angeles, CA 90031
This location is in LAUSD Board District:	2
This location is in LAUSD Local District:	E
The grade configuration of Charter School is:	TK-5
The number of students in the first year will be:	430
The grade level(s) of the students in the first year will be:	TK-5
Charter School's scheduled first day of instruction in 2021-22 is:	August 16, 2021
The enrollment capacity:	430
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:	8:15-2:45 (M, Tu, Th, Fr); 8:15-1:30 (W)
The term of this Charter for Middle and High Performing schools:	July 1, 2021 to June 30, 2026

COMMUNITY NEED FOR CHARTER SCHOOL

Los Angeles Leadership Primary Academy is a small TK-5 dual immersion (Spanish/English) charter school located in Lincoln Heights, just north of downtown Los Angeles. LALPA is operated by the Los Angeles Leadership Academy, a California nonprofit corporation, which also operates Los Angeles Leadership Academy charter school, a 6-12 secondary school originally founded in 2002. Currently:

- LALPA, opened in 2011, serves approximately 325 students in TK-5 with an additional 18 students in a privately funded Expanded TK (ETK) class; our students are 98% qualify for Free or Reduced Price Lunch (FRPL), 54% are English Learners (EL), 12.1% are Students with Disabilities (SWD), 1% are Foster/Homeless Youth (F/HY), 84% are Hispanic/Latino, 12% are White, 2% are African American, and 1% are Asian.
- Los Angeles Leadership Academy Middle School (“LALA MS”), part of Los Angeles Leadership Academy charter school, which shares a campus with LALPA, opened in 2002 and serves approximately 251 students in grades 6-8; and
- Los Angeles Leadership Academy High School (“LALA HS,” collectively with LALA MS, “LALA”), located less than half a mile away,¹ serves approximately 244 students in grades 9-12; collectively, the MS and HS’s 495 student enrollment is 95.4% FRPL, 25.7% EL, 10.5% SWD, 0.6% F/HY, 91.9% Hispanic/Latino, 5.3% White, 0.2% African American and 1.8% Asian.²

Across all grades, LALPA and LALA focus on engaging students through student-centered, constructivist problem-based learning approaches that actively engage each of our students in the learning process. Our students are scholars, activists, and creators who demonstrate commitment to our values of social justice and leadership.

Over the past charter term, LALPA has achieved some notable accomplishments:

- The CA Charter Schools Association rated LALPA an 8/10 Similar Schools Ranking, meaning

2019 CAASPP	ELA		Math	
	LALPA	State	LALPA	State
Socioeconomically Disadvantaged (SED)	-25.6	-30.1	-44.8	-63.7
English Learners (ELs)	-31	-45.1	-52.4	-68.6
Hispanic/Latinx	-23.7	-26.6	-43.8	-62.2
Students with Disabilities (SWD)	-37.8	-88.1	-52.4	-119.4

LALPA is ***among the top 30% of schools across the state serving a similar population of students.***

- While LALPA’s schoolwide “Difference from Standard” (DFS) scores in English Language Arts (ELA) and Math on the California Assessment of Student Performance and Progress (CAASPP) exam are lower than the statewide averages, ***each of our subgroups outperformed their peers across the state in both ELA and Math, in some cases by dramatic margins:***

¹ The Middle School and High School are operated under the same charter petition; both charter schools are operated by Los Angeles Leadership Academy, a 501(c)(3) corporation, and both charter schools are authorized by the Los Angeles Unified School District (“LAUSD” or “District”) Board of Education.

² <https://data1.cde.ca.gov/dataquest/>

If the state served more SED students (we serve 98% compared to just 60.7% across the state), or more Latinx (we serve 84% compared to 55% across the state), or more ELs (54% at LALPA v. 18.6% statewide), we know our schoolwide scores would outperform the state's as well.

- Awarded a competitive \$750,000 grant in 2018 from the California Department of Education for "Artists Among Us," Student Support and Academic Enrichment through an Arts integration program, and another \$25,000 grant from Great Public Schools Now in 2020 for our Readers' Theater program.
- Opened the Roger Lowenstein Library and Media Center, with a bilingual library and part-time Library Clerk, and launched a weekly Reading Program with community volunteers who read weekly with our students, all coordinated by a former LALA Board member. We also have a Reading Pals program in which older students read to younger peers to help promote literacy for our youngest students. We received over 500 book donations for our library from Wijaba (The World Is Just a Book Away), a nonprofit that helps build libraries at primary schools and orphanages around the world.
- The Urban Garden Program continues to be managed and operated by volunteers. Garden beds have been renovated and all students TK-5 participate in planting and harvesting of the garden plants. Volunteers collaborate with teachers in planning and facilitating lessons that are aligned to the Next Generation Science Standards (NGSS) and also to elements of our social justice mission and curriculum. LALPA students also take walking field trips to the LALA HS Urban Farm program.
- The Leadership Team, comprised of the site administrators and teacher leaders, participated in two days of professional development at the Instructional Leadership Institute (ILI) facilitated by the University of Washington, followed by a small-group school visit by the ILI that focused on deepening learning of instructional leadership including observing and analyzing classroom instruction and determining teacher PD needs.
- Developed, secured private funding, and enrolled a full classroom of Expanded Transitional Kindergarten, launched in 2018-19.
- Held several annual school community events including: Annual Thanksgiving Community Dinner (all staff members serve dinner to families and community members); Annual Winter Community Toy Drive (every student at LALPA receives a gift); Annual Community Clean-Up/ Beautification Day, a community service to our neighbors in which students and their families participate in clean-up work in the surrounding streets.
- Launched partnership with Lincoln Heights Tutoring Program to provide onsite afterschool tutoring to students in all grade levels; some of the tutors that are hired as paid staff are from LALA HS.
- Our music program received donations of ukuleles from Heads Up Youth Foundation. This is the third year that Education Through Music-LA has funded half of the cost for our Music Program.
- Students showcase their work and projects through school wide events, like a Science Fair, Spelling Bee, Winter and Spring Performances, and Robot Exhibit.
- Home-School partnership through constant communication by administrators and the Parent Outreach, parent-teacher conferences, parent workshops, volunteering, and a parent resource center.
- Referrals are made to outside providers through community partnerships such as Violence Intervention Program (VIP) and Barrio Action.
- Extracurricular activities through after school programs, After School All Stars and Everybody

Deserves Music.

LALPA MEETS THE CHARTER RENEWAL CRITERIA UNDER EDUCATION CODE § 47607.2

As detailed in the new *LAUSD Policy and Procedures for Charter Schools, August 11, 2020* (“LAUSD Charter Policy”), pursuant to amendments to the Charter Schools Act by A.B. 1505, “The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
- **Criterion 3:** Are the charter school’s enrollment or dismissal practices discriminatory, or does the charter school have substantial fiscal or governance issues? (Ed. Code, 47607(e).)³

We address each of these criterion in turn.

LALPA MEETS CRITERION 1 FOR RENEWAL WITH A SOUND EDUCATIONAL PROGRAM, STRONG CAPACITY AND A COMPREHENSIVE CHARTER PETITION

As detailed in the LAUSD Charter Policy, Criterion 1 “requires an analysis of the following (subsection letters added for clarity):

- [a] Whether the petition includes a sound educational program;
- [b] Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- [c] Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- [d] Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The LAUSD Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).⁴

Regarding subparts (b) and (c) above, we respectfully submit that LALPA herein presents a reasonably comprehensive description of all 15 elements required for charter petitions and that the Affirmations, Assurances and Declarations contained above, which consist of the District’s *Federal, State and District Required Language*, meet the requirements of Education Code section 47605(e).

As for the soundness of LALPA’s educational program and the capacity of our team to implement the program detailed throughout these pages – subparts (a) and (d) above -- LAUSD’s Charter Policy notes that these “are assessed through the past performance of the existing charter school as indicators of likely

³ *LAUSD Policy and Procedures for Charter Schools, August 11, 2020.*

⁴ *Ibid.*

future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school’s record in four key areas of charter school performance:

- 1) Governance
- 2) Student Achievement and Educational Performance
- 3) Organizational Management, Programs and Operations
- 4) Fiscal Operations.”⁵

These four criteria directly align with the LAUSD Charter Schools Division’s Annual Oversight Visit review system. In LALPA’s most recent Annual Oversight Report from LAUSD’s Charter Schools Division, dated May 1, 2020, LALPA received a 4/4 – “Accomplished” -- in Governance, and 3/4 – “Proficient” -- in all three remaining categories:

2019-20:

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

In the May 1, 2020 Oversight Report, CSD staff noted several “Areas of Demonstrated Strength and/or Progress:”

Governance

- (G1) The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s), such as:
 - Evidence of Bylaws, organizational chart, Board Members, Board Meeting Agendas, Board Meeting Agendas, Board Meeting Calendars.
 - ELAC meetings included agendas and sign-ins with dates such as 10-71-19, 11-21-19, and 2-13-20, with topics such as “Presentation of the Purpose of ELAC,” sharing of CA Dashboard Data on English Learners, and Recommendations for EL’s on SPSA.
 - Documents pertaining to Directors and Principal’s Evaluations.
- (G2) The Governing Board complies with most material provisions of the Brown Act
 - Brown Act training was conducted during the Board Meeting January 28, 2020. The Board of Directors provides opportunity for open public participation as noted on each Agenda. This is done via Zoom Board Meetings.
 - Minutes of meetings have not been posted since the last 6 meetings since January 28, 2020. Some of the agendas and minutes have different items, for example:
 - 12/4/19 has Public Session, Communications and minutes; Reports, New Business, Closed Session and Open session; while the Minutes include

⁵ Ibid., p. 28.

items that are not consistent – such as no New Business, no Closed Session and no Open session updates.

- (G5) The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of and the charter related to qualifications, clearances, credentialing, and assignment requirements.
 - Agendas include standing items such as – CEO's Report, Principal Report, Student Leadership Council Report, Parent Teacher Report, Athletic Director Report, and Board Committee Report which provides a level of consistency for reporting purposes.

Student Achievement and Educational Performance

- (A1) All subgroups demonstrated growth in CAASPP ELA performance from 2017-18 to 2018-19, whereas:
 - 18.42% of English Learners students Met or Exceeded the Standards, an increase of 7.78 percentage points.
 - 38.78% of Latino students Met or Exceeded the Standards, an increase of 6.76 percentage points.
 - 38.36% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, an increase of 9.22 percentage points.
 - 22.22% of Students with Disabilities Met or Exceeded the Standards, an increase of 6.09 percentage points.
- (A2) All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019, whereas:
 - 9.21% of English Learners students Met or Exceeded the Standards, an increase of 1.76 percentage points.
 - 25.85% of Latino students Met or Exceeded the Standards, an increase of 6.19 percentage points.
 - 23.97% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, an increase of 6.09 percentage points.
 - 11.12% of Students with Disabilities Met or Exceeded the Standards, an increase of 1.44 percentage points.

Organizational Management, Programs, and Operations

- (O4) The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis. The school leadership shared that the school continues to develop practices to disaggregate and analyze data on a more consistent bases to address changes and supports needed in the classroom such as the use of manipulatives for Math instruction, increase student talk, and checking or understanding. Based on the conversation with the leadership team and in responses to the oversight questions such strategies are being used across content areas. Evidence provided in binder included:
 - Lesson plan for first grade;
 - 2nd grade ELA/SLA and Math quarterly plans which include reading skills, writing, vocabulary strategies, math focus and standards as well as a sample weekly lesson plan with weekly concepts, essential questions, and standards to be covered (FLT, modeling, vocabulary, strategies and frequency words);
 - 3rd grade ELA/ELD lesson plans with objectives, standards, essential questions for both English and math;

- 4th grade weekly lesson plans covering all subjects with Big Idea, essential question, standards to be covered, reading and writing strategies, FLT and homework;
- 5th grade lesson plans with unit being taught, objective and FLT by subject area; introduction;
- ETK lesson plans with FLT, subject area;
- Several Art lessons with learning objectives, FLTs, standards addressed, content, media, techniques, vocabulary and material list.
- (O5) The school has substantially implemented the key features of the educational program described in the charter, evidence provided as part of the binder included:
 - LALPA student of the month sheet which includes a specific celebrations tracker themed and aligned to social justice principles such as: inquiry, creator, wellbeing, activist, integrity, love, community, empowerment/courage and scholar;
 - Several teacher PD sign-in meetings with topics such as integration of music in the classroom, arts in the classrooms; possibilities and payoffs; STEAM enrichment after school program with scope of services;
 - Student of the month celebrations with themes aligned to Mandala Words and descriptions.

In addition, the school leadership noted the following:

LALPA became a recipient of a state grant for Art Integration. Since then, LALPA has worked diligently to integrate Art with the core subjects. Professional Development has been provided to teachers. The Visual Arts teacher provided one-to-one coaching to classroom teachers as well. Since the Fall of 2019, LALPA has added Music class for all students TK/Kinder through Fifth grade. Students have also continued with weekly Visual Arts classes. As a result, there is more extensive communication between all teachers at LALPA in relation to student needs.

- (O7) The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. The school has significantly declined in their rate of suspension from 2017-2018 to 2018-19. Based on the Data and Accountability Report for 2018-19 the school's in and out-of-school suspension event rate was 0.3%
 - Student of the Month activities;
 - Behavior contracts;
 - Daily behavior trackers;
 - A discipline procedure flow chart to aid in tier 1-3 expectations for behavior and interventions;
 - Activities such as assemblies, reading pals, and volunteer readers schedule to promote an example of good citizenship.

Fiscal Operations

Los Angeles Leadership Primary Academy's fiscal condition is positive and has been upward trending since the 2015-2016 fiscal year. According to the 2018-2019 independent audit report, the school has positive net assets of \$4,186,733 and net income of \$314,181.⁶

⁶ LAUSD CSD Annual Oversight Visit Report, May 1, 2020.

In the three prior years of this charter term, across the four categories, LALPA has received one rating of “4”/Accomplished (in Governance, in 2018-19), six ratings of “3”/Proficient (all three years for Fiscal Operations, twice in Organizational Management and once in Governance), four ratings of “2”/Developing (twice in Student Achievement, once each in Governance and Organizational Management), and one rating of “1”/Unsatisfactory (in 2017-18 in Student Achievement, following a dip in our CAASPP scores in 2017 from the prior year).⁷ We note that many schools experienced a dip in performance that second year of the new CAASPP tests, and since that time, LALPA has exhibited steady growth, both schoolwide and across subgroups, as detailed below.

At our last renewal in 2016, LALPA was assigned two “benchmarks” by LAUSD. The following details these benchmarks and current status of each (annual updates have been provided to CSD staff as required):

INSTRUCTIONAL

LALPA will provide a yearly student achievement report to the Charter Schools Division with an annual academic performance analysis and self-reflection, due no later than October 1, that reports on the school's progress toward the performance targets identified in its charter and LCAP, including but not limited to schoolwide and subgroup performance and progress as measured by the Smarter Balanced Assessments, CELDT, other state standardized measures of performance, and the school's internal assessments.

During the May 1st, 2020 CSD Annual Oversight Visit, CSD staff noted that LALPA had timely “provided the annual performance analysis and self-reflection on the school’s progress toward the performance targets identified in its charter.”⁸

While the California Assessment of Student Performance and Progress (CAASPP) was not administered in 2020 due to the Covid-19 pandemic, in the most recent test administration in 2019, as detailed more fully below, LALPA’s students realized increases in the percentage of students who achieved Met/Exceeded in ELA and Math and the “Distance from Standard” (DFS) **rates both schoolwide and for every significant subgroup – all metrics showed increases over 2018**, ranging from 18.4 to 63.7 point gains:

LALPA DFS Scores 2018 to 2019

		ELA		MATH	
		LALPA		LALPA	
All Students	2019	24.2 pts below	+21.5 points	43.2 pts below	+18.4 points
	2018	45.7 pts below		61.6 pts below	
English Learners	2019	31 pts below	+27.1 points	52.4 pts below	+19.6 points
	2018	58.1 pts below		72.1 pts below	
Socioeconomically Disadvantaged	2019	25.6 pts below	+23.8 points	44.8 pts below	+19.7 points
	2018	49.4 pts below		64.4 pts below	

⁷ Annual Oversight Visit Reports dated February 14, 2019 _January 17, 2018 and November 3, 2016.

⁸ LAUSD CSD Annual Oversight Visit Report, May 1, 2020.

Students w/Disabilities	2019	37.8 pts below	+63.7 points	52.4 pts below	+35.4 points
	2018	101.4 pts below		87.8 pts below	
Hispanic/Latinx	2019	23.7 pts below	+21.9 points	43.8 pts below	+18.5 points
	2018	45.6 pts below		62.3 pts below	

Source: <https://www.caschooldashboard.org/reports/19647330124818/2019>

Looking at Met/Exceeded rates, similarly, **LALPA achieved growth schoolwide in both ELA and Math and across all subgroups**, ranging from one to nine percentage points.

LALPA CAASPP Scores 2018 to 2019					
		ELA		MATH	
		LALPA	Growth	LALPA	Growth
All Students	2019	38%	6%	25%	5%
	2018	31%		20%	
English Learners	2019	18%	8%	9%	2%
	2018	11%		7%	
Socioeconomically Disadvantaged	2019	38%	9%	24%	6%
	2018	29%		18%	
Students w/Disabilities	2019	22%	6%	11%	1%
	2018	16%		10%	
Hispanic/Latinx	2019	39%	7%	26%	6%
	2018	32%		20%	

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

OPERATIONAL

LALPA will provide a description to the Charter Schools Division with annual verification, within 30 days, of the school's timely submission to CALPADS of all data related to English learner reclassification.

During the May 1, 2020 LAUSD Oversight Visit, CSD noted that the LALPA's operational benchmark was "**MET** – Charter provided annual verification of submission to CALPADS."

The LAUSD Charter Policy notes that, "As part of its analysis [of Criterion 1], the LAUSD Board of Education will assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance."⁹ We believe the foregoing demonstrates fully that the LALPA's CEO/Superintendent, Principal, teachers, staff, and Board are all firmly committed to successfully implementing the terms of the charter and that when challenges arise we have the capacity to quickly address them and make necessary improvements.

LALPA has met all of the elements of Criterion 1.

LALPA MEETS CRITERION 2 AS A MIDDLE-TIER SCHOOL WITH STRONG SCHOOLWIDE AND SUBGROUP PERFORMANCE ON THE CA DASHBOARD AND MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT EACH YEAR OF THE CHARTER TERM

⁹ LAUSD Charter Policy, p. 28.

We are pleased that the CDE determined that LALPA is a “Middle Performing School” for purposes of charter renewal, based on the California Dashboard indicators:¹⁰



Source: <https://www.caschooldashboard.org/reports/19647330124818/2019>

LALPA is in the Yellow, or third-highest of five tiers, on the 2019 Dashboard (graphic immediately above) for ELA, Mathematics and Chronic Absenteeism; and Green, or second-highest of the five tiers, for Suspension Rate. The English Learner Progress had no color rating in 2018 or 2019 due to the transition to the new English Learner Proficiency Assessments for California (ELPAC), but 44.2% of LALPA’s 129 English Learner students were making progress (more details on each of these are included below).

The Dashboard for 2019 indicates that LALPA meets all of the local indicators: Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey and Access to a Broad Course of Study.

For Middle Performing Schools, the LAUSD Charter Policy states the following considerations for renewal:

Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:

- 1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
- 2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
- 3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

¹⁰ <https://www.cde.ca.gov/sp/ch/csperformcategory.asp>.

- a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or
- b. Strong postsecondary outcomes, as defined by college enrolment, persistence, and completion rates equal to similar peers.¹¹

As a school serving grades TK-5, (3)(b) is not applicable, thus we focus here first on LALPA's schoolwide and subgroup performance on the Dashboard, with "greater weight" focused on the academic indicators (ELA, math, and EL progress). We then turn to the clear and convincing evidence demonstrated by "verified data," namely, CAASPP scores, showing that LALPA is achieving measurable growth for our students.

California Dashboard



Source: <https://www.caschooldashboard.org/reports/19647330124818/2019>

On the 2019 Dashboard, LALPA's CAASPP scores are -24.2 DFS in ELA, a 21.5 point increase over 2018, and in Math, -43.2 DFS, an 18.4 point increase over 2018. In looking just at the percentage of students who Met or Exceeded standards, in ELA, 38% of our students Met/Exceeded standards – a seven percentage point increase from 2018; and in Math, 25% of our students Met/Exceeded standards, five percentage points higher than 2018.¹² While we are very pleased with this growth, we recognize that there is far more work to be done.

LALPA's scores did not meet the state averages for our schoolwide scores (LALPA's -24.5 DFS compares to the statewide average of -2.5 DFS in ELA; LALPA's -43.2 DFS compares to the state's -33.5 DFS in Math).¹³ But LALPA **did outperform 2019 state averages for all statistically significant subgroups, in both ELA and Math.**

¹¹ LAUSD Charter Policy, p. 33-34.

¹² <https://www.caschooldashboard.org/reports/19647330124818/2019>

¹³ <https://caaspp-elpac.cde.ca.gov/caaspp>

2019 CAASPP LALPA v. CA Averages

		ELA		MATH	
		LALPA	CA	LALPA	CA
All Students	2019	24.2 pts below	2.5 pts below	43.2 pts below	33.5 pts below
English Learners	2019	31 pts below	45.1 pts below	52.4 pts below	68.6 pts below
Socioeconomically Disadvantaged	2019	25.6 pts below	30.1pts below	44.8 pts below	63.7 pts below
Students w/Disabilities	2019	37.8 pts below	88.1 pts below	52.4 pts below	119.4 pts below
Hispanic/Latinx	2019	23.7 pts below	26.6 pts below	43.8 pts below	62.2 pts below

The disparity between LALPA's schoolwide outcomes and the overall statewide averages simply underscores the differences in the student populations. For example, while 98% of our students are Socioeconomically Disadvantaged (SED), only 60.7% of students statewide are SED.¹⁴ If the entire state were serving a similar population of students as LALPA, we can assume that we would outperform statewide averages for the schoolwide scores.

We know this assumption is correct thanks to data analysis conducted by the California Charter Schools Association (CCSA) through its accountability framework, based on publicly available academic indicators. CCSA ranks the DFS score given to every eligible public school in the state¹⁵ from lowest to highest into percentiles (1-100) and 10 decile ranks. The 1st percentile is equivalent to the lowest 1% of schools statewide, while the 1st decile translates to the bottom 10% of schools (1-10), according to the schools' average results on the CAASPP. Conversely, the 10th decile rank is equivalent to a school having an average DFS in the top 10% of schools statewide (91-100). Similar Students Rank (SSR) orders schools on a 1-10 scale according to how students perform on standardized tests compared to schools serving similar students statewide. SSR functions as a "proxy value-add" measure by comparing each school's performance to a prediction based on how schools with similar demographic characteristics perform. This calculation factors in the percentage of students who are:

- Socioeconomic Disadvantaged (this includes FRPL, F/HY, migrant students, and students for whom neither parent is a HS graduate),
- Average Parent Education Level
- % EL and RFEP
- % SWD
- % Students by Race/Ethnicity
- % Mobility (indicating test-takers who were not enrolled at the school on Fall Census Day in mid-October).¹⁶

¹⁴ <https://data1.cde.ca.gov/dataquest/dqccensus/EnrCharterSub.aspx?cds=00&aggllevel=state&year=2019-20>

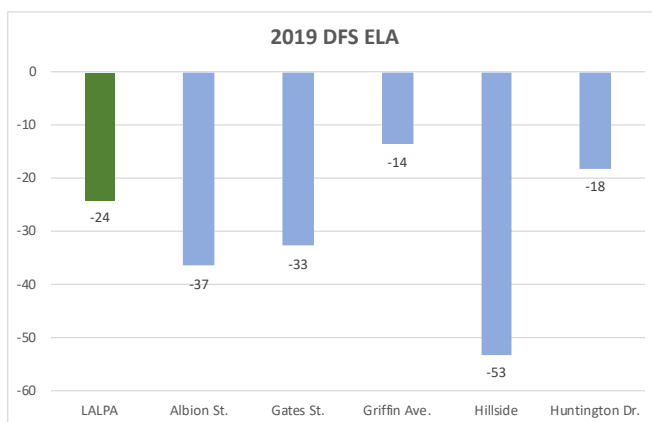
¹⁵ Dashboard Alternative School Status (DASS) schools – formerly referred to as Alternative Schools Accountability Model (ASAM) schools are not included, nor are schools that are less than four years old or schools with fewer than 30 CAASPP test-takers.

¹⁶ Technical Guide: Details on the Construction of the California Charter Schools Association's Academic Accountability Framework, CCSA, Updated Nov. 2019; <https://cdn2.hubspot.net/hubfs/3049635/CCSA-Accountability-Framework-Technical-Guide-2019.pdf>

According to CCSA's Accountability Framework, LALPA has a State Rank of 4/10; **yet when the students we serve is taken into account, LALPA has a Similar Schools Rank of 8/10, putting us in the top 30% of schools across the state serving a similar population of students.**¹⁷

English Language Arts

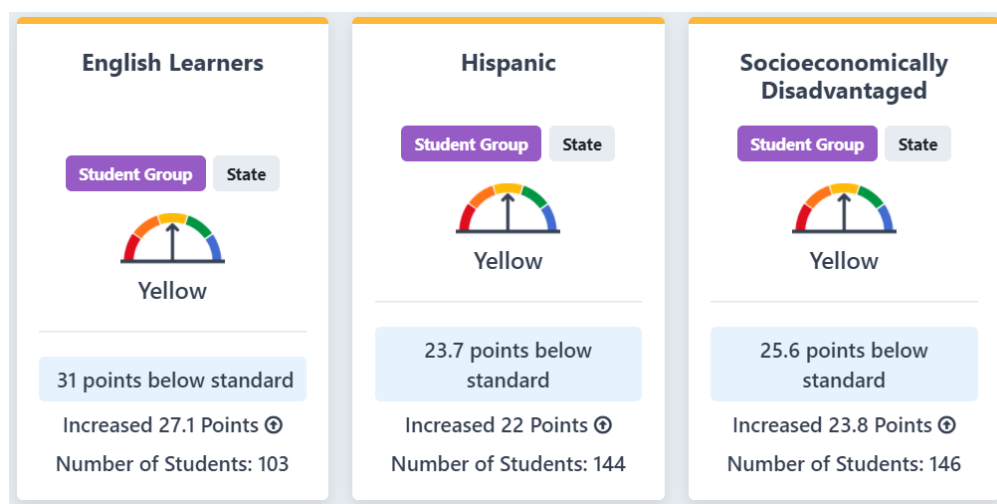
LALPA's 2019 ELA performance (-24 DFS) was stronger than three of the Resident Schools (Albion Street, Gates Street and Hillside, -33 to -53 DFS), yet not quite as strong as Griffin and Huntington Drive (-14 and -18 DFS).



Source: <https://www.caschooldashboard.org>

As noted above, our significant subgroups all outperformed state averages in 2019 in ELA:

- ELs at LALPA had a DFS of -31, 14.1 points higher than the state average of -45.1
- Hispanic/Latino had a DFS of -23.7, 2.9 points above the state average of -26.6
- SED had a DFS of -25.6, 4.5 points above the state rate of -30.1
- We also note that while our SWD subgroup was not statistically significant enough to be reported in 2019 (it was in 2018), at -37.8, this small group of students was 50.3 points above the state average for their peers in the subgroup of -88.1.¹⁸



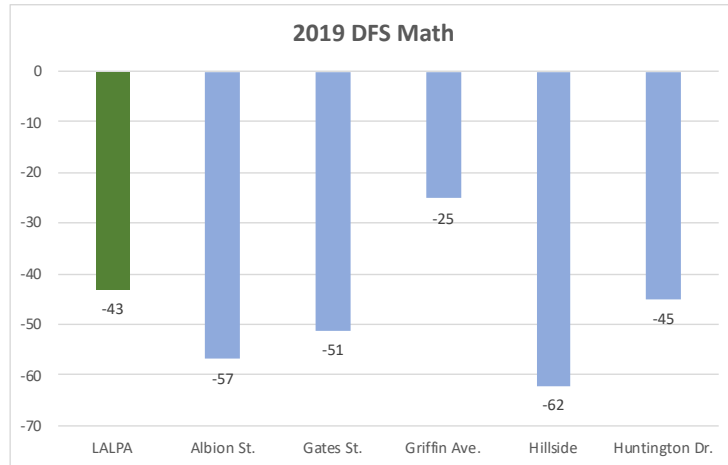
¹⁷ CCSA Snapshots. <https://www.ccsasnapshots.org/academic-accountability-report>

¹⁸ California School Dashboard. <https://www.caschooldashboard.org>

Source: <https://www.caschooldashboard.org/reports/19647330124818/2019>

Mathematics

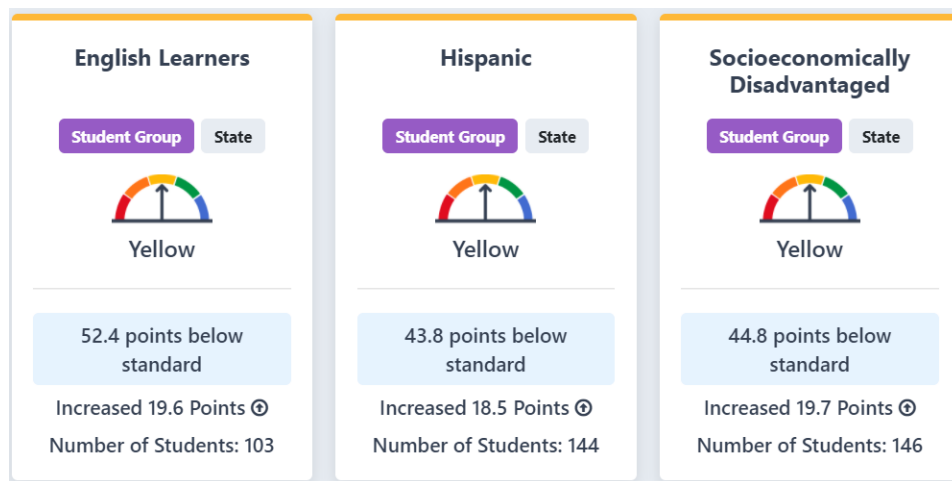
In Math, our students made an 18.4 point gain to -43 DFS, coming closer to the state average of -33.5 and outperforming four of the five Resident Schools (-45 to -62), with Griffin Ave. at -25 DFS.



Source: <https://www.caschooldashboard.org>

As noted above, our significant subgroups all outperformed state averages in 2019 in Math, typically by a significant margin:

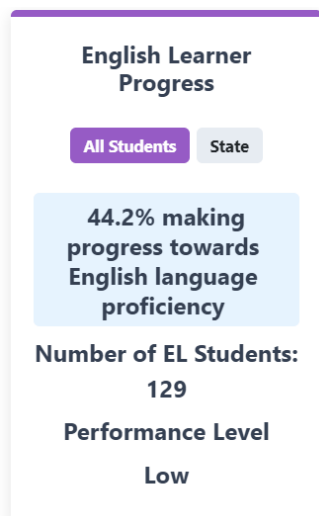
- ELs at LALPA had a DFS of -52.4, 14.1 points higher than the state average of -68.6
- Hispanic/Latino had a DFS of -43.8, 18.4 points above the state average of -62.2
- SED had a DFS of -44.8, 18.9 points above the state rate of 63.7
- We also note that while our SWD subgroup was not statistically significant enough to be reported in 2019 (it was in 2018), at -52.4, this small group of students was 67 points above the state average for their peers in the subgroup of -119.4.¹⁹



Source: <https://www.caschooldashboard.org/reports/19647330124818/2019>

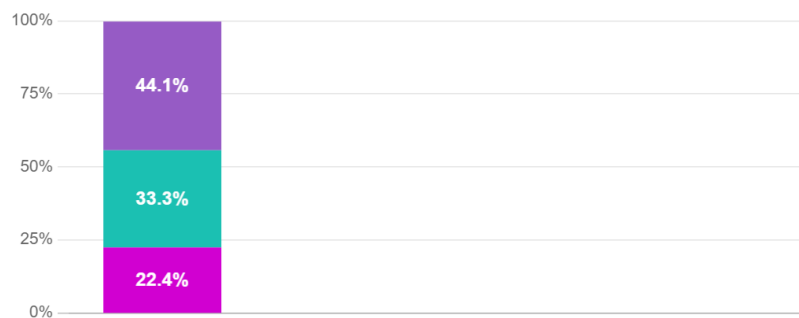
¹⁹ California School Dashboard. <https://www.caschooldashboard.org>

English Learner Progress



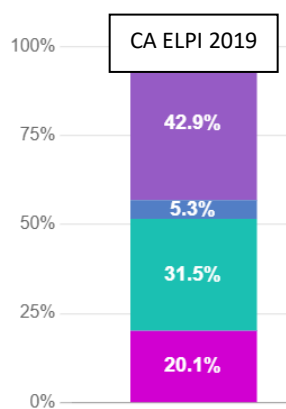
Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Source:

<https://www.caschooldashboard.org/reports/19647330124818/2019>



No performance colors were issued for any schools on the 2018 or 2019 Dashboard for the English Learner Progress Indicator due to the transition to the English Language Proficiency Assessments for California. The Indicator divides the four levels of the ELPAC exam into six ELPI levels to determine how many students at a school gain at least one ELPI level that year on the ELPAC. Based on this analysis, on the 2019 spring ELPAC, 44.2% of our 129 ELs gained at least one ELPI level, 33.3% maintained ELPI levels 1, 2L, 2H, 3L or 3H, and 22.4% decreased at least one ELPI level.

Across California in 2019, the statewide average was 42.9% of ELs gaining at least one ELPI level, so LALPA's ELs are performing slightly better than the state average. CA averages in 2019 also indicate that 31.5% maintained ELPI levels 1, 2L, 2H, 3L or 3H (slightly less than LALPA's 33.3%) and 20.1% decreased at

least on ELPI level (slightly less than LALPA's 22.4%).²⁰

Over the current charter term, LALPA's EL reclassification rates have ranged from 4.7% to a high of 9.1% spring 2020. As we have noted in our annual updates to CSD staff, our dual immersion program inherently means that our English Learners receive less instruction each day in English, particularly in the lower grades, where Spanish is the predominant language. While a typical elementary school might seek to reclassify most ELs who are continuously enrolled from Kindergarten by the third grade, at LALPA, our goal is to reclassify students who are continuously enrolled from Kindergarten by fifth grade, given the amount of English language learning they receive each day. Our EL reclassification rates are on par with other *whole school* dual immersion programs, such as City Language Immersion Charter, 8% EL reclassification rate in 2019-20; San Juan ES in Capistrano Unified's acclaimed dual immersion program had a 5.5% EL reclassification rate in 2019-20; Viejo ES, also in Capistrano Unified, had a 10.1% reclassification rate in 2019-20, up from 4.9% in 2018-19.²¹

²⁰ <https://www.caschooldashboard.org/reports/19647330124818/2019/academic-performance#english-learner-progress>

²¹ <https://data1.cde.ca.gov/dataquest/>

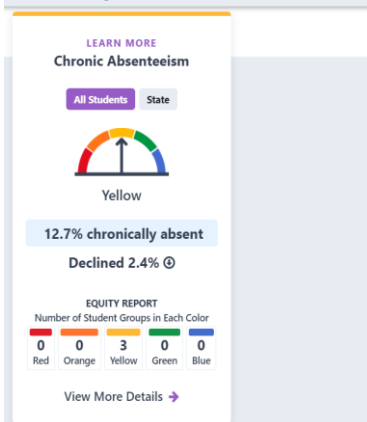
	# of ELs Reclassified	EL Reclassification Rate
2017 EL Reclassification	15	8.4%
2018 EL Reclassification	14	6.7%
2019 EL Reclassification	10	4.7%
2020 EL Reclassification	17	9.1%

Source: <https://data1.cde.ca.gov/dataquest/>

LALPA was unable to administer the ELPAC in spring 2020 due to the Covid-19 pandemic and distance learning. LALPA has administered the ELPAC this fall and will follow all guidelines for digital administration of the ELPAC this year and reclassification criteria as outlined in the EL Master Plan.

Chronic Absenteeism

Los Angeles Leadership Primary Academy



Chronic absenteeism measures the “percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.”²² On the 2019 CA Dashboard, LALPA’s Chronic Absenteeism rating was yellow, at 12.7%, a decline of 2.4% from 2018. There was no significant disparity in chronic absenteeism between our subgroups: ELs were chronically absent 11.9%, Hispanic/Latinos 10.8% and SED students 12.4%.

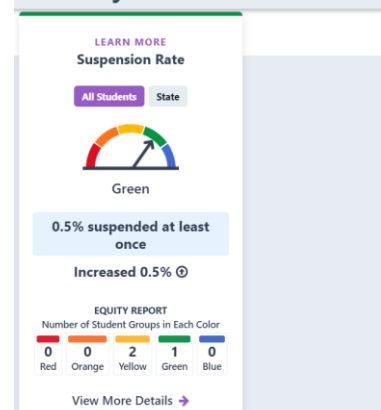
Our schoolwide rate is slightly higher than the statewide average of 10.1%, but our two largest subgroups Hispanic/Latino (84% of our students) and SED (98% of our students) align with state averages:

- Hispanic/Latino students at LALPA were 10.8% Chronically Absent compared to the state average for the subgroup of 11%
- SED at LALPA were 12.4% compared to state average for SED of 12.9%.

Suspension

In 2018-19, LALPA suspended three students for a suspension rate of 0.5%; each of our subgroups (EL, Hispanic/Latino and SED) had one suspension. This is lower than the state rate of 3.4%.²³ In 2019-20, LALPA had two suspensions. As

Los Angeles Leadership Primary Academy



Year	2016-17	2017-18	2018-19	2019-20
Suspension number	1	0	3	2
Suspension rate	0.2%	0.0%	0.5%	0.1%
Expulsion number	0	0	0	0
Expulsion rate	0.0%	0.0%	0.0%	0.0%

detailed in Elements 1 and 10, LALPA’s restorative justice and Positive Behavioral Intervention and Supports (PBIS) efforts, along with Multi-Tiered System of Supports (MTSS) all are effectively implemented to help our students exhibit positive behaviors.

²² <https://www.caschooldashboard.org/reports/19647330133884/2019/academic-engagement#chronic-absenteeism>

²³ <https://www.caschooldashboard.org/reports/ca/2019/conditions-and-climate#suspension-rate>

(<http://dq.cde.ca.gov/dataquest/>; Internal Data)

Verified Data Convincingly Demonstrates That LALPA Has Achieved Measurable Increases In Academic Achievement

We now turn to section (3)(a) of Criterion 2, “[T]he LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing . . . the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.”²⁴ The LAUSD Charter Policy offers the following definitions:

Until such time that the State Board of Education adopts a pupil-level academic growth measure, for the purposes of this Policy and Procedures, the District defines “one year’s progress” **as growth in achievement in ELA and Math from one academic year to the next** and will measure progress using the growth metric showing student learning from the District’s School Information+ system, for which charters shall be encouraged to provide data. The District’s expectation is that a charter school demonstrated either the same or higher growth levels as schools serving similar student populations, for each year of the charter school’s current term of the charter (e.g., seven-year, six-year, five-year, or two-year term).²⁵ Charter schools submitting verified data for this purpose must provide a clear explanation as to its alignment with the requirements herein. (Emphasis added.)²⁶

At this time LALPA does not have access to the School Information+ system for our own students’ individual growth data, thus we offer here what we can that offers verifiable data to show measurable increases in our students’ academic outcomes.

CAASPP Score Growth

CAASPP Mean Scale Score Growth				
2019 5th Grade Cohort				
	3rd Grade 2016-17	4th Grade 2017-18	5th Grade 2018-19	2-Year Growth
ELA	2394.2	2435.1	2506.9	112.7
Math	2387.2	2419.4	2492.0	104.8
2019 4th Grade Cohort				
	3rd Grade 2017-18	4th Grade 2018-19	1-Year Growth	
ELA	2397.0	2450.4	53.4	
Math	2384.1	2432.9	48.8	
2018 5th Grade Cohort				
	3rd Grade 2016-17	4th Grade 2017-18	5th Grade 2018-19	2-Year Growth
ELA	2383.9	2418.4	2431.1	47.2
Math	2399.5	2399.0	2453.5	54.0
2017 5th Grade Cohort				
	3rd Grade 2016-17	4th Grade 2017-18	5th Grade 2018-19	2-Year Growth
ELA	2360.5	2411.4	2434.6	74.1
Math	2385.5	2446.6	2461.8	76.3

While the CDE provides data on “Change over Time” for CAASPP Mean Scale Scores for a grade level cohort, we note that this is not an authentic demonstration of individual student growth over time as it does not account for student attrition or new enrollments in a cohort and does not calculate individual student growth, but rather looks at cohort averages each year. That said, we are pleased that our 5th grade cohort in 2019 demonstrated particularly strong growth, with a gain of 112.7 Mean Scale Score points in ELA and 104.8 Mean Scale Score points in Math between their 3rd grade testing in 2017 and 5th grade testing in 2019. The 2019 4th graders similarly achieved growth in one year that was comparable to the 2018 5th graders’ growth over two years – 53.4 Mean Scale Score points in ELA and 48.8 Mean Scale Score points in Math.

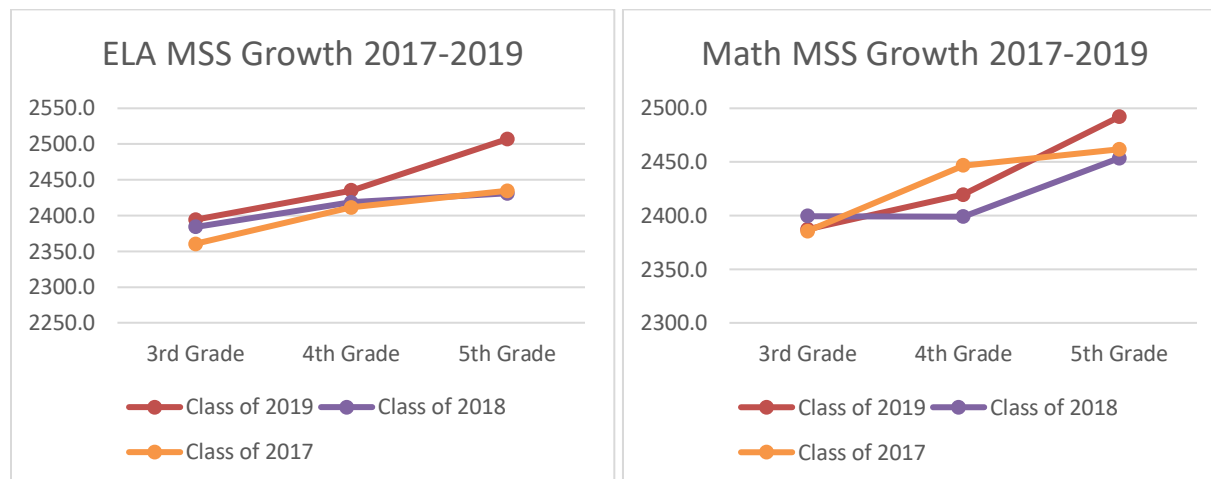
As illustrated by this data, fluctuations in small cohorts of just 48-63 students are to be expected. The 2017 5th

²⁴ LAUSD Charter Policy, p. 29.

²⁵ This methodology is based on LAUSD’s School Information+ platform <https://laschoolinfo.coredistricts.org/>.

²⁶ Ibid, p. 33.

graders gained 74.1 Mean Scale Score points in ELA, 2018's 5th graders gained just 47.2 points and then 2019's 5th graders gained 112.7 points, each over the same two year period between 3rd and 5th grades.



LALPA has clearly met the requirements of Criterion 2 and warrants a five-year renewal term.

LALPA ALSO MEETS CRITERION 3 FOR RENEWAL: OUR ENROLLMENT AND DISMISSAL PRACTICES ARE NON-DISCRIMINATORY AND WE DO NOT HAVE ANY SUBSTANTIAL FISCAL OR GOVERNANCE FACTORS

Pursuant to Education Code § 47607(e), Criterion 3 asks whether the charter school's enrollment or dismissal practices are discriminatory and whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal.

LAUSD Charter Policy states: "Substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities-related costs, Prop. 39 over-allocated space reimbursements, etc.)."²⁷ As noted under Criterion 1, LALPA has received a rating from CSD staff of "3"/Proficient for Fiscal Operations and LALPA's fiscal position is positive, with a net balance of approximately \$4M, equivalent to one year's operating expenses.

LAUSD Charter Policy goes on to state, "Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act."²⁸ Again, as detailed above under Criterion 1, LALPA has received a rating from CSD staff of "4"/Accomplished for Governance. Teacher retention rates have been strong over the charter term at 95% each year; our teachers are unionized and represented by the California Teachers Association.

The final consideration is whether "The charter school is not serving the pupils who wish to attend. Upon a finding that the charter school is not serving the pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the

²⁷ LAUSD Charter Policy, p. 35.

²⁸ Ibid. p. 36.

charter school. (Ed. Code, § 47606(d).)”²⁹ LALPA serves all students, including students who are academically low achieving, FRPL, ELs, SWD, F/HY, or student with other special needs. Our racial/ethnic makeup is consistent with the District. As detailed in Element 7, below, we engage in outreach each year in the surrounding community during our open enrollment period to inform families around the school about our program – our dual immersion, constructivist model is appealing to many families, including students with special needs and who are “hard to serve” – LALPA welcomes these students and is designed to meet their needs.

LALPA meets all of the requirements of Criterion 3.

As demonstrated throughout the preceding pages and thorough data analysis, LALPA presents a sound dual immersion educational program for our TK-5 students, and we are achieved measurable increases in academic achievement year over year. Our team is well-qualified with strong capacity to continue implementing the program. We look forward to continuing our partnership with LAUSD for another five year charter term.

SUCCESS OF THE KEY FEATURES OF THE EDUCATIONAL PROGRAM

As detailed throughout this charter petition, through our dual immersion program, students are developing fluency, communication and literacy in Spanish and English, while learning grade level content standards through thematic teaching and project based learning units that integrate the school’s social justice themes. Our students participate in active, hands-on learning that engages them as their own questions drive much of the learning, fueled by their natural curiosity. Our teachers are attentive to what students already know and to the cultural experiences and knowledge they bring to school, weaving this experience and respect for different cultures into the curriculum. We embrace diversity – and encourage our students to embrace and celebrate it – as an asset they bring to the school.

LALPA serves the whole child, and is designed to provide enriching experiences for our students, most of whom come from families who have limited exposure to the arts and opportunities for the types of extra curricular activities we provide, which include:

- **Weekly Visual Art Classes:** A credentialed teacher provides weekly lessons to all classes between 45 minutes to 1 hour. The visual art lessons adhere to the Visual Art and Performing Arts standards and include art appreciation. Exploration of different media, Art Elements and Principles of Design, and an annual Art Gallery Showcase. The Art teacher collaborates weekly with classroom teachers to support integration of the Arts into the core curriculum.
- **Weekly Music Classes:** A music teacher hired through our partner, Education Through Music LA, provides weekly music lessons of 30-45 minutes where students learn about World Music history and learn to play different instruments starting in Kindergarten with acoustic instruments. Students in the upper grades learn to play the Xylophone, the recorder, and the Ukelele. Each class performs a music selection twice a year: Winter and Spring Performance.
- **Robotics and Coding Afterschool Class:** This class is offered to students who have been identified as High Achieving. The program is design to offer additional opportunities to engage in Science, Math, technology, and engineering concepts as they work on team-building skills through fun challenges. These classes are offered biweekly to students.

²⁹ Ibid.

All students participate in 200 minutes every 10 days of P.E.³⁰ and health lessons, and engage in hands-on learning about healthy eating and nutrition through our school garden and walking field trips to the Urban Farm at LALA. Additional field trips may include The Grammy Museum, The Science Center, Descanso Gardens, Griffith Observatory, Autry Museum, and more to support our grade-level standards.

This past year the Leadership Team, comprised of the site administrators and teacher leaders, participated in two days of professional development at the Instructional Leadership Institute (ILI) facilitated by the University of Washington, followed by a small-group school visit by the ILI that focused on deepening learning of instructional leadership including observing and analyzing classroom instruction and determining teacher professional development needs. LALPA has since incorporated the Five Dimensions of Teaching and Learning Instructional Framework into our school site professional development. Developed from multiyear research efforts at the University of Washington, this framework provides a common language of instruction across grade levels and curriculum for LALPA teachers and staff to continue to refine our instructional practices.

The Five Elements focus on purpose (standards, learning target and teaching points); student engagement (intellectual work, engagement strategies, and talk); curriculum and pedagogy (curriculum, teaching approaches and/or strategies, scaffolds for learning); assessment for student learning (assessment and adjustments); and classroom environment and culture (use of physical environment, classroom routines and rituals, and classroom culture).

Guided by the instructional framework, LALPA lessons and instructional materials are based on grade-level standards, are meaningful and relevant beyond the task at hand, are appropriately challenging and supportive, and help students learn and apply transferable knowledge and skills. Lessons are intentionally linked to other lessons, while learning targets are clearly articulated and measurable. The teaching points are based on knowledge of student's learning needs in relation to the learning target(s). Students take ownership of their learning to develop, test, and refine their thinking, while engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning, and student talk reflects discipline-specific habits of thinking and ways of communication.

Additionally, teachers provide scaffolds for the learning task that support the development of the targeted concepts and skills and gradually release responsibility, leading to student independence. Students assess their own learning in relation to the learning target, and teachers create multiple assessment opportunities and expect all students to demonstrate learning. Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student, and teachers use observable systems and routines for recording and using student assessment data. The physical arrangement of rooms are conducive to student learning, including student access to resources. Classroom systems and routines facilitate student responsibility, and classroom discourse and interaction reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning.

³⁰ While charter schools are exempt from this requirement of the Education Code, this nonetheless meets the requirements of Education Code § 51210(a)(7) for elementary grades.

We believe these common systems and structures throughout the school have already benefited our students as well as our teachers, as we all work collaboratively towards continuously improving LALPA to realize better outcomes for our students and their families.

SUCCESS OF SCHOOL'S EDUCATIONAL PROGRAM IN MEETING SPECIFIC NEEDS OF ITS STUDENT POPULATION

As detailed below, our Multi-Tiered System of Supports (MTSS) program provides personalized academic and behavioral support in the classroom (Tier 1) and may include referral to:

- Student Assistance Program- A support program designed to provide strategies and supports related to academics, social-emotional well-being, or any other accommodation that can address the specific needs of the child to improve their learning experience.
- Before or after school intervention sessions- the classroom teacher schedules tutoring sessions of 3-5 students at any given time. Each session is between 30 minutes to one hour.
- The Learning Center- This intervention program is part of LALPA's MTSS. It is designed to provide targeted literacy instruction, including addressing foundational skills, to small groups of students twice per week. Each session is 45 minutes and includes no more than 6 students per class. During that session, the teacher further divides the students into teams based on their reading level and provides rigorous targeted instruction on reading skills.

AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED

Academic Achievement

While we are pleased by the 2019 gains in our CAASPP scores, we recognize that there is considerable room for growth in our scores. In order to continue making gains and improvements in the academic achievement of our students, starting in 2019-20, for the first time we adopted the state-issued Interim Assessment Blocks (IABs) and Interim Comprehensive Assessments (ICAs), and have found them to be very helpful in getting our young students comfortable with the format of the CAASPP test and the way the questions are asked prior to the actual test.

The ICAs “are built on the same blueprints as the summative assessments. The ICAs include the same item types and formats, including performance tasks, as the summative assessments, and yield results on the same vertical scale. The ICAs yield overall scale scores, overall performance level designations, and claim-level information.”³¹ This “claim-level” information for ELA includes reading, writing, listening and research and inquiry; for math, it includes concepts and procedures, problem solving and modeling & data analysis, and communicating reasoning.

The IABs “focus on smaller sets of targets than ICAs. They are intended to provide educators the ability to check where students are at that moment in time, and use results to determine next steps for instruction.”³² Focused IABs include up to three assessment targets for detailed understanding of a student's learning.

As with any standardized test, the more a test taker is familiar with the test format and methodology, the more he/she is likely to demonstrate a stronger score – as evidenced by the billion dollar test-prep industry. We have found that the availability of these ICA and IAB practice assessments do help our

³¹ <https://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>

³² Ibid.

students measurably in their performance on the actual CAASPP tests. The feedback the practice tests provide to our teachers also helps to guide instruction and provide insights into which standards need additional practice, re-teach or possibly additional support or interventions for specific students. Interim assessment results were promising and we had anticipated growth in our 2020 CAASPP scores before testing was canceled due to the Covid-19 pandemic. We are optimistic that continued use of this strategy going forward will help realize increases in student achievement across the grade levels once CAASPP testing resumes.

COVID-19 Pandemic

Like every entity and person across the nation and even across the world, LALPA has been dramatically impacted by Covid-19. The rapid shutdown in March 2020 was handled well by both our staff, teachers and students/families as we all adjusted and pivoted to online learning. Staff mobilized quickly to ensure that each student had a Chromebook for use at home. More than 300 Chromebooks and wifi hot spots were distributed for students to use at home. Food service includes lunch and breakfast that can be picked up by families twice each week.

Thanks to a new MOU with our teachers (who are represented by CTA), students now have daily synchronous learning with their teachers via Zoom. Students with special needs, including SWD, ELs and others, receive interventions and support daily via Zoom as well. LALPA was thrilled to receive a \$50,000 grant from Great Public Schools Now to support our Reader's Theater virtual program this year, which uses art and theater to create excitement around reading (in both English and Spanish) to motivate students, and includes components of parent education to help parents learn how to best support their children in developing literacy skills particularly during this crucial time when parents are doing so much to support their children's learning at home during "stay at home" orders. LALPA will leverage this one-time funding via teacher training and parent education materials to ensure continued impact beyond the life of the grant term. The grant includes funds for professional development for our teachers, workshops for parents led by our partners at Inner City Arts and Education Through Music-LA, headphones for all students to use at home that provide crucial noise-cancellation from distractions in their surroundings and allow them to focus on their reading, costumes and props for the theatrical productions in the spring, and assessments. We look forward to seeing our first Reader's Theater productions in May 2021!

EL Reclassification

As discussed above, LALPA's EL reclassification rates are not equivalent to a typical elementary school in that we are a whole school dual immersion program. Our students have limited time learning in English each day, compared to a typical elementary school in which EL students are immersed in an English-only or predominantly English program. As such, we do not expect our ELs to reclassify as rapidly as they would at a typical elementary school and instead expect that ELs who come to LALPA in Kindergarten and remain continuously enrolled will reclassify by 5th grade.

That said, our faculty regularly analyzes ELPAC scores, breaking down the scores by grade level and by the four domains of Listening, Speaking, Reading and Writing, in the context of our instructional strategies and curricula. Teachers communicate ELPAC results with the individual students, so that they understand where they are, and what they need to accomplish in order to be reclassified. At the end of 2018-19, based on the spring 2019 ELPAC results, for example, the data showed that K-2nd graders were stronger in Listening Performance, while 3rd-5th graders were stronger in Speaking Performance. Thus,

for the 2019-20 school year, teachers were tasked with collaborating on the ways they teach listening skills. LALPA teachers worked on breaking down listening activities into phases to ensure that they help students pre-activate background knowledge. In all grade levels, teachers focus on students understanding the GIST of the listening text to allow students to build stamina in processing listening texts. Kagan structures create the collaborative environment that allow students to share what they understand from the listening text. Through every stage of listening skills instruction, teachers use the “think aloud” strategy to model to students how to organize their understanding of a listening text.

Another point from the 2019 ELPAC data analysis showed that 1st grade ELs had a negative shift of students out of the “Well Developed” level and downward into the “Somewhat” and “Beginning” levels. To address this, the first grade teachers focused in 2019-20 on teaching a specific skill: Describing a picture. If students learn to describe pictures, they will be able to select a sentence that describes a picture. To address the students’ need to read short text and answer questions, first grade teachers continue to implement the Accelerated Reading Program to build reading stamina as well as practice answering comprehension questions about a text.

While we unfortunately do not have direct end-of-year ELPAC data from Spring 2020 due to the pandemic, our teachers are now completing ELPAC testing of students remotely and we will engage in a deep data analysis shortly, continuing similar efforts in the year ahead.

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

LALPA currently serves students in grades TK/K through 5 and is home to many students from international families. The student population attending LALPA is primarily Mexican, Central American, and South American nationality. Many students speak a language other than English as their first language, with Spanish being the most common. More than 80% of the student population speaks a language other than English in their homes, and nearly 60% are classified as English Learners.

LALPA’s educational program has been flexible enough to allow staff to find creative, unique ways to meet the needs of all students, so that all students succeed, irrespective of individual differences and despite the effects of poverty in their community. The student recruitment areas of Lincoln has high concentrations of families living below the poverty line; in fact 98% of LALPA students are eligible for the federal Free or Reduced Price Meals Program. LALPA constantly looks for ways to address community needs with a supportive, responsive staff and program.

ENROLLMENT PLAN

The Charter School anticipates enrollment for its renewal term to grow as follows:

Grade	2021-22	2022-23	2023-24	2024-25	2025-26
TK/K	72	72	72	72	72
1	72	72	72	72	72
2	72	72	72	72	72
3	72	72	72	72	72
4	71	71	71	71	71
5	71	71	71	71	71
Totals	430	430	430	430	430

GOALS AND PHILOSOPHY

MISSION

The LALPA prepares urban students to succeed in secondary school, college or on chosen career paths, to live fulfilling, self-directed lives, and to be effective leaders in creating a just, democratic, and humane world. An integrated, inquiry-based and hands-on curriculum taught through dual immersion in Spanish and English challenges students to think critically and creatively. Supportive relationships among students, staff and families promote a community of well-rounded learners through attention to students' individual needs and interests. Students develop leadership skills by taking action on important social issues in a process of reflection, research, skill development, and community partnership.

VISION STATEMENT

Our vision is to create a seamless educational transition for TK-12 students in a school system that is focused on a rigorous, academic and social justice embedded curriculum. Students understand their role and responsibility as lifelong learners. They understand their obligation and responsibility to themselves and their community.

LALPA seeks to increase our students' ability to understand, communicate, and express their need for changes in their community. We target the next generation of students and instill a drive and desire to pursue higher education. Our ability to create a continuum of educational excellence will benefit the future leaders who graduate from LALPA.

AN EDUCATED PERSON IN THE 21ST CENTURY

LALPA's educational goals are designed to empower students to become scholars, activists and leaders who act with courage, kindness and integrity.

LALPA defines an educated person in the 21st Century as a self-motivated, reflective, competent, lifelong learner who demonstrates and develops intellectual, personal, and civic qualities. An educated person integrates into his or her thinking knowledge basic to core academic disciplines, and applies methods used by the various academic disciplines designed to ask and answer questions, test ideas, and show proof, to measure and represent information, and to express ideas. Basic knowledge about the world and deep knowledge about subjects of interest and importance are part of intellectual development, as are skills for effectively using technology and gathering information. Educated persons in the 21st Century must be familiar and comfortable with technology, and must be able to integrate it into all aspects of life and work.³³ LALPA offers high computer to student ratios, ensuring substantial access for all students to technology. Further, intellectual development involves the ability to communicate ideas and information clearly and effectively, in a variety of contexts and for a variety of purposes.³⁴

³³Edutopia. (2007.) *Technology Integration: What is successful technology integration?* <https://www.edutopia.org/technology-integration-guide-description>

³⁴ Di Guardo M.C., Galvagno M. (2010) Information Systems and Service Research: A Co-citation Analysis. In: D'Atri A., De Marco M., Braccini A., Cabiddu F. (eds) *Management of the Interconnected World*. Physica-Verlag HD. https://doi.org/10.1007/978-3-7908-2404-9_51

Personal development encompasses social, physical, emotional, and ethical competencies, as well as practical skills, habits, and self-awareness.³⁵ These include the ability to relate to people in a variety of contexts, to cope with life's many challenges, to view the world with ethical sensibility, to have facility of self-expression, and to monitor and maintain emotional and physical fitness.³⁶ A quality education also instills habits that help one have control of one's life: to set and attain goals, to learn from experiences, and to know when and how to follow social norms.³⁷ Self-awareness involves recognizing one's strengths and limitations, knowing what one wants to achieve in life, and being reflective about one's interactions and relationships with others.³⁸ Social competencies include the ability to relate to people in a variety of contexts and to understand when and how to follow social norms and expectations.³⁹ Physical competencies include the ability to monitor and maintain physical health and fitness.⁴⁰ Emotional competencies include the ability to cope with challenges and setbacks, to set and achieve goals, to gain wisdom from experiences, and to effectively express opinions, ideas and feelings.⁴¹ Ethical competencies include the ability to value diversity, to support equitable treatment for all, and to interact with the world with a sense of social justice, recognizing inequalities in society and taking action to address those inequalities whenever possible.⁴²

Civic development refers to one's ability to work strategically in a democracy toward a vision for a better world.⁴³ Civic-mindedness refers to one's ability to become an effective citizen, interacting respectfully with others, mediating differences in order to build partnerships, and working to make the world a better place for all.⁴⁴ Civic-mindedness requires balancing individual and collective needs, ecological concerns, and environmental pressures to create solutions that are thoughtful, fair, and practical within the local or global community.⁴⁵ Effective citizens understand how structures of power function and how they shape the world in which we live.⁴⁶ They work effectively and respectfully with others, and are able to negotiate differences, build coalitions and create greater social awareness.⁴⁷ Citizenship requires balancing individual and collective needs, in fairness to all people and with mindfulness of ecological and social interconnectedness in an ever-smaller global village.⁴⁸ Thoughtful citizens develop personal responses to injustice based on a personal philosophy and a set of beliefs

³⁵ Zins, Joseph & Elias, Maurice. (2007). Social and Emotional Learning: Promoting the Development of All Students. JOURNAL OF EDUCATIONAL AND PSYCHOLOGICAL CONSULTATION. 17. 233-255. 10.1080/10474410701413152.

³⁶ Damon E. Jones et al. (2015.) "Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness," American Journal of Public Health 105(11) (2015): 2283-2290.

³⁷ Carol D. Lee. (2020) Practice that supports learning and development: A commentary. *Applied Developmental Science* 24:2, pages 141-145.

³⁸ Morin, Alain. (2011). Self-Awareness Part 1: Definition, Measures, Effects, Functions, and Antecedents. *Social and Personality Psychology Compass*. 5. 807 - 823. 10.1111/j.1751-9004.2011.00387.x.

³⁹ Han, H.S., Kemple, K.M. Components of Social Competence and Strategies of Support: Considering What to Teach and How. *Early Childhood Educ J* 34, 241-246 (2006). <https://doi.org/10.1007/s10643-006-0139-2>

⁴⁰ Ibid.

⁴¹ Ibid.

⁴² Yoshioka, Emi & Kaneko, Sayuri. (2019). The Acquisition of Ethical Competence in Basic Education and the Present State of Ethics Education. *Open Journal of Nursing*. 09. 676-686. 10.4236/ojn.2019.97052.

⁴³ Ahrari, Seyedali & Othman, Jamilah & Hassan, Md Salleh & Abu Samah, Bahaman & Lawrence, Jeffrey. (2014). Understanding Meaning and Characteristics of Civic Development in Higher Education. *Asian Social Science*. 10. 50-60. 10.5539/ass.v10n16p50.

⁴⁴ Quigley, Charles. 2011. "Call to Action: National Assessment of Educational Progress." Woodland Hills, CA: Center for Civic Education. <http://new.civiced.org/resources/civic-education-links/call-to-action>.

⁴⁵ Nussbaum, Martha. 2010. "The Liberal Arts Are Not Elitist." *Chronicle of Higher Education*, June 10.

⁴⁶ Corporation for National Service. (2001.) A guide to Effective Citizenship Through AmeriCorps. (<https://www.nationalservice.gov/sites/default/files/resource/w1952-a-guide-to-effective-citizenship-through-ac.pdf>)

⁴⁷ Ibid.

⁴⁸ Ibid.

about the social, economic, and political world order.⁴⁹ LALPA integrates developmentally appropriate curriculum through children’s literature and other famous historical texts to help students build their basic civic knowledge and understand their role as active citizens. Civic leaders use practical tools to access the levers of power to address social problems.⁵⁰ They work in cooperation with others to attain solutions to make the world a more just and caring place.⁵¹

While not every educated person chooses to act as a leader, LALPA sees the natural and desirable connection between education and leadership.⁵² A leader is a person who employs intellectual, personal, and civic qualities to make the world a better place.⁵³ A leader considers alternative paradigms to decide what is just and compassionate.⁵⁴ A leader takes action, with reflection and courage, in partnership with others.⁵⁵ LALPA expects its students to examine their roles in the Charter School and in the larger community, and to take action to realize their visions for a positive school community and a better world. LALPA believes that by filling leadership roles (for example, student council) within the Charter School and in the community at large, students are inspired to become leaders as well as educated people upon promotion from LALPA.

HOW LEARNING BEST OCCURS

LALPA follows a whole child approach to education that is clearly defined by policies, practices, and relationships that ensure each child in our school community is safe, engaged, supported, and challenged. We engage all stakeholders—educators, families, policymakers, and community members to focus on the long-term success of the students rather than short-term achievement. Our curriculum implementation is grounded on research in Piaget’s Constructivist Theory,⁵⁶ Marzano’s Qualitative Inquiry in Education Research,⁵⁷ and Dual Language Education Research conducted by Virginia P. Collier, Wayne P. Thomas, and Kathryn Lindholm-Leary in 2001.⁵⁸

TEACHERS ORGANIZE INSTRUCTION SUCH THAT STUDENTS WILL:

- Be prepared to excel at the secondary school level, college level and in chosen careers;
- Become proficient in asking and answering questions according to the methods of major academic disciplines, and learn to draw on several fields when approaching a problem;

⁴⁹ Ibid.

⁵⁰ Andermann, A., & CLEAR Collaboration (2016). Taking action on the social determinants of health in clinical practice: a framework for health professionals. *CMAJ : Canadian Medical Association journal = journal de l'Association medicale canadienne*, 188(17-18), E474–E483. <https://doi.org/10.1503/cmaj.160177>

⁵¹ Ibid.

⁵² Jan M Lloyd (2004) Is Civic Responsibility a Purpose for Leadership Development Programs, *Journal of College and Character*, 5:9, , DOI: 10.2202/1940-1639.1402

⁵³ Ibid.

⁵⁴ Kennedy, Kerry & Wong, Koon. (2018). ‘Leading for Civic Learning’: School Leaders and the Creation of Democratic Citizens.

⁵⁵ Ibid.

⁵⁶ Wadsworth, B. J. (1996). *Piaget's theory of cognitive and affective development: Foundations of constructivism* (5th ed.). Longman Publishing.

⁵⁷ Marzano, Robert & Gaddy, Barbara & Dean, Ceri. (2000). What Works In Classroom Instruction.

⁵⁸ Thomas, W. P., & Collier, V. P. (2002). A national study of school effectiveness for language minority students' long-term academic achievement. Santa Cruz, CA: Center for Research on Education, Diversity, and Excellence, University of California-Santa Cruz. Available: www.crede.ucsc.edu/research/llaa/1.1_final.html

https://www.berkeleyschools.net/wp-content/uploads/2011/10/TWIAstounding_Effectiveness_Dual_Language_Ed.pdf?864d7e

- Understand how culture shapes individuals' perspectives and actions, as well as how individuals affect the culture and the broader society in which they live;
- Develop a vision of a just and caring world, align their actions according to those visions, and know how to act strategically to realize their visions;
- Understand the relevance of learning to personal, community, and social goals;
- Practice creative expression through the visual and performing arts;
- Practice healthy living by maintaining physical fitness, being conscious of diet, and understanding how their developing bodies are functioning (as measured by the 5th grade Physical Fitness Test); and
- Demonstrate self-awareness, self-direction, and breadth in accomplishment.

INSTRUCTIONAL ACTIVITY MUST:

- Be grounded in critical pedagogy, a democratic educational practice rooted in a dialogical praxis in which students discover themselves as historical subjects with the power to question, critique, and act in the interest of democratic life;
- Include project-based learning and other constructivist and experiential learning strategies oriented to inquiry and depth;
- Engage student interest, often allowing student choice of topics to explore in depth;
- Have meaning and relevance to students, connecting to their previous knowledge and experience;
- Reflect teachers' commitment to best practices in education, social justice, and lifelong learning; and
- Use thematic based teaching as an instructional method in which the emphasis is given on choosing a specific theme for teaching one or many concepts. It is based on integrating various information to demonstrate the topic.

THE CHARTER SCHOOL IS ORGANIZED TO:

- Provide teachers common planning time to support an integrated curriculum, information sharing about students, and participatory decision-making;
- Create a working culture of democracy in which staff, students, and parents develop voice and vision;
- Support community members in becoming integrated into the life of the Charter School and students and participate in the productive, cultural, and civic life of the community;
- Make adult learning as high a priority as student learning so that teachers are supported in constantly improving their practice and may serve as true examples of lifelong learners.

ALL STAKEHOLDERS ARE EXPECTED TO HELP DEVELOP AND EVOLVE A SCHOOL CULTURE THAT:

- Exemplifies respect, generosity, and fairness to all people;
- Supports students' needs and interests; and
- Balances individual and collective needs.
- Supports written and oral communication in multiple languages.

The LALPA learning community continually seeks to link curriculum, instructional practice, and the Charter School's organization, policies, and practices to a conception of how learning best occurs, which is when learners:

- Start with their own knowledge and experience as the basis for learning;
- Feel that new ideas, information, and skills are relevant, useful, or important;
- Are motivated by genuine interest or purpose;
- Are known well by their partners in learning;
- Are challenged just beyond their present level of performance, and work to high expectations;
- Regularly experience success or accomplish something difficult during the learning process;
- Construct meaning through their experience, “doing” more often listening;
- Are engaged in activities that match personal learning styles;
- Can focus without excessive distraction caused by physical surroundings or personal issues; and
- Practice and apply new skills and concepts to real situations.

REQUIREMENTS OF EDUCATION CODE § 47605(B)(5)(A)(II)

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

The following chart details the Charter School’s goals as of this petition submission, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals. We note that as required under the California Education Code, LALPA’s stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions LALPA’s anticipates at this point in time.

LCFF STATE PRIORITIES	
GOAL #1	
All students will have access to a high-quality educational program taught by well-qualified teachers.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Hire credentialed teachers (including for enrichments) and ensure proper placement through a comprehensive teacher recruitment and interview process, with support for teachers transferring credentials from out of state. • Purchase educational supplies and materials that are aligned to the CCSS, NGSS, and other applicable state content standards. • Ensure that all metrics of the School Accountability Report Card (“SARC”) pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits. 	

- Maintain a space that is conducive to learning.
- Ensure all students, including English Learners and SWD, have lesson plans and assessments that are aligned to CCSS, NGSS, and other applicable state content standards.
- Offer PD for teachers throughout the year as a K-12 unit and at the elementary school level in the implementation of standards. Topics will include strategies for ELs and SWDs.
- Track attendance records for all scheduled professional development pertaining to implementation of state standards provided both internally and at the school site.
- Ensure schedule allows enough time for all students, including SWD and ELs, to engage in all subjects and available enrichments.
- Create a budget that supports the hiring of needed teachers to offer comprehensive learning to all students.

Expected Annual Measurable Outcomes

Outcome #1: Teachers will be hired and retained who are appropriately credentialed and assigned in accordance with applicable law and the charter petition.

Metric/Method for measuring: Percentage of teachers who are appropriately credentialed and assigned

APPLICABLE STUDENT GROUPS	Baseline 2019-20	2021-22	2022-23	2023-24	2024-25	2025-26
All students (School-wide and all subgroups)	100%	100% of teachers will be fully credentialed	100% of teachers will be fully credentialed	100% of teachers will be fully credentialed	100% of teachers will be fully credentialed	100% of teachers will be fully credentialed

Outcome #2: All students will have access to educational supplies and materials, including technology, that are aligned to the CCSS, NGSS, and other applicable state content standards.

Metric/Method for Measuring: Inventory lists for books, software licenses.

APPLICABLE STUDENT GROUPS	Baseline 2019-20	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
English Learners	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Socioecon. Disadv./Low Income Students	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100% of students will	100% of students will	100% of students will	100% of students will	100% of students will

		have access to standards-aligned materials	have access to standards-aligned materials	have access to standards-aligned materials	have access to standards-aligned materials	have access to standards-aligned materials
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #3: The Charter School will fully implement the CCSS in ELA and Math in all grades and for all students. Metric/Method for Measuring: Purchased textbooks/online curriculum; curriculum pacing and lesson plans; teacher observations.						
APPLICABLE STUDENT GROUPS	Baseline 2019-20	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
English Learners	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Students with Disabilities	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Latino Students	100%	100% CCSS Implementa tion	100% CCSS Implementati on	100% CCSS Implementati on	100% CCSS Implementati on	100% CCSS Implementation
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #4: All teachers will attend training on CCSS, NGSS and other state content standards and the state Frameworks along with integrated and designated ELD strategies to support EL students. Metric/Method for measuring: PD attendance records.						
APPLICABLE STUDENT GROUPS	Baseline 2019-20	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	100%	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards
English Learners	100%	100% of teachers will attend PD on integrated and designated ELD for EL students	100% of teachers will attend PD on integrated and designated ELD for EL students	100% of teachers will attend PD on integrated and designated ELD for EL students	100% of teachers will attend PD on integrated and designated ELD for EL students	100% of teachers will attend PD on integrated and designated ELD for EL students
Outcome #5: All students will have access to a broad course of student including ELA, Math, Science and Social Science as well as enrichments in the Visual and Performing Arts, P.E., and field trips. Metric/Method for measuring: Master schedule; student folders.						
APPLICABLE STUDENT GROUPS	Baseline 2019-20	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	100%	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments
English Learners	100%	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments

Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments
Students with Disabilities	100%	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #6: The school facility will be clean and in “good repair” or better as reported on SARC.						
Metric/Method for measuring: SARC results; facilities inspection checklists						
APPLICABLE STUDENT GROUPS	Baseline 2019-20	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	facility “in good repair” 100% of the time on SARC report; ≥90% of items on	The Charter School facility will receive “in good repair” 100% of the time on SARC reports;	The Charter School facility will receive “in good repair” 100% of the time on SARC reports; ≥90% of items on	The Charter School facility will receive “in good repair” 100% of the time on SARC reports; ≥90% of items on	The Charter School facility will receive “in good repair” 100% of the time on SARC reports; ≥90% of items on	The Charter School facility will receive “in good repair” 100% of the time on SARC reports; ≥90% of items on facilities

	facilities inspection checklists in compliance/ good standing	≥90% of items on facilities inspection checklists will be in compliance/ good standing.	facilities inspection checklists will be in compliance/ good standing.	facilities inspection checklists will be in compliance/ good standing.	facilities inspection checklists will be in compliance/ good standing.	inspection checklists will be in compliance/ good standing.
English Learners	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

GOAL #2	
All students will meet high expectations for success through a dual immersion instructional program with integrated curriculum.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Specific Annual Actions to Achieve Goal

- Teachers will use data such as interim assessments to tailor and guide instruction
- Blended learning model ensures daily intervention and acceleration is available
- PD and on-going coaching for teachers
- Multi-Tiered System of Supports with a Student Support Team
- Tutoring before and after school and in Learning Center
- Maintain the technology and digital resources that will allow LALPA to differentiate instruction, develop students' 21st Century skills and meet state standards.
- English Language Proficiency Assessment for California ("ELPAC") data will help inform instruction for ELs and reclassification.
- EL students will receive integrated and designated ELD to support their language development
- Teachers will use NWEA MAP scores, real-time data from online curricula, in-class assessments and other interim assessments to create targeted and differentiated instruction for each student
- All teachers will receive comprehensive PD in whole child instructional approaches, personal and civic development, SWPBIS, and other learning strategies and programs

Expected Annual Measurable Outcomes

Outcome #1: Maintain high rate of students – with annual increases – in grades 3-5 who met or exceeded DFS growth points in English Language Arts on CAASPP

Metric/Method for measuring: CAASPP

APPLICABLE STUDENT GROUPS	Baseline 2018-19	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	-24.2	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
English Learners	-31.0	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	-25.6	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
Students with Disabilities	N/A	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska	*	*	*	*	*	*

Native Students						
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-23.7	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #2: Maintain high rate of students – with annual increases – in grades 3-5 who met or exceeded DFS growth points in Math on CAASPP						
Metric/Method for Measuring: CAASPP						
APPLICABLE STUDENT GROUPS	Baseline 2018-19	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (Schoolwide)	-43.2	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
English Learners	-52.4	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	-44.8	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
Students with Disabilities	N/A	DFS will meet/exceed	DFS will meet/exceed	DFS will meet/exceed	DFS will meet/exceed	DFS will meet/exceed

		state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-43.8	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: English Learner students will make annual progress in proficiency as measured by the ELPAC.

Metric/Method for Measuring: Percentage of students who progress at least one performance level on the ELPAC each year.

APPLICABLE STUDENT GROUPS	Baseline 2018-19	2021-22	2022-23	2023-24	2024-25	2025-26
English Learners	44.1%	% of ELs who advance at least one ELPI level on the ELPAC will meet or exceed state average or growth goal set in annual LCAP.	% of ELs who advance at least one ELPI level on the ELPAC will meet or exceed state average or growth goal set in annual LCAP.	% of ELs who advance at least one ELPI level on the ELPAC will meet or exceed state average or growth goal set in annual LCAP.	% of ELs who advance at least one ELPI level on the ELPAC will meet or exceed state average or growth goal set in annual LCAP.	% of ELs who advance at least one ELPI level on the ELPAC will meet or exceed state average or growth goal set in annual LCAP.

Outcome #4: English Learners will be reclassified annually.

Metric/Method for Measuring: Percentage of EL students who are reclassified.

APPLICABLE STUDENT GROUPS	Baseline 2019-20	2021-22	2022-23	2023-24	2024-25	2025-26
English Learners	9%	10%	11%	12%	13%	14%

Outcome #5: All teachers will attend training on whole child, SWPBIS, personal and civic development practices.

Metric/Method for measuring: PD agendas; attendance records.						
APPLICABLE STUDENT GROUPS	Baseline 2019-20	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	100%	100% of teachers will attend PD on trauma-informed practices and other SEL programs and strategies	100% of teachers will attend PD on trauma-informed practices and other SEL programs and strategies	100% of teachers will attend PD on trauma-informed practices and other SEL programs and strategies	100% of teachers will attend PD on trauma-informed practices and other SEL programs and strategies	100% of teachers will attend PD on trauma-informed practices and other SEL programs and strategies
English Learners	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*
Outcome #6: All students will participate in structured programs and lessons for SWPBIS, restorative justice and social-emotional learning to support their holistic development.						
Metric/Method for Measuring: Purchased curricula, lesson plans.						
APPLICABLE STUDENT GROUPS	2019-20	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (Schoolwide)	100%	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.

English Learners	100%	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.
Students with Disabilities	100%	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic development learning.
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic	100% of students will participate in lessons on whole child education, SWPBIS, personal and civic

		development learning.	development learning.	development learning.	development learning.	development learning.
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
GOAL #3						
All students and parents will feel supported and engaged in school life.					Related State Priorities:	
					<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6	
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Families will be given calendar of events at the beginning of the school year. Parents will be notified of Parent meeting dates and times at least one month in advance. Meetings will take place at a time convenient for parents, and child care will be provided to minimize barriers to attendance. The Charter School will host community service, outreach, and recruiting events (e.g. Fall Festival, Community Block Party) and increase ways families and stakeholders can provide feedback (e.g. comment boxes, comment option on LEA website) Parent-teacher conferences will be held twice annually. Provide family services through community partners (e.g. VIP Services, Barrio Action) Parents will be encouraged to attend classroom and schoolwide celebrations, performances and shows of student work. Assist families in need in complying with school dress code Parents will be invited to participate on the School Site Council, PTC and ELAC, and to attend Board meetings. Parents will be invited to participate in regular stakeholder meetings and forums (e.g. "Coffee with the Principal" Parents will be invited – but never required – to volunteer at the Charter School in classrooms, in the school yard, on field trips, and in helping plan school events and celebrations. Refine LALPA's SWPBIS systems and alternative to suspension, including standards-aligned field trips and ice cream socials The Charter School will ensure school safety and promote positive school climate through SWPBIS and schoolwide celebrations. 						
Expected Annual Measurable Outcomes						
Outcome #1: School Site Council, PTC and ELAC will be established and supported to be fully operational and self-sustaining.						
Metric/Method for measuring: Parent sign-in sheets; agendas						
APPLICABLE STUDENT GROUPS	Baseline 2019-20	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	PTC/SSC held 6 annual meetings combine	PTC/SSC will hold at least six meetings annually; ELAC will hold	PTC/SSC will hold at least six meetings annually; ELAC will hold	PTC/SSC will hold at least six meetings annually; ELAC will hold	PTC/SSC will hold at least six meetings annually; ELAC will hold	PTC/SSC will hold at least six meetings annually; ELAC will hold at

	d; ELAC held three annual meetings	at least three meetings annually.	at least three meetings annually.	at least three meetings annually.	at least three meetings annually.	least three meetings annually.
English Learners	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*
Outcome #2: Parents will attend at least two engagement events annually.						
Metric/Method for measuring: Parent sign-in sheets at parent meetings, sign-in sheets						
APPLICABLE STUDENT GROUPS	Baseline 2019-20	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	80% of parents attended at least two engagement activities.	Establish and maintain high levels of parent participation with at least 80% of parents attending at least two parent engagement activities annually	Meet annual goal (as set in LCAP) for increased parent engagement (as applicable) to achieve at least 80% of parents attending at least two parent engagement activities annually	Meet annual goal (as set in LCAP) for increased parent engagement (as applicable) to achieve at least 80% of parents attending at least two parent engagement activities annually	Meet annual goal (as set in LCAP) for increased parent engagement (as applicable) to achieve at least 80% of parents attending at least two parent engagement activities annually	Meet annual goal (as set in LCAP) for increased parent engagement (as applicable) to achieve at least 80% of parents attending at least two parent engagement activities annually
English Learners	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low	*	*	*	*	*	*

Income Students						
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*
Outcome #3: Suspension rate will not exceed 2%.						
Metric/Method for Measuring: Suspension rate.						
APPLICABLE STUDENT GROUPS	Baseline 2019-20	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	0.1%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%
English Learners	0	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	0	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%
Students with Disabilities	0	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Expulsion rate will not exceed 0.5%.						
Metric/Method for Measuring: Expulsion rate.						
APPLICABLE STUDENT GROUPS	Baseline 2019-20	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	0%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
English Learners	0%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	0%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
Students with Disabilities	0%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
African American Students	0%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #5: Greater than 75% of parents will feel LALPA is a safe school.						
Metric/Method for Measuring: “I feel safe at school” as a 4 or better as measured by annual survey.						
APPLICABLE STUDENT GROUPS	Baseline 2019-20	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	95% of parents agree LALPA is safe	>75% of parents will agree the school is safe based on annual survey	>75% of parents will agree the school is safe based on annual survey	>75% of parents will agree the school is safe based on annual survey	>75% of parents will agree the school is safe based on annual survey	>75% of parents will agree the school is safe based on annual survey
Outcome #6: Sustain an Average Daily Attendance (“ADA”) rate of 95% ADA.						
Metric/Method for Measuring: Average Daily Attendance Rate						
APPLICABLE STUDENT GROUPS	Baseline 2018-19	2021-22	2022-23	2023-24	2024-25	2025-26

All Students (School-wide)	95.28%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%
English Learners	94.8%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	94.9%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%
Students with Disabilities	96.1%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	95.2%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: Sustain a 10% or less chronically absentee rate.

Metric/Method for Measuring: Chronic Absenteeism Rate

APPLICABLE STUDENT GROUPS	Baseline 2018-19	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	12.7%	<10% chronic absentee rate	<10% chronic absentee rate	<10% chronic absentee rate	<10% chronic absentee rate	<10% chronic absentee rate
English Learners	11.9%	<10% chronic absentee rate	<10% chronic absentee rate	<10% chronic absentee rate	<10% chronic absentee rate	<10% chronic absentee rate
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	12.4%	<10% chronic absentee rate	<10% chronic absentee rate	<10% chronic absentee rate	<10% chronic absentee rate	<10% chronic absentee rate
Students with Disabilities	3.7%	<10% chronic absentee rate	<10% chronic absentee rate	<10% chronic absentee rate	<10% chronic absentee rate	<10% chronic absentee rate
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	10.8%	<10% chronic absentee rate	<10% chronic absentee rate	<10% chronic absentee rate	<10% chronic absentee rate	<10% chronic absentee rate
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

*Subgroup is not statistically significant at this time, or in some cases, such as parent engagement, LALPA does not have the means to efficiently track parent participation by subgroup status.

Just as Charter School stakeholders (parents, teachers and staff) will be engaged in setting goals in the Charter School’s annual LCAP, so too will stakeholders receive updates and reporting on the Charter School’s progress towards meeting the stated goals. Annually, the Charter School’s leadership team will provide an update to its students and parents about schoolwide academic performance. The schoolwide data will be shared during School Site Council meetings (which are open and publicized to the school community), during LCAP Annual Updates and feedback sessions, and through specialized family nights. An annual “LCAP Update” newsletter also will be sent home to families.

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

Our program goals enable our students to become self-motivated, confident, competent, lifelong learners. Our goals empower students to generate solutions to problems through critical thinking, innovate ideas, products and services for 21st Century needs, and participate fully and functionally in the diverse society in which they live.

SELF-EFFICACY

Enabling students to become self-motivated is one of the objectives of our education program. A core belief of LALPA is that motivation is strongly linked to self-efficacy, the idea that behavior and effort make a difference in performance.⁵⁹ Since achievement is a combination of both effort and ability, increasing a student’s sense of self-efficacy will positively impact the student’s motivation and, in turn, achievement. In fact, “studies have found [self-efficacy] to be the second most important predictor (after ability) of a student’s academic achievement.”⁶⁰ Our collaborative program is designed to increase motivation, giving students an opportunity to take responsibility for their own learning within the supportive construct of a group, controlling the amount of effort exerted and providing a sense of self-efficacy that will flow into academics and other areas of life. Increasing a student’s sense of self-efficacy also increases self-esteem, thus enhancing the motivation to continue working and succeeding.⁶¹ This is especially important for students from low socioeconomic backgrounds whose families may lack the financial resources to provide incentives, enrichment, and emotional support.

MASTERY

Feeling the success of controlling the outcome through the application of effort is the first step. Students build their sense of self-efficacy in classrooms where teachers distinguish between mastery goals and performance goals.⁶² Mastery goals are those motivated by gaining competence in the skills

⁵⁹ Barry J. Zimmerman (2000.) Self-Efficacy: An Essential Motive to Learn, Contemporary Educational Psychology, 25, Issue 1, Pages 82-91, ISSN 0361-476X, <https://doi.org/10.1006/ceps.1999.1016>.

⁶⁰ Slavin, Robert E. (2003). Educational psychology: theory and practice. Robert E. Slavin (7th ed.). Boston, MA: Allyn and Bacon.

⁶¹ Wilson, Donna. (2010). Thinking for results: strategies for increasing student achievement by as much as 30 percent. Orlando, FL: BrainSMART.

⁶² Meera Komarraju, Dustin Nadler. (2013.) Self-efficacy and academic achievement: Why do implicit beliefs, goals, and effort regulation matter? Learning and Individual Differences, Volume 25, Pages 67-72, ISSN 1041-6080,

being taught; performance goals are those motivated primarily by the desire to gain positive judgment and earn good grades.⁶³ Mastery goals include improvement, progress, effort, learning, hard work, and challenge. Emphasizing mastery goals rather than performance goals also helps to curb failure avoidance. Failure avoidance occurs when students are more motivated to avoid failure out of “fear of failure” and risk-avoidance, rather than being motivated to take risks and seek success.⁶⁴ In a setting where mastery is emphasized, each student can attain learning goals without worrying about their own performance or the performance of others. This environment is helpful for students from low socioeconomic backgrounds because the emphasis on effort and improvement instead of performance meets them where they are academically and helps them to move forward on their own path, setting the stage for success for every student regardless of socioeconomic status.

GROWTH MINDSET

The idea that intelligence can be developed and is not a fixed quantity is known as a growth mindset.⁶⁵ Carol Dweck has identified two mindsets, fixed and growth. The fixed mindset, the idea that an individual’s qualities and abilities are fixed and unchangeable, is limiting and impacts achievement negatively. The growth mindset, the idea that an individual’s qualities and abilities can be nurtured, developed, and improved, is encouraging and impacts achievement positively.⁶⁶ Success isn’t just a product of natural ability; it’s a product of willingness to work hard.⁶⁷ Promoting this mindset is significant when serving students from low socioeconomic backgrounds because it teaches that individuals have the power to develop their abilities, rise to challenges, persist after failure or disappointment, and seek mastery through effort all in spite of their economic circumstances.⁶⁸ This essential understanding drives motivation and fuels learning.

HOPE AND LEARNED OPTIMISM

Persisting in the face of failure or disappointment is challenging for all students, but it is especially so for students from low socioeconomic backgrounds.⁶⁹ It is this persistence, however, that delivers results. Students from low socioeconomic backgrounds can feel hopeless because of their circumstances.⁷⁰ They may believe that they will never get ahead and their lives are fixed on a downward path no matter what they do. Adding to this negative perception, statistics show that, for a number of reasons, students from

<https://doi.org/10.1016/j.lindif.2013.01.005>.

⁶³ Slavin, Robert E. (2003). *Educational psychology: theory and practice*. Robert E. Slavin (7th ed.). Boston, MA: Allyn and Bacon.

⁶⁴ *Ibid.*

⁶⁵ Mindset Works. (2017.) *Decades of Scientific Research that Started a Growth Mindset Revolution*. Mindset Works, Inc. <https://www.mindsetworks.com/science/>

⁶⁶ Dweck, Carol S. (2008). *Mindset: the new psychology of success*. New York, NY: Random House, Inc.

⁶⁷ Picton, Catherine & Kahu, Ella & Nelson, Karen. (2018). ‘Hardworking, determined and happy’: first-year students’ understanding and experience of success. *Higher Education Research & Development*. 37. 1-14. [10.1080/07294360.2018.1478803](https://doi.org/10.1080/07294360.2018.1478803).

⁶⁸ Claro, S., Paunesku, D., & Dweck, C. S. (2016). Growth mindset tempers the effects of poverty on academic achievement. *Proceedings of the National Academy of Sciences of the United States of America*, 113(31), 8664–8668. <https://doi.org/10.1073/pnas.1608207113>

⁶⁹ Adler, N., Snibbe, A. (2003). The role of psychosocial processes in explaining the gradient between socioeconomic status and health. *Current Directions in Psychological Science*, 12, 119-123. doi:[10.1111/1467-8721.01245](https://doi.org/10.1111/1467-8721.01245)

⁷⁰ *Ibid.*

low socioeconomic backgrounds perform less well than more affluent students.⁷¹ It is tempting for students and teachers to make the assumption that little can be done to bridge this gap because students from low socioeconomic backgrounds have fewer resources, both physical and emotional, than other students. But hopelessness can lead to learned helplessness, an adaptive response to circumstances. “Many kids with learned helplessness become fatalistic about their lives, and they’re more likely to drop out of school or become pregnant while in their teens.”⁷² Avoiding hopelessness and its attendant learned helplessness is critical for our students. The natural consequence of being hopeful and optimistic is that students will try harder. If they believe they have the power to influence their life paths, they will develop goals and dreams, working hard to achieve them. “Hope and learned optimism are crucial factors in turning low-SES students into high achievers.”⁷³ Teaching these skills impacts all students positively, but may most significantly change the lives and futures of students from low socioeconomic backgrounds. These skills will be taught throughout the core curriculum through PBL, student activities, and literature.

INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATION PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

Some of the core features of LALPA’s educational program include:

- (i) Dual Immersion and Culturally Responsive Pedagogy
- (ii) Constructivist and Inquiry-Based Learning
- (iii) Collaborative Learning Environment
- (iv) Social Justice-Themed Learning

DUAL LANGUAGE IMMERSION

A dual language immersion program provides integrated language and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (EC § 306(c)(1)).⁷⁴ Collier and Thomas call the effect of dual language immersion on student outcomes “astounding.”⁷⁵ Collier and Thomas have demonstrated that dual language immersion has enormous effects on student outcomes on national norm-referenced tests. Dual language immersion is defined by LAUSD as a program that includes “bilingualism and biliteracy as the goal; sustained instruction in the partner language for at least six years (K-5); at least 50% of instruction during the day in the partner language throughout the program; language arts and literacy instruction in both program languages.”⁷⁶ Dual

⁷¹ American Psychological Association (n.d.) “Education and socioeconomic status.” Accessed from <http://www.apa.org/pi/ses/resources/publications/factsheet-education.aspx> on 30 Aug. 2015.

⁷² Jensen, Eric. (2009). Teaching with poverty in mind: what being poor does to kids’ brains and what schools can do about it. Alexandria, VA: ASCD.

⁷³ Id.

⁷⁴ 2019 World Languages Standards, Appendix 1.

⁷⁵ Collier, Virginia P., Thomas, Wayne P. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice*, 2:1 Winter 2004. Accessed from http://hillcrest.wacoisd.org/UserFiles/Servers/Server_345/File/Publications/ELL/Dual%20language%20survey.pdf Accessed from http://hillcrest.wacoisd.org/UserFiles/Servers/Server_345/File/Publications/ELL/Dual%20language%20survey.pdf on 30 Aug. 2015.

⁷⁶ <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/295/Intro%202015%20-%20Policy%20DLP%20MBE%20revised.pdf>

language immersion helps to nurture multiple cultural heritages, reduces behavior problems as students feel valued and respected, and increases parental participation because parents feel welcomed as true partners in the school community.⁷⁷ Research showing that dual immersion programs can sharpen student focus⁷⁸ and boost working memory⁷⁹ and reading comprehension.⁸⁰

Research has found the benefits [of dual immersion] are twofold. The instruction can be one of the most effective ways⁸¹ for English learners⁸² to develop their language and academic skills⁸³, but it also helps native English speakers and English learners improve their communication skills⁸⁴, empathy, and cultural awareness—not to mention giving them an advantage in the job market. One study even suggests that bilingual instruction may forestall the onset of Alzheimer’s disease⁸⁵ later in life, presumably by making the brain work harder as it processes information in two languages.⁸⁶

Besides the aforementioned benefits, dual language immersion allows teachers to focus on delivering a high quality curriculum rather than a simplified version, allowing all students to participate in meaningful, engaging learning experiences that promote achievement.

To succeed in the twenty-first century, today’s students need to develop communicative and cultural proficiency and literacy in several of the world’s languages and cultures, in addition to developing proficiency in English and subject-specific content literacy. The development of these literacies is critical to foster students’ ability to communicate and collaborate on a wide variety of topics in culturally appropriate ways, and in multiple target-culture settings. As a result, students are empowered to use their language proficiency and interculturality beyond the classroom to build relationships, sustain communities and participate in or create business opportunities with people around the world.

⁷⁷ Id.

⁷⁸ Steele, Jennifer L., Robert Slater, Gema Zamarro, Trey Miller, Jennifer J. Li, Susan Burkhauser, and Michael Bacon, Dual-Language Immersion Programs Raise Student Achievement in English. Santa Monica, CA: RAND Corporation, 2017. https://www.rand.org/pubs/research_briefs/RB9903.html.

⁷⁹ Grundy, John & Timmer, Kalinka. (2017). Bilingualism and working memory capacity: A comprehensive meta-analysis. *Second language Research*. 33. 325-340. 10.1177/0267658316678286.

⁸⁰ Adesope, Olusola & Lavin, Tracy & Thompson, Terri & Ungerleider, Charles. (2010). A Systematic Review and Meta-Analysis of the Cognitive Correlates of Bilingualism. *Review of Educational Research - REV EDUC RES*. 80. 207-245. 10.3102/0034654310368803.

⁸¹ Valentino, Rachel & Reardon, Sean. (2015). Effectiveness of Four Instructional Programs Designed to Serve English Learners. *Educational Evaluation and Policy Analysis*. 37. 10.3102/0162373715573310.

⁸² Steele, Jennifer L., Robert Slater, Gema Zamarro, Trey Miller, Jennifer J. Li, Susan Burkhauser, and Michael Bacon, Dual-Language Immersion Programs Raise Student Achievement in English. Santa Monica, CA: RAND Corporation, 2017. https://www.rand.org/pubs/research_briefs/RB9903.html.

⁸³ Umansky, Ilana & Reardon, Sean. (2014). Reclassification Patterns Among Latino English Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms. *American Educational Research Journal*. 51. 879-912. 10.3102/0002831214545110.

⁸⁴ Fan, Samantha & Liberman, Zoe & Keysar, Boaz & Kinzler, Katherine. (2015). The Exposure Advantage. *Psychological science*. 10.1177/0956797615574699.

⁸⁵ Bialystok E, Craik FI, Luk G. Bilingualism: consequences for mind and brain. *Trends Cogn Sci*. 2012 Apr;16(4):240-50. doi: 10.1016/j.tics.2012.03.001. PMID: 22464592; PMCID: PMC3322418.

⁸⁶ Williams, Conor P. (2018). English-Language Learners, The Dual Immersion Solution: Instead of seeing English language learners as a costly challenge, districts are increasingly recognizing the assets they bring to their schools. *EduTopia*. <https://www.edutopia.org/article/dual-immersion-solution>

--2019 World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve (WL Standards)⁸⁷

LALPA is implementing the new California WL Standards (and will adopt the new World Languages Frameworks) to inform our dual immersion instruction. As the WL Standards recognize, students learning a second (or third) language in school may begin instruction at a broad range of entry points and proficiency levels, thus the WL Standards are connected to student performance, rather than grade level. Further, the amount of time it takes to learn another language and its cultures is linked to the linguistic and cultural similarities and differences among the languages and cultures a student already knows.⁸⁸ The four performance levels are applicable to any secondary language acquisition:

Ranges and Text Types

Novice	Learners use learned words and phrases (formulaic language).
Intermediate	Learners use sentences and strings of sentences (created language).
Advanced	Learners use paragraphs and strings of paragraphs (planned language).
Superior	Learners use coherent and cohesive multi-paragraph texts (extended language).

Within each performance level, there are additional phases:

Phases within each Range	
Low	Learners are just able to produce the text-type characteristic of the range. Accuracy in comprehension and production is low.
Mid	Learners produce a wide variety of text types within the range. Accuracy in comprehension and production is high.
High	Learners begin to produce, but not consistently, text types of the subsequent range. Accuracy in comprehension and production is maintained in the current range of proficiency and is low in the subsequent range.

It is important to recognize that language students may require more than one year to progress from one proficiency range to the next and may spend a significant amount of time in two adjacent ranges. . . . [I]t is common in the elementary school context for students who do not have a heritage language background to remain at the Novice level for an extended period of time.⁸⁹

In other words, a child who has had no exposure to Spanish may remain at the Novice level in elementary school when first exposed to Spanish for more than one year. The same can be said for a child who has no exposure to English before starting Kindergarten.

⁸⁷<https://www.cde.ca.gov/be/st/ss/worldlanguage.asp>

⁸⁸ Ibid.

⁸⁹ 2019 World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve (WL Standards) (<https://www.cde.ca.gov/be/st/ss/worldlanguage.asp>)

Dual language programs such as LALPA's use two languages for literacy and content instruction for all students. Instruction is provided in two languages over an extended period of time, from TK/K through at least fifth grade with instruction in Spanish at least 50% of the time. Both languages are used for instruction, and two groups of students are involved, native English speakers and students from another language background-Spanish. Both native English speakers and English learners are grouped together for core academic instruction, benefiting both groups of students as they learn from and with one another and no child is "behind" in language learning as they each are learning a new language. Our students are taught by well-qualified, credentialed teachers, all of whom are bilingual in English and Spanish. The goals of LALPA's dual immersion programs are:

- Students will develop high levels of proficiency in their first language.
- All students will develop proficiency in the second language.
- Academic performance will be at or above grade level.
- All students will demonstrate positive cross-cultural attitudes and behaviors.

These goals are directly aligned with the new WL Standards emphasis on the three C's: Communication, Cultures and Connections:

Communication

Real-world communication is purposeful and takes place in a variety of authentic settings that represent what a student will experience in the target cultures. These are the three modes of real-world communication:

- **Interpretive:** Language users listen, view, and read using knowledge of cultural products, practices, and perspectives.
- **Interpersonal:** Culturally appropriate listening and speaking, reading and writing, or viewing and signing take place as a shared activity among language users.
- **Presentational:** Speaking, signing, and writing take place for an audience of listeners, readers, and viewers in culturally appropriate ways.

Cultures

Students must acquire the ability to interact appropriately with target culture bearers to communicate successfully. Culturally appropriate language usage requires an understanding of the relationships between the products and practices of cultures and their underlying perspectives. While acquiring knowledge of products, practices, and perspectives of the target cultures, learners engage in comparisons among their cultures and the target cultures, and also explore how cultures affect each other when they interact in multilingual and multicultural communities.

Connections

Language users address a variety of topics appropriate for their age and range of proficiency that increase their knowledge of numerous areas of the curriculum. As students develop their ability to communicate in the target language and cultures, they are able to more fully address topics that increase in complexity and learn how target-culture bearers understand and address discipline-specific and cross-disciplinary concepts.⁹⁰

⁹⁰ Ibid.

Culturally Responsive Teaching is embedded throughout the program, which values the diverse experiences and cultural backgrounds of students and in the surrounding community. Teachers are trained to understand that students' cultural knowledge and perspectives are crucial to supporting and addressing their unique learning needs as part of teaching the "whole child," with the recognition that culture is inextricable from students' thinking, learning, and experience.⁹¹

Culturally Responsive Teaching (CRT) values and builds upon students' foundations of cultural knowledge and experience to support their learning and achievement at school.⁹² According to Hammond, CRT "leverages the brain's memory systems and information processing structures" through attuning teaching to students' familiar cultural learning styles and tools, and through building relationships of trust and care that enable teachers to challenge students and hold high expectations.⁹³ CRT begins from the premise that culture is central to learning, recognizing that cultural ways of knowing and doing are embedded in individuals' processes for thinking, understanding, and communicating.⁹⁴ Thus, CRT guides teachers to learn about students, understand cultural practices and beliefs that may be different than their own, and work to help students draw upon the knowledge and experiences they bring to school as they seek to make sense of and master school-based content. CRT has been shown to increase intrinsic motivation for learning, in that CRT creates a learning environment that encourages participation and persistence through valuing students' cultural experiences and interests.⁹⁵

In designing thematic curricula and units of study, teachers attend to the three criteria outlined by Ladson-Billings for CRT:

- Academic success – students must be held to high expectations for learning and provided with the tools needed to master content and competencies.
- Cultural competence – teachers must help students build upon their prior knowledge and cultural experiences, and thus must learn about students' lives, backgrounds, and beliefs.
- Critical consciousness – students must develop an awareness of social inequities and develop a broader social consciousness to support their development as citizens able to critique society and work towards a more socially just world.⁹⁶

LALPA has built a culture and educational program that helps diversity become a benefit rather than a barrier for students, whether differences among students are by ethnicity, nationality, language, religion, gender, or physical, intellectual, and emotional needs and abilities. The Charter School community respects and celebrates diversity through its activities that celebrate the historical, cultural, linguistic, and personal assets that each student possesses. The educational program helps students see

⁹¹ Gay, G., *Culturally Responsive Teaching: Theory, Research and Practice* (2010).

⁹² Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://ceedar.education.ufl.edu/tools/innovation-configurations/>

⁹³ Hammond, Z. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin, 2015.

⁹⁴ Gay, G. *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press, 2d ed. (2010). Ladson-Billings, G. (2005). *Beyond the big house: African American educators on teacher education*. New York: Teachers College Press.

⁹⁵ Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass.

⁹⁶ Ladson-Billings, G. 1995. Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*. 32;3: 465-491.

how diverse perspectives and values actually enhance their understanding and effectiveness in the world.

CONSTRUCTIVIST LEARNING

LALPA focuses on engaging students through hands-on, student-centered, constructivist learning. Students are scholars, activists, and creators who will demonstrate love, courage, inquiry, empowerment, integrity, community, and well-being through:

- (v) Collaboration: developing individual and collaborative working skills
- (vi) Communication: articulating ideas, opinions and information clearly; developing multilingualism in English and Spanish
- (vii) Creativity: using verbal, written, technical, and creative expression effectively
- (viii) Critical thinking: demonstrating problem-solving skills and analytical thinking; evaluating, synthesizing, and applying new information; using acquired skills to be a responsible citizen at the Charter School and in the community.

Jerome Bruner posits that learning is an active process in which the learner uses existing schema to make meaning of new information and experiences, a process called scaffolding.⁹⁷ Appropriately organizing the information to be learned is the key to effective scaffolding. Additionally, spiraling the curriculum, or teaching skills in a sequential order, offers students the opportunity to build upon what they already know—their existing scaffold—thus facilitating the comprehension of new information. At LALPA, curriculum is taught strategically and sequentially in order to implement Bruner's ideas about instructional design.

Through constructivist learning practices, students “construct” their own understanding in a hands-on way as they build, design, explore, experiment, draw, model, play, investigate and create. They work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. By being actively engaged in their own learning students are able to more effectively understand and retain concepts and skills in the CCSS. Students also are able to demonstrate their learning both broadly and deeply. Through group learning, students can interact with and learn from their peers on more complex tasks than they could engage in alone, which provides immediate feedback, encourages them to explore their own and other students' ideas, and helps develop communication and interpersonal skills. Teachers also scaffold and differentiate instruction by breaking down tasks, using modeling, prompting, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991). In these ways, each student's existing beliefs, theories and perceptions are challenged through conversation, hands-on activities, or experiences.

A constructivist approach is derived from a number of educational models: situated learning theory, expeditionary learning, experiential learning, project-based learning, and collaborative learning. Numerous independent researchers have documented the success of the constructivist model of education with historically underserved populations, demonstrating increased test scores, and perhaps more importantly, improved self-confidence and whole development excel.⁹⁸ Research also shows that

⁹⁷ Bruner, J. (1966). *Toward a Theory of Instruction*. Cambridge, MA: Harvard University Press. Accessed from <http://www.instructionaldesign.org/theories/constructivist.html> on 29 Aug. 2015.

⁹⁸ Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.

students who attend schools that employ constructivist methodologies gain critical thinking skills, deeper understandings, and learning that lasts.⁹⁹ Rushton et al (2003) assert that “Interactive classrooms reflect a shift in teaching paradigms from [a] teacher-directed traditional classroom to student-oriented, problem-solving learning environments that espouse a constructivist, brain research-based approach to learning.”¹⁰⁰

At LALPA, we employ constructivist strategies along with inquiry-based strategies, in which students are challenged to construct evidence-based solutions to challenging questions. Inquiry based teaching is often seen as a way of engaging students in the learning process through group work and hands-on activities, and by challenging them to support conclusions with evidence and observations. Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge. These skills can be developed at any age. Bryn Mawr science professor, Wilfred Franklin, described it best, “Inquiry based approaches to science education focus on student constructed learning as opposed to teacher-transmitted information... Inquiry based curriculum has been shown to develop independent and critical thinking skills, positive attitudes and curiosity toward science and increased achievement in biological content.”¹⁰¹

COLLABORATIVE LEARNING ENVIRONMENT

Learning at LALPA takes place in collaborative classroom settings. We are a small school with approximately 72 students in each grade. Our small setting not only enables grade level teachers to work closely together to establish consistency in the program offered at each grade, it allows us to employ a collaborative learning approach, which creates opportunities and fosters student collaboration, engaging students through social interaction with peers and leading to deeper learning.

Collaborative learning is an instructional method in which students work in pairs and groups towards a common academic goal. Collaborative learning invites higher levels of thought by promoting discussion and reflection. In addition, collaborative learning helps students develop thinking and learning habits, a critical goal for at-risk learners, because it is important to meaning making. “One important aspect of meaning is that it is obtained within a culture.”¹⁰² The culture can be that of society or that created within a collaborative classroom community, a culture of dialogue and inquiry. Further, “collaborative learning fosters the development of critical thinking through discussion, clarification of ideas, and evaluation of others' ideas”.¹⁰³ Developing critical thinking skills, including those of evaluation and analysis, is one of the primary focus areas at LALPA. Therefore, the instructional design includes educational experiences that are social, engaging, and student-oriented in order to improve scholarship and enhance creativity.

⁹⁹ Marlowe and Page, 1998; Sagor & Cox, 2003. *At-Risk Students: Reaching and Teaching Them*; Pransky, 2002. “To meet your students where they are, first you have to find them.”

¹⁰⁰ Rushton, S. P., Eitelgeorge, J., & Zickafoose, R. (2003). Connecting Brian Cambourne's conditions of learning theory to brain/mind principles: Implications for early childhood educators. *Early Childhood Education Journal*, 31(1), 11-21.

¹⁰¹ <https://justin.vashonsd.org/Resources/media/InquiryBasedScience.pdf> (citing Hall & McCudy, 1990), (Kyle et al, 1988), (Kyle et al, 1982), and (Shymansky, 1984).

¹⁰² Wilson, Donna. (2010). Thinking for results: strategies for increasing student achievement by as much as 30 percent. Orlando, FL: BrainSMART.

¹⁰³ Gokhale, Anuradha A. Collaborative learning enhances critical thinking. *Journal of Technology Education* Volume 7, Number 1 Fall 1995. Accessed from <http://scholar.lib.vt.edu/ejournals/JTE/v7n1/gokhale.jte-v7n1.html> on 29 Aug. 2015. <http://scholar.lib.vt.edu/ejournals/JTE/v7n1/gokhale.jte-v7n1.html> on 29 Aug. 2015.

Lemke (1990) proposes that students need to ask questions as a way of engaging in the process of meaning making.¹⁰⁴ Lemke's concept of cross-discussion is essential to both student engagement and the social construction of knowledge. "Cross-discussion is dialogue directly between students, with the teacher playing only a moderating role, or perhaps having equal standing with the students."¹⁰⁵ This is a vital component of classrooms where students work to build meaning collaboratively, representing the quintessential student-centered classroom. Lemke goes on to say, "Students learn a great deal from one another in the classroom. They mediate and translate for one another when the teacher's language is unfamiliar. They support and facilitate each other's learning in countless ways. Learning is not an essentially individual process in the classroom (or anywhere else . . .). Learning is essentially social."¹⁰⁶

A collaborative learning environment declares that everyone is a learner. In this environment, teachers become facilitators who know their students' talents, prior school experiences, and needs. This knowledge enables teachers to take into account student backgrounds to support learning. Teachers create a learning environment that is emotionally, intellectually, and psychologically safe, an environment where learners can acknowledge what they do not know, take risks, and reflect on what they have learned.¹⁰⁷ True collaboration promotes social and emotional intelligence through active listening and careful observation of others' responses. It curbs failure avoidance by allowing students to explore the unknown together in a safe forum. Finally, a collaborative learning environment allows everyone to think on his or her own, interpret information, share ideas, and evaluate those ideas through both personal and group perspectives.¹⁰⁸

Collaborative learning processes can be incorporated in a variety of ways, such as a long-term project, or simply posing a question and asking students to discuss their ideas with their neighbors. As Smith and MacGregor state, "In collaborative classrooms, the lecturing/listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material."¹⁰⁹ Regardless of the specific approach taken, the goal is the same: to shift learning from a teacher-centered to a student-centered model. Ford (2005), and Perkins and Cook (2012) also have research that supports using flexible groupings to promote "responsive teaching," using data to group students homogeneously and heterogeneously in smaller groups for collaborative

¹⁰⁴ Lemke, J. L. (1990). *Talking science: Language, learning, and values*. Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (hardback: ISBN-0-89391-565-3; paperback: ISBN-0-89391-566-1).

¹⁰⁵ Ibid.

¹⁰⁶ Ibid.

¹⁰⁷ Dubé, B. Bessette, L. & Dorval, C. (2011). Differentiation and Explicit Teaching: Integration of Students with Learning Difficulties. US-China Education Review

¹⁰⁸ Gerlach, J. M. (1994). "Is this collaboration?" In Bosworth, K. and Hamilton, S. J. (Eds.), *Collaborative Learning: Underlying Processes and Effective Techniques*, New Directions for Teaching and Learning No. 59.

MacGregor, J. (1990). "Collaborative learning: Shared inquiry as a process of reform" In Svinicki, M. D. (Ed.), *The changing face of college teaching*, New Directions for Teaching and Learning No. 42.

Smith, B. L., and MacGregor, J. T. (1992). "What is collaborative learning?" In Goodsell, A. S., Maher, M. R., and Tinto, V. (Eds.), *Collaborative Learning: A Sourcebook for Higher Education*. National Center on Postsecondary Teaching, Learning, & Assessment, Syracuse University.

¹⁰⁹ Smith, B. L., and MacGregor, J. T. (1992). "What is collaborative learning?" In Goodsell, A. S., Maher, M. R., and Tinto, V. (Eds.), *Collaborative Learning: A Sourcebook for Higher Education*. National Center on Postsecondary Teaching, Learning, & Assessment, Syracuse University.

learning and small group instruction.¹¹⁰ Collaborate group work, described by many researchers,¹¹¹ exposes students to others' points of view, allows them to organize their thoughts in a low-risk context, prepares students for sharing ideas in whole-class discussion, and helps students make progress on tasks they could not do alone. Inquiry-based or project-based learning also links the curriculum content with students' real world experiences, making learning relevant, personalized and valuable to students' lives outside of school. An integrated curriculum facilitates deep learning and connections across subjects and teachers collaborate formally and informally to integrate themes and concepts in designing and instructing classes. Additionally, the interdisciplinary curriculum and use of real-world problems provide equity and relevancy for an ethnically and culturally diverse student population. Problem-based tasks promote collaborative, relevant, active, interdisciplinary learning wherein students exercise choice about how and what they will learn, thereby increasing motivation and engagement and the development of skills designed to help students succeed in the real world.

SOCIAL JUSTICE THEMATIC LEARNING

As a school founded upon principles of social justice, LALPA believes that even our youngest students can meaningfully engage in learning and activities that help them develop skills and attributes that will lead to lifelong activism and engagement in the communities in which they live. We seek to inscribe in each of our students the mentality of a social justice leader, with six pillars of character¹¹²:

- Trustworthiness**- to be honest in communication and actions, be reliable, and have the courage to do the right thing even when no one is watching.
- Respect**- treat others with respect, be tolerant and respecting of differences, use good manners, be considerate of the feelings of others, and deal peacefully with disagreements.
- Responsibility**- doing your best, being diligent, being self-discipline, being accountable for your words and actions, choosing a positive attitude, and making healthy choices
- Fairness**- playing by the rules, listening to others, not blaming others carelessly, and treating other people fairly
- Caring**- being kind, compassionate, showing gratitude, helping people in need, and forgiving others
- Citizenship**- cooperating with others, getting involved in community affairs, being a good community member, obeying the laws and rules, respecting the authority, protecting the environment, and volunteering.

The Charter School is actively involved in community life and continues this tradition. Through the exploration of the elements of Social Justice, students learn to be active members of the community, including the following themes¹¹³:

¹¹⁰ Ford, M. P. (2005) *Differentiation Through Flexible Grouping: Successfully Reaching All Readers*. Learning Point Associates/North Central Regional Educational Laboratory (NCREL).

Perkins, J.H. & Cook, C. D. (2012) *Addressing the literacy needs of striving readers. Using Informative Assessments Towards Effective Literacy Instruction*.

¹¹¹ Cooperative Learning: The Foundation for Active Learning. By David W. Johnson and Roger T. Johnson. November 5th 2018, DOI: 10.5772/intechopen.81086

Slavin, R. E. (2014). Cooperative learning and academic achievement: Why does groupwork work? *Anales de Psicología*, 30(3), 785–791.

Kagan, S. (1994). *Cooperative learning*. San Clemente, CA: Kagan Cooperative Learning.

Kagan, S., Kagan, M., & Kagan, L. (2000). *Reaching social studies standards through cooperative learning: Providing for all learners in general education classrooms*. Port Chester, NY: National Professional Resources, Inc.

¹¹² Josephson, Michael S. *Making Ethical Decisions*. Marina del Rey, CA: Josephson Institute of Ethics, 2002. Print.

¹¹³ Picower, Bree. (2012). Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom. *International Journal of Multicultural Education*. 14. 1-17. 10.18251/ijme.v14i1.484.

- **Self-Love and Knowledge:** Students will first learn about self-love and knowledge so that they can gather appreciation for who they are and where they come from.
- **Respect for others:** Concurrently, students will learn about respecting others so that they can develop a sense of empathy for others' background. Students will engage in activities where they learn about others' cultures.
- **Issues for Social Injustice:** Students will learn how diversity impacts different groups of people, specifically within the community. They will explore current issues related to social injustice affecting the community.
- **Social Movements & Social Change:** Students will learn about movements and efforts within the community to bring about social change.
- **Awareness Raising:** Students will have opportunities to teach others about the issues they have learned about.
- **Social Action:** Students will have the opportunity to take action on an issue that affects them in their community. Such actions may include participating in public meetings, petitions, and campaigns.

6 Elements of Social Justice Curriculum

Each grade level will focus on one of the six elements of Social Justice

Each teacher is encouraged to display student work / artifacts on the assigned board (hallway) that reflects the class' focus on assigned element.

Grade Level	Social Justice Element	Description
K	Respect for Others	Teachers provide opportunities for students to share their knowledge about their own cultural background with their classmates. The goal is to create a climate of respect for diversity through students learning to listen with kindness and empathy to the experiences of their peers. Potential classroom activities include: Sharing of cultural ABC books, diverse family structures that include LGTB families, field trips to cultural museums, guest speakers from children's families and cultural centers.
1st	Self-love and Knowledge	Teachers provide opportunities for students to learn about who they are and where they come from. A sense of dignity in their culture, heritage, ethnicity/race, religion, skin tone, gender etc. is cultivated in the classroom. Students learn about different aspects of their identity and history associated with it. Negative stereotypes about students' identities are deconstructed. Potential classroom activities include: Where I come from poems, self-portraits that include skin tone identification, name poems, family interviews, grandparent guest speakers, cultural abc books.

2nd	Issues on Social Injustice	Teachers move from “celebrating diversity” to an exploration of how diversity has differently impacted various groups of people. Students learn about the history of racism, sexism, classism, homophobia, religious intolerance etc. and how these forms of oppression have affected different communities. Teachers make links that show how the historical roots of oppression impact the lived experiences and material conditions of people today. Potential topics of study include: Native American genocide, Slavery, the Holocaust, anti-immigration policies and sentiment, media (mis) representations, issues that face their own communities such as gentrification, police brutality, etc.
3rd	Social Movements and Social Change	Teachers share examples of movements of iconic and everyday people standing together to address the issues of social injustice they learned about in second grade. Rather than leaving students feeling overwhelmed and defeated, teachers help students understand that working together, ordinary people have united to create change. Potential topics of study include: Abolitionism, civil rights movement, the L.A. janitors’ strikes, various labor movements, 1968 and 2006 Chicano student walkouts.
4th	Awareness Raising	Teachers provide opportunities for students to teach others about the issues they have learned about. This allows students who feel passionately about particular issues to become advocates by raising awareness of other students, teachers, family and community members. It is important to recognize that while raising awareness is a necessary and important pre-cursor for action, it by and of itself does not translate into change. Potential activities include: newsletters, public service announcements, letter writing campaigns, creating documentaries, blogging.
5th	Social Action	Teachers provide opportunities to take action on issues that affect students and their communities. Students identify issues they feel passionately about and learn the skills of creating change firsthand. Potential activities include: Letter writing campaigns, petitions, linking with local grassroots organization campaigns, speaking at public meetings, attending and/or organizing protests.

CURRICULUM AND INSTRUCTION

LALPA integrates a program of leadership development with academic study. The specific curricular content and skills to be mastered are based on the CCSS, Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development Standards (“ELD”), and the remaining State Content Standards (collectively referred to herein as, “CCSS”). The curriculum is taught strategically in a sequential manner, ensuring that students master fundamental skills and knowledge at designated points in time in order to assure that higher order skills and more complex knowledge have a foundation in which to take root.

Essential to the instructional program are the following principles:

- Allocate sufficient time to attain essential skills
- Introduce new information in manageable and sequential units
- Identify prerequisite skills and build on students' prior knowledge
- Review previously taught skills
- Administer ongoing assessment to inform instruction
- Provide immediate intervention strategies (delivered by classroom teachers and instructional assistants) during school for those students who are not demonstrating progress towards unit goals and grade level standards
- Provide additional support during Multi-Tiered System of Supports either in the classroom or in the Learning Center.

LALPA's distinctive goals for students, including the development of intellectual, personal, and civic qualities fundamental to the Charter School's mission, vision, and view of an educated person, supplement the CCSS. The curriculum balances the need for both breadth and depth in all academic areas. Curriculum, materials, and instructional activities are chosen based on how well they reflect best practices in education, align with the desired pupil outcomes, and accommodate the interests and passions of students and teachers. The criteria incorporate research data and understanding of cognitive learning processes. To best align the Charter School's instructional philosophy and desired pupil outcomes, methods and materials do not regard subject matter in isolation, but as parts that fit with the overall objectives of the Charter School. For example, an important civic development outcome is that students understand the principles of justice, independence and social equality. To have a full appreciation of these principles, students must encounter them in varied ways throughout the Charter School's activities and curriculum. Therefore, the curriculum, materials, and instructional activities cannot be simply the sum of separate subject area materials. Instructional methods and materials must support an integrated curriculum.

A combination of formative and summative assessments aligns with the learning outcomes. These assessment tools give a holistic and continuous picture of students' progress that is then used to guide students and inform ongoing instruction. The whole LALPA learning community is asked to support every student as he or she develops the skills and knowledge required to move through each grade level. Assessments are administered at multiple points—at the beginning of a unit of study (diagnostic), throughout the unit of study (formative) and at the end of the unit of study (summative). This approach helps teachers determine areas of strength and need, plan effective instruction, and gauge student progress toward mastery while informing teacher instructional methods and intervention strategies needed to ensure learning and student success.

INTELLECTUAL DEVELOPMENT

An innovative, research-based curriculum begins with a focus on literacy in TK/Kindergarten, gradually raising the complexity of ideas and application as students move from grade level to grade level. Literacy is reinforced through emphasis on reading, writing, speaking, listening and vocabulary development across all content areas. At the same time, students develop proficiency in English and Spanish following the 2019 California World Language Standards for Public Schools, Prekindergarten Through Grade Twelve. Students are also proficient in mathematics, science, and the social sciences. Students learn to view problems through the lens of each academic discipline by practicing the methods of each and understanding the language of the disciplines as well as the vocabulary. Application of classroom learning through projects and community-oriented work helps students realize the relevance of their

studies to life experience and helps them to experience being practitioners of the disciplines. Instruction helps students learn how to learn, asking critical questions and investigating possible answers with research, logic, and experimentation. Students are also exposed to the contributions of different cultures in each subject area.

Students develop an understanding of the fundamentals of the visual and performing arts, health maintenance, physical fitness, technology, and information gathering. Instruction in these areas moves between study, application and reflection. The curriculum lays the groundwork for students to express themselves artistically, to regulate physical and emotional health, and to experience the benefits of sports and a fitness program. Students also learn how to gather information from libraries, the Internet, specialists, and other local resources. Students apply technological skills in their projects. They study and exercise components of informed, critical judgment and develop effective communication. Students apply these qualities in a wide variety of contexts.

Woven throughout the coursework in all content areas is a focus on six areas of general intellectual development.¹¹⁴ Students are asked to consider:

1. VIEWPOINT; that is, perspectives that must be considered in analyzing new ideas and information and what ideas are being presented.
2. They will be asked to use EVIDENCE in making judgments and to show how they know what they know.
3. They will make CONNECTIONS within their work and to other issues of interest, sometimes in the context of an integrated curriculum.
4. They will use SUPPOSITIONS to consider alternative outcomes and explanations.
5. They will be asked to find the RELEVANCE of their studies to their own lives and to explain why their inquiries are important.
6. Finally, they will use varied means of COMMUNICATION to present ideas and questions.¹¹⁵

Students demonstrate progress in intellectual development in their portfolios for each area and as a particular focus of their culminating exhibitions.

PERSONAL DEVELOPMENT

The curriculum reflects the belief that education must address students as whole people. Instruction is developmentally appropriate and promotes interpersonal, emotional, and practical skills so that students are prepared to maintain healthy relationships, cope with life challenges, and set and achieve personal and career goals. Viewing life from the perspective of ethics helps students develop their own rules for living and a basis for judging right and wrong actions. Ethical and emotional sensibility, keen habits of mind, and breadth of knowledge contributes to the development of a sophisticated world view grounded in thought and feeling.

CIVIC DEVELOPMENT

Civic development is integrated into instruction through project-based learning; LALPA does not utilize a specific curriculum. Working within a framework of civic leadership, the civic development component asks students how they might use their talents to benefit society. Students develop a personal philosophy by considering principles of justice and compassion in current and possible social, political, and economic contexts. Students identify and map assets in their cultures and in their communities.

¹¹⁴ Schunk, D. H. (1991). *Learning theories: An educational perspective*. Macmillan Publishing Co, Inc.

¹¹⁵ Ibid.

Knowing about these assets helps equip them to respond as they identify important social problems affecting people in and outside of their communities. Through lessons centered around the six pillars of character describe above, students build basic civic knowledge. Students practice thinking and acting responsibly while participating in real-life problem solving situations and practicing democratic deliberation. The problem-solving in these projects will require students to synthesize and apply intellectual, personal, and civic learning. The combination of study, practice and reflection will advance students' capacity for civic participation

LEADERSHIP

LALPA develops students' leadership skills through a process of study, practice, and reflection as students form and advance their own visions of how the world ought to be. The leadership curriculum is folded into core subject areas that address component parts of civic leadership by mapping instructional activities onto the desired pupil outcomes of civic leadership. Teachers integrate the six pillars of characters into core subjects. This curriculum is broken down into categories such as Understanding Leadership, Communication, Working with Others, Problem Solving, and Making a Difference. All projects are designed to promote group interaction, build self-confidence, and allow students to explore personal understanding. Community action projects and other leadership activities will also develop leadership as a whole by integrating across all subject areas and synthesizing skills.

LALPA's conception of leadership hinges on a sense of civic purpose. Principles such as justice, independence and social equality provide a philosophical framework for students to answer the question: "Why should an individual work with others to realize collective action?" Students are asked to find purpose using their intellect, feelings, and ethical and civic sensibilities to consider how they want to work for the common good. When they identify social problems to address, they use their intellectual qualities to understand the nature of the problem, to evaluate solutions, and to gain evidence supporting their intended action. Personal qualities are also critical to good leadership, such as strong interpersonal skills and emotional and ethical sensibilities that inform vision. Finally, civic development gives students the skills to be effective leaders, so that they understand the basics of governance, power dynamics, communication, consultation with communities and stakeholders, and generally how to work to realize a vision.

The Charter School serves as a laboratory for democracy. The Charter School is conceived as a civic laboratory as all members are asked to create a democratic, just, caring and respectful community. The Charter School promotes citizenship by asking students to evolve this community in accordance with these key principles, as members who agree to participate in democratic decision making, to practice fairness, caring and respect, and to offer feedback on how the Charter School's actual practice measures up to its principles. The Charter School, then, asks every member to be a leader who recognizes the importance of his or her participation in community life and who will speak and act when observing that something is wrong. Meaningful participation in this mini-democracy requires the use of intellectual, personal and civic skills.

ENGLISH LANGUAGE ARTS/SPANISH LANGUAGE ARTS (CORE)

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the *Reading / Language Arts Framework; A Look at Kindergarten Through Grade Six in California Public Schools*, and the 2019 *California World Languages Standards for Public Schools, Prekindergarten Through Grade Twelve*. The English Language Arts (ELA) CCSS for public schools in California establish high expectations for all students, with the goal that all students "become effective

language users so that they can succeed academically, pursue higher education, find challenging and rewarding work, participate in our democracy as informed citizens, appreciate and contribute to our culture, and pursue their own goals and interests throughout their lives.”¹¹⁶ The integrated curriculum at LAPLA provides daily occasion for teachers to “take every opportunity to link reading and writing to other core curricula, including history, social science, mathematics, science, and the visual and performing arts, to help students achieve success in all areas.” To support teaching the standards, teachers use the *Reading / Language Arts Framework* for planning and guidance. The framework is also used as a reference guide during the selection of instructional materials and for professional development activities.

LALPA has adopted the McGraw Hill *Wonders* (2017) curriculum for English Language Arts, and the mirrored *Maravillas* program from McGraw Hill for Spanish Language Arts to support students as they become bilingual, biliterate and bicultural, both for use by students in TK/Kindergarten through fifth grade. Both *Wonders* and *Maravillas* include six units of study for each school year. Each unit consists of teaching material for five short stories (one per week) and a review week. The programs include aligned instructional plans, themes, skills, strategies, and test preparation mirror designed for tandem teaching in a dual immersion program such as LALPA’s.

Wonders/Maravillas integrates science and social studies and builds content area knowledge through nonfiction and informational texts. The curriculum includes text dependent questions and tasks to ensure that reading and writing is based on evidence from text. *Wonders/Maravillas* incorporates leveled texts to differentiate instruction and enable students to develop close reading skills. *Wonders/Maravillas* encourages students to show their understanding of a text in a variety of formats-artistic representations, writings, or oral presentations/performances. Vocabulary development is weaved throughout anchor texts and interactive tasks. *Wonders/Maravillas* includes text complexity rubrics and embedded formative and summative assessments, with a focus on performance-based tasks. This curriculum includes strategies to support English Learners and intervention component to address the needs of all learners.

Additionally, teachers use literature for interactive read-alouds and shared reading, leveled readers for guided reading, and books from a variety of genres to support standards-based thematic units.

For Spanish language immersion, teachers use the *Maravillas* program side-by-side with the World Languages Standards to ensure students develop the appropriate communication skills that are interpersonal, interpretive, and presentational.

Supplemental ELA/SLA curricular resources include:

Achieve3000: provides online differentiated instruction with the goal of improving reading comprehension in pre-k through 5th grade students. Teachers use *Achieve3000* to establish a baseline Lexile reading level for their students then incorporate the site’s numerous standards-aligned lessons and tools to foster academic growth and track student progress. The online program gives users access to over 10,000 standards-aligned English and Spanish non-fiction texts. The majority of articles are scaled on twelve different Lexile levels in English, and seven levels in Spanish, allowing students with a wide spectrum of abilities to access the same content. *Achieve3000* aligns each of its lessons to state

¹¹⁶ Taken from the introductory message by Jack O’Connell, former State Superintendent of Public Instruction, regarding the ELA standards.

and national standards. Prekindergarten through first grade students learn through the 'Smarty Ants' program, a foundational literacy curriculum. Teachers first use the 'LevelSet Assessment,' a universal assessment tool to determine the reading level of all of their students. Achieve3000's program then tailors instructional materials based on the Lexile scores of each student. Ongoing assessment and assignments give constant feedback to students, teachers, and administrators about student progress.

Renaissance Accelerated Reader: an independent reading practice program that helps students to become confident, lifelong readers. At the same time, the program helps teachers manage and monitor children's independent reading practice. Each student selects a book at their own level and reads it at their own pace. When finished, the student takes a short quiz on the computer. The program gives students and teachers feedback based on the quiz results, which the teacher then uses to help each student set individual goals and direct ongoing reading practice. By allowing students to select their own books to read, rather than having one assigned to them, it makes reading a much more enjoyable experience as they can choose books that are interesting to them. Teachers help students select books at an appropriate readability level that are challenging without being frustrating, ensuring that the student can pass the quiz and experience success.

ELD PROGRAM (CORE)

Currently, English Learners receive standards-based, differentiated integrated ELD instruction in the core curriculum as well as 60 minutes of designated ELD instruction each day. ELD instruction is given according to a student's assessed proficiency level and is based on the California ELD standards. ELD instruction focuses on development of mastery in the domains of listening, speaking, reading, and writing, providing the pathway to proficiency in the ELA CCSS. LALPA uses the ELD component for *Wonders*, our state-approved ELA curriculum.

The ELD Component for *Wonders* ensures that all English Learners master the English language and have access to the core curriculum through the following required components:

- Well-articulated, standards-based, differentiated ELD instruction specifically designed for English Learners
- Well-articulated, standards-based, differentiated instruction in the core curriculum with Specially Designed Academic Instruction in English (SDAIE)
- Structured activities designed to develop multicultural awareness and positive self-esteem.

The *Wonders'* ELD component offers instruction specifically designed to create learning experiences that increase student engagement, build language skills, and inspire confidence. Lessons emphasize building speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom. Through its ELD component, *Wonders* offers a flexible ELL program that includes: engaging content with scaffolding and support designed specifically for English Learners; connected curriculum that supports learning in the core classroom. The targeted instruction is used during the Designated ELD block to address the four language domains: Listening, Speaking, Reading, and Writing.

Supplemental resources include:

- Achieve 3000
- Learning A-Z online program (leveled readers)

- Kagan Structures: these collaborative learning strategies offer a structured, safe environment for English Learners of all proficiency levels to interact with their peers
- BrainPop, EL Component
- Math Talks (sentence starters specific to Math): these sentence starters are provided to students and practiced in class to equip students with support to participate in class discussions.

MATHEMATICS CURRICULUM (CORE)

Mathematics instruction at LALPA is aligned with the new CA CCSS in Mathematics, guided by the 2013 CA Mathematics Frameworks. Instruction focuses on activities in which students have concentrated practice in basic skills while deepening their critical thinking. Computational fluency is developed in concert with a child's developing number sense. Students use a variety of strategies in computation and problem-solving and learn to represent their thinking with appropriate models. Beginning in TK/Kindergarten, students must be able to explain their thinking processes as they interact with other students and the teacher. Additionally, they must be able to communicate their strategies and findings in writing.

All grade levels use Houghton Mifflin *Go Math! California*, specifically designed for California teachers. It incorporates the CCSS Mathematical Practices in every lesson to develop mathematical thinking and features exploration-driven lessons that begin with problem-based situations and build to more abstract problems. *Go Math!* is a comprehensive Grade K-6 mathematics program developed to support the CCSS for Mathematics and the NCTM Curriculum Focal Points. Interactive lessons utilize research-based instructional approaches and differentiated instructional resources to ensure success for all students. The program emphasizes Big Ideas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.

Topics covered in *Go Math!* include the following:

Kindergarten Number and Operations

- [Chapter 1: Represent, Count, and Write Numbers 0 to 5](#)
- [Chapter 2: Compare Numbers to 5](#)
- [Chapter 3: Represent, Count, and Write Numbers 6 to 9](#)
- [Chapter 4: Represent and Compare Numbers to 10](#)
- [Chapter 5: Addition](#)
- [Chapter 6: Subtraction](#)
- [Chapter 7: Represent, Count, and Write 11 to 19](#)
- [Chapter 8: Represent, Count, and Write 20 and Beyond](#)
- [Geometry and Positions](#)
- [Chapter 9: Identify and Describe Two-Dimensional Shapes](#)
- [Chapter 10: Identify and Describe Three-Dimensional Shapes](#)
- [Measurement and Data](#)
- [Chapter 11: Measurement](#)

First Grade

- [Operations and Algebraic Thinking](#)
- [Chapter 1: Addition Concepts](#)
- [Chapter 2: Subtraction Concepts](#)
- [Chapter 3: Addition Strategies](#)
- [Chapter 4: Subtraction Strategies](#)
- [Chapter 5: Addition and Subtraction Relationships](#)

- [Number and Operations in Base Ten](#)
- [Chapter 6: Count and Model Numbers](#)
- [Chapter 7: Compare Numbers](#)
- [Chapter 8: Two-Digit Addition and Subtraction](#)
- [Measurement and Data](#)
- [Chapter 9: Measurement](#)
- [Chapter 10: Represent Data](#)
- [Geometry](#)
- [Chapter 11: Three-Dimensional Geometry](#)
- [Chapter 12: Two-Dimensional Geometry](#)

Second Grade

[Number Sense and Place Value](#)

- [Chapter 1: Number Concepts](#)
- [Chapter 2: Numbers to 1,000](#)
- [Addition and Subtraction](#)
- [Chapter 3: Basic Facts and Relationships](#)
- [Chapter 4: 2-Digit Addition](#)
- [Chapter 5: 2-Digit Subtraction](#)
- [Chapter 6: 3-Digit Addition and Subtraction](#)
- [Measurement and Data](#)
- [Chapter 7: Money and Time](#)
- [Chapter 8: Length in Customary Units](#)
- [Chapter 9: Length in Metric Units](#)
- [Chapter 10: Data](#)
- [Geometry and Fractions](#)
- [Chapter 11: Geometry and Fraction Concepts](#)

Third Grade

- [Whole Number Operations](#)
- [Chapter 1: Addition and Subtraction Within 1,000](#)
- [Chapter 2: Represent and Interpret Data](#)
- [Chapter 3: Understand Multiplication](#)
- [Chapter 4: Multiplication Facts and Strategies](#)
- [Chapter 5: Use Multiplication Facts](#)
- [Chapter 6: Understand Division](#)
- [Chapter 7: Division Facts and Strategies](#)
- [Fractions](#)
- [Chapter 8: Understand Fractions](#)
- [Chapter 9: Compare Fractions](#)
- [Measurement](#)
- [Chapter 10: Time, Length, Liquid Volume, and Mass](#)
- [Chapter 11: Perimeter and Area](#)
- [Geometry](#)
- [Chapter 12: Two-Dimensional Shapes](#)

Fourth Grade

- [Place Value and Operations with Whole Numbers](#)
- [Chapter 1: Place Value, Addition, and Subtraction to One Million](#)
- [Chapter 2: Multiply by 1-Digit Numbers](#)
- [Chapter 3: Multiply 2-Digit Numbers](#)
- [Chapter 4: Divide by 1-Digit Numbers](#)
- [Chapter 5: Factors, Multiples, and Patterns](#)

- [Fraction and Decimals](#)
- [Chapter 6: Fraction Equivalence and Comparison](#)
- [Chapter 7: Add and Subtract Fractions](#)
- [Chapter 8: Multiply Fractions by Whole Numbers](#)
- [Chapter 9: Relate Fractions and Decimals](#)
- [Geometry, Measurement, and Data](#)
- [Chapter 10: Two-Dimensional Figures](#)
- [Chapter 11: Angles](#)
- [Chapter 12: Relative Sizes of Measurement Units](#)
- [Chapter 13: Algebra: Perimeter and Area](#)

Fifth Grade

[Fluency with Whole Numbers and Decimals](#)

- [Chapter 1: Place Value, Multiplication, and Expressions](#)
- [Chapter 2: Divide Whole Numbers](#)
- [Chapter 3: Add and Subtract Decimals](#)
- [Chapter 4: Multiply Decimals](#)
- [Chapter 5: Divide Decimals](#)
- [Operations with Fractions](#)
- [Chapter 6: Add and Subtract Fractions with Unlike Denominators](#)
- [Chapter 7: Multiply Fractions](#)
- [Chapter 8: Divide Fractions](#)
- [Geometry and Measurement](#)
- [Chapter 9: Algebra: Patterns and Graphing](#)
- [Chapter 10: Convert Units of Measure](#)
- [Chapter 11: Geometry and Volume](#)

Source: <https://www-k6.thinkcentral.com/dashboard/home>

As a supplement to classroom instruction, teachers and students have access Achieve 3000 Math. This program is designed to support Math fluency and mastery of skills through differentiated practice, intervention, and feedback that mimics a personal tutoring session with four levels of scaffolding.

HISTORY SOCIAL-SCIENCE CURRICULUM (CORE)

In order to develop global citizens and agents of change, it is important for LALPA students to develop a strong sense of the historical, social, economic, and political trends which have shaped the world. The CCSS in History/Social Science and the California State Framework for Social Studies and History (2016) provide a foundation for students' learning in history/social science. Incorporating reading and writing into history and social science, teachers share stories, fairy tales, folk tales, historical fiction, and nonfiction materials directly related to the concepts being taught. By listening to, reading, and discussing literary works, students deepen their historical knowledge and develop a sense of ethical literacy. In addition, students experience multiple perspectives on a topic through careful selection of literature and nonfiction materials. This integrated approach to history-social science is used as a way to bring the content to life, deepening students' understanding of the content and helping them connect learning across content areas. Further, the integrated approach creates authentic opportunities to think critically, hear differing views, develop informed opinions, and research topics to express ideas in both oral and written forms. The history-social science curriculum is developed with the aim of mastering the History-Social Science Content Standards for California Public Schools.

Wonders/Marvallas incorporates extensive social studies content, and teachers also utilize *Achieve 3000* articles and *BrainPop* as a resource, along with other reference materials as previously described, to access the knowledge and skills needed for the various units of study. Social justice themes for each grade (discussed under Instructional Model, above) incorporate project-based and constructivist learning activities, often incorporating visual and performing arts activities, with social studies-aligned content.

SCIENCE (CORE)

The science program follows an inquiry-based approach developed around hands-on investigations that engage the learner in the practices of scientists and engineers. The science program encourages curiosity, critical thinking skills, and connection to the natural world. Students experience real world application of science in the school garden as they plant, observe, and record their findings. The science program supports the integration of math and language arts, developing high levels of academic language in English and Spanish. The science program is aligned to *A Framework for K-12 Science Education*, developed by the National Research Council, and the Next Generation Science Standards (NGSS) and the various Disciplinary Core Ideas (DCIs) of Life Sciences, Earth and Space Sciences, Physical Sciences and Engineering.

Inspire Science, designed for grades TK/K-5, is designed to spark elementary students' interest and empower them to ask more questions, think more critically, and generate innovative ideas. With the proven 5E instructional framework, *Inspire Science* provides an in-depth, collaborative, evidence based, and a project-based learning experience to place elementary science students on the path to career and college readiness:

Kindergarten:

- Forces & Motion
- Energy and the Sun
- Weather
- Plants and Animals
- Impacts on Earth's Systems
- Protecting Our Earth

Grade 1:

- Sound Energy
- Light Energy
- Use Energy to Communicate
- Plants & Animals
- Offspring & Their Parents
- Earth & Space

Grade 2:

- Properties of Matter
- Changes to Matter
- Earth's Surface
- Earth's Surface Changes
- Living Things in Habitats
- Plants & Their Needs

Grade 3:

- Forces & Motion
- Electric & Magnetic Forces
- Weather & Climate
- Parents & Offspring Survival
- Changes in Ecosystems
- Learn from the Past

Grade 4:

- Energy & Motion
- Transfer of Energy
- Structures of Living Things
- Wave Patterns and Information Transfer
- Patterns of Earth's Changing Features
- Natural Hazards
- Energy from Natural Resources

Grade 5

- Structure & Properties of Matter
- Physical & Chemical Changes
- Plant & Animal Needs
- Matter in Ecosystems
- Interactions of Earth's Major Systems
- The Solar System & Beyond

Source: <https://www.mheducation.com/prek-12/program/microsites/MKTSP-AIB01M0/solutions/be-a-scientist-notebook.html>

VISUAL AND PERFORMING ARTS (CORE)

LALPA's Art Program strives to enhance students' academic experiences and promote social and emotional growth through the arts. The full-time Visual Arts Teacher and Part-time Music Teacher provide weekly lessons to each class between 30-60 minutes. The Art program provides opportunities for classroom teachers to take part in one-to-one coaching and Professional Development focused on obtaining strategies to integrate visual and performing arts into the core subjects.

The goal of art education at the elementary level is to expose students to a variety of artistic media and to develop their understanding of and enjoyment for creating visual art. Visual art concentrations consist of artistic perception, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. Students gain an understanding of art as symbolic language and an appreciation of its historical and cultural context. They develop their knowledge of a variety of techniques including sculpture, painting, drawing, and printmaking and have opportunities to develop art skills through creating various works of art. Additionally, visual art is integrated into language arts through discussion and written response to works of art and into mathematics instruction through identification of rhythm, movement, proportion, and pattern. Student artwork is displayed on classroom and hallway bulletin boards and showcased at parent events such as Open House.

The music program introduces new music-focused activities for our students, once a week. The schedule mirrors the visual art schedule because classes alternate between Art and Music. Students in ETK-2nd grade are introduced to percussion instruments. Students in 3rd -5th grade are introduced to wind instruments, the xylophone, and ukulele. Musical concepts are taught at LALPA with special emphasis on traditional, multicultural songs and games. Through dance instruction, teachers provide students with opportunities to develop their physical abilities, to value artistic and self-expression, and to develop a personal standard of excellence. These experiences prepare students for a spring performance that showcases singing, acting, and dancing. Starting in the 2019-20 school year, LALPA began to incorporate the new 2019 *California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards)*.

The ultimate goal of LALPA's Visual and Performing Arts Program is to increase relevant student exposure to the arts, and thereby increase student achievement levels in core academic subjects. This program enables teachers to better promote creative thinking, teamwork, diversity, and cross-curricular connections that enhance the relevance of classroom learning.

PHYSICAL EDUCATION AND HEALTH (CORE)

The K-5 physical education program at LALPA provides students with 200 minutes of instruction every 10 days. The focus of the program is on physical fitness where students learn the skills and knowledge to be physically fit along with developing a sense of confidence and a positive attitude. The goals of the PE program are as follows:

- Develop and maintain acceptable levels of physical fitness
- Develop a variety of movement and manipulative skills to experience success
- Establish goals for fitness and for more healthful food choices
- Enjoy and seek out physical activity
- Develop the ability to cooperate and collaborate with others.

Standards-based, age-appropriate health education lessons are incorporated into the academic curriculum wherever possible. LALPA is adopting the new 2019 *Health Education Curriculum Framework for California Public Schools, Transitional Kindergarten Through Grade Twelve (Health Education Framework)* once published (anticipated to be available in 2020). Students learn about maintaining healthy bodies and how to develop responsible habits in and out of the classroom. Through lessons in the classroom and in our school garden, students learn about healthy eating, food groups, and where food comes from.

INNOVATIVE COMPONENTS OF THE CURRICULAR PROGRAM

LALPA's dual immersion program in English and Spanish offers young children an opportunity to become bilingual, biliterate and bicultural in two languages, while developing core competencies in language arts, math, history/social sciences and science. The dual immersion program model starts out 80/20 = 80 percent instruction is in the target language (Spanish) and 20 percent instruction in English in kindergarten. Each year more English is added until 50 percent target language and 50 percent English instruction is reached by fourth grade. Core learning at LALPA is supplemented by an engaging visual and performing arts program and P.E./health program, including the LALPA school garden, and field trips to the LALA student-run farm, just a few blocks away. Throughout our program, students engage in meaningful activities and learning about social justice and leadership, empowering our young students to understand and believe that each of them can be engaged and contributing members of their communities.

INTERVENTION AND ENRICHMENT PROGRAMS

In order to master the rigorous academic curriculum at LALPA, we have structured opportunities for individualized instruction to support students as they rise to a high bar of academic expectations.

Students who have been identified as at-risk or low-performing students have interventions as appropriate according to the MTSS model (see *Meeting the Needs of All Students*, below). Such interventions may include referral to:

- Student Assistance Program- A support program designed to provide strategies and supports related to academics, social-emotional well-being, or any other accommodation that can address the specific needs of the child to improve their learning experience.
- Before or after school intervention sessions- the classroom teacher schedules tutoring sessions of 3-5 students at any given time. Each session is between 30 minutes to one hour.
- The Learning Center- This intervention program is part of LALPA's MTSS. It is designed to provide targeted literacy instruction, including addressing foundational skills, to small groups of students twice per week. Each session is 45 minutes and includes no more than 6 students per class. During that session, the teacher further divides the students into teams based on their reading level and provides rigorous targeted instruction on reading skills.

LALPA also provides enrichment classes to further enhance the learning opportunities of all students as well as specific enrichment opportunities to our group of high achieving students. Enrichment opportunities include:

- Weekly Visual Art Classes: A credentialed teacher provides weekly lessons to all classes between 45 minutes to 1 hour. The visual art lessons adhere to the Visual Art and Performing Arts standards and include art appreciation. Exploration of different media, Art Elements and Principles of Design, and an annual Art Gallery Showcase. The Art teacher collaborates weekly with classroom teachers to support integration of the Arts into the core curriculum.
- Weekly Music Classes: A music teacher hired through our partner, Education Through Music LA, provides weekly music lessons of 30-45 minutes where students learn about World Music history and learn to play different instruments starting in Kindergarten with acoustic instruments. Students in the upper grades learn to play the Xylophone, the recorder, and the Ukelele. Each class performs a music selection twice a year: Winter and Spring Performance.
- Robotics and Coding Afterschool Class: This class is offered to students who have been identified as High Achieving. The program is design to offer additional opportunities to engage in Science, Math, technology, and engineering concepts as they work on team-building skills through fun challenges. These classes are offered biweekly to students.

CURRICULAR AND INSTRUCTIONAL MATERIALS

ELA/SLA	Wonders/Maravillas
ELD	Wonders ELD, BrainPop ELL, Learning A-Z (leveled readers)
Math	GoMath!
Science	Inspire Science
History/Social Studies	Wonders/Marvallas selections, Achieve 3000 articles, BrainPop, Social Justice themes

Visual Performing Arts	Arts Attacks, Artsonia, resources/training from Inner City Arts Foundation
PE/Health	teacher-created

INSTRUCTIONAL METHODS AND STRATEGIES

LALPA teachers employ a variety of research-based instructional methods, tools, and strategies to actively involve students in lessons, to increase motivation and interest, to develop critical thinking skills, to provide differentiation, and to stimulate independent learning. These methods and strategies represent practices that support implementation of the CCSS because they focus on developing critical thinking, problem-solving and analytical skills which will assist students in mastering the CCSS and other state content standards. Some of these strategies include:

Learning targets. When initiating a lesson, teachers always identify the focus learning targets and communicate expectations to students. In contrast to instructional objectives, learning targets are expressed from the students' point of view, focusing them on what they have to learn and the skills they need to demonstrate that learning.

Write/Think-Pair-Share. This cooperative discussion strategy helps students develop conceptual understanding through providing time for individual thinking and providing a structure for developing that thinking with a partner. This strategy offers a means of differentiation (each student thinks at his or her own level) and evaluation (students analyze and judge other's ideas/positions). It also allows all students to participate in knowledge-sharing, organically scaffolding problem-solving and critical thinking.

Thinking Maps. Thinking Maps are graphic organizers used to make thinking visual. There are eight maps, each of which aligns with a different strategic function or thought process. The Circle map is used for defining in context; the Bubble Map is used for describing characteristics; the Flow Map is used for sequencing and ordering; the Brace Map is used for identifying part-whole relationships; the Tree Map is used for classifying and grouping; the Double Bubble Map is used for comparing and contrasting; the Multi-Flow Map is used for analyzing cause and effect; and the Bridge Map is used for visualizing analogies. These tools help to create concrete images of abstract thinking, leading to higher levels of critical thinking.¹¹⁷

GLAD Strategies. Guided Language Acquisition Design is an instructional model designed to integrate English language and content instruction in the classroom setting. The program consists of a set of 35 strategies used to help English learners build academic English through explicit instruction. Study results have shown improved literacy outcomes for English learners without holding back English proficient peers.¹¹⁸

Project-Based Learning. Project-based learning is a teaching method which helps students develop skills and knowledge through investigating and responding to an authentic, engaging, real-world question which involves solving a meaningful problem. Because of the sustained nature of the inquiry, students

¹¹⁷ Thinking Maps. (2015). Thinking maps, Inc. Accessed from <http://www.thinkingmaps.org/http://www.thinkingmaps.org/> on 8 Sep. 2015.

¹¹⁸ Project GLAD Study (2014). "What is Project GLAD?" Education Northwest. Accessed from <http://projectgladstudy.educationnorthwest.org/what-is-gladhttp://projectgladstudy.educationnorthwest.org/what-is-glad> on 8 Sep. 2015.

must apply what they have learned to direct the inquiry or solve the problem through multiple steps—asking questions, finding resources, analyzing the impact of those resources, and communicating results effectively. Project-based learning promotes deeper learning because it involves critical thinking, communication, collaboration and problem-solving, not memorization and recitation of facts and concepts.

Webb’s Depth of Knowledge. This tool is a means of adjusting the cognitive depth of thinking and learning tasks through four levels of complexity. Levels 1 (Recall/Reproduction) and 2 (Skill/Concept) are the shallowest levels, while levels 3 (Strategic Thinking) and 4 (Extended Thinking) are the most complex, involving use of higher order and critical thinking skills. LALPA teachers aim for levels 3 and 4.

Depth and Complexity. Developed by Sandra Kaplan of USC, the icons representing eight levels of depth and three levels of complexity provide a visual cue to assist students in achieving deeper more complex thought processes. The levels of depth embodied in Kaplan’s program (language of the discipline, details, patterns, trends, unanswered questions, rules, big ideas, and ethical considerations) help students respond to content with increasing sophistication. The three levels of complexity (across the disciplines, changes over time, and multiple perspectives) help students perceive relationships between and across various areas of study, comprehend how change occurs over time, and appreciate the differing perspectives that individuals, time periods, and specialists bring to a given discipline.

Wait time. This concept, often referred to as think time, calls upon teachers to allow students a few more seconds of time to process information when responding to a question or prompt. This technique has been successful in improving the length and correctness of student responses. LALPA teachers allow seven seconds of wait time before requiring student response.

Questioning techniques. The type of question a student is asked determines his or her level of involvement in the exchange. Closed questions elicit facts or simple answers which are either right or wrong. There is a limited set of correct responses to a closed question. This is desirable when trying to establish facts or details as a foundation for discussion. In contrast to closed questions, open questions invite elaboration, analysis and reflection. Open questioning shifts conversational control to the student answering the question, and away from the teacher asking it. This results in more detailed explanations and thoughtful answers and encourages sharing of opinions and creative thinking. LALPA teachers plan appropriate questions to achieve the goals of the lesson.

Five Dimensions of Teaching and Learning Instructional Framework. Defining quality teaching for teachers across grade levels and curriculum, including guiding questions, allows for a standardized and unifying structure across grade levels and curriculum. These five dimensions and their subdimensions are:

- **Purpose:** Standards; and Learning Target Teaching Points
- **Student Engagement:** Intellectual Work; Engagement Strategies; and Talk
- **Curriculum & Pedagogy:** Curriculum; Teaching Approaches and/or Strategies; and Scaffolds for Learning
- **Assessment for Student Learning:** Assessment; and Adjustments
- **Classroom Environment & Culture:** Use of Physical Environment; Classroom Routines and Rituals; and Classroom Culture

HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

Numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations, demonstrating increased test scores, and perhaps more importantly, improved self-confidence and whole development. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.) Research also shows that students who attend schools that employ constructivist methodologies gain critical thinking skills, deeper understandings, and learning that lasts (Marlowe and Page, 1998).

As detailed throughout the preceding sections, LALPA's program is carefully designed to immerse our young students in two languages as they master core content skills and knowledge in an engaging, hands-on learning environment. Through our MTSS model, students are provided differentiated support and interventions to ensure that each student succeeds in mastering grade level content standards.

HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS TECHNOLOGY

LALPA believes that it is our responsibility to prepare students for all paths of life including future education and future careers, especially careers that do not exist currently. We believe we must provide students with the skills necessary to adapt to change in a century that has seen change more rapidly than any previous century.

LALPA is pleased to be able to provide a personal device for every student in all grade levels to be used in the classroom to enhance the educational experience. LALPA currently uses a combination of Ipads for grades ETK-2nd and laptops for third through fifth grade. For students, the ability to use technology efficiently to get work done, creatively to produce work and effectively to communicate and collaborate with others will be critical to survive the 21st Century workplace. Students learn to work with Google Apps that help them collaborate (GoogleDocs), create presentations (GoogleSlides), take quizzes/surveys (GoogleForms), and manage work in progress (GoogleDrive). Students also learn to use technology to conduct research, use keyboarding programs, access online learning programs such as Accelerated Reader, Learning A-Z, Achieve 3000, Brainpop, and all the online components to the core programs.

In addition to the classroom devices, students have access to the LALPA's computer lab with 30 desktop computers where students can work on class projects, take quizzes when visiting the library and complete standardized assessments as a class. The computer lab is connected to the school's library to promote collaboration and research amongst peers.

GRADUATION REQUIREMENTS – N/A

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION – N/A

Please refer to Federal and State District Required Language included at the beginning of Element 1.

TRANSFERABILITY OF COURSES – N/A

TRANSITIONAL KINDERGARTEN

California law (EC §48000) defines transitional kindergarten as “the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.” The TK curriculum includes the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, Senate Bill (SB) 858 (Chapter 32, Statutes of 2014). Teachers assigned to a TK classroom have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA LALPA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above; or
- A child development permit issued by the CTC.

LALPA’s TK/K blended program utilizes teacher created and Principal-supported instructional materials aligned to the California Preschool Learning Foundations developed by the California Department of Education. In these combined TK and Kindergarten classrooms, teachers are able to identify their TK students and offer a developmentally appropriate program to meet their needs. TK ensures that children have developed the foundations to successful learning when they begin Kindergarten.

EXPANDED TRANSITIONAL KINDERGARTEN

In addition to offering TK, LALPA also offers an Expanded TK program. Expanded TK is a full-day school program offered to 4 year olds who turn 5 between December 2nd and June 30th of the current school year. Because their birthdate falls after the deadline for TK, which is December 2nd, these students would otherwise have to wait to enter school until the next fall. After reviewing the community needs and resources in Lincoln Heights, which is the area that LALPA serves, it was discovered that a family can be charged anywhere from \$300 to \$600 per month for a child to attend Preschool. That type of expense is not realistic for our low-income community families. After careful consideration of the need to help the community access early quality education, the CEO/Superintendent decided to develop an ETK program to better support the children in the community. LALPA opened its doors to the first ETK class in the fall of the 2018-19 school year. After a successful first year of the ETK class, a total of 20 out of the 22 students in the class continued enrolled in the school for the Kindergarten year. Over half of those 22 students either have another sibling enrolled at the school or have enrolled other siblings as a result of this program being available.

The ETK program is designed to provide students in this age range (4 year olds who turn 5 between December 2nd and June 30th) with free access to quality learning opportunities that the children would not get if they had to wait to enroll in Kindergarten the following school year. The program covers 100% of all expenses including materials and meals.

The following are the key components of the ETK class at LA Leadership Primary:

- The ETK class is taught by a credentialed teacher with experience teaching different elementary grades, including TK and Kindergarten. As part of the California state requirements, the teacher is working towards her certificate in Early Childhood development.
- The ETK class is a full day 6-hour class that includes breakfast, morning and afternoon recess, lunch, naptime, and snack.
- The primary goals of the ETK class are to build pre-literacy and literacy skills, build behavioral self-regulation skills, provide a safe environment that teaches social skills that students need for school, and overall prepare them to enter Kindergarten. State-approved curriculum is used for ELA and Math. Both ELA and Math are taught using developmentally appropriate strategies such as learning centers, hands-on activities, dramatic play, and small group instruction.
- Students in ETK participate in all of the enrichment activities as the other grade levels. They receive 30 minutes of Music class weekly and 1 hour of Art time per week. In addition, they participate in 30 minutes of “buddy reading” where they are partnered with another class of older students who read to them to reinforce foundational skills such as print concepts and literacy skills.

ACADEMIC CALENDAR AND BELL SCHEDULES

<p align="center">Los Angeles Leadership Academy 2021-2022 Calendar</p>	
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2021-2022 LALPA EVENTS CALENDAR			
Day	Event Date	Event	School Days completed by Friday
Week 1.1 (Aug. 9-Aug. 13)			
Monday	8/9/2021	New Teacher Orientation	
Monday	8/9/2021	New Student & Parent Orientation	
Tuesday-Friday	08/10-09/13/2021	Teacher Professional Development Days	
Week 1.2 (Aug. 16-Aug. 20)			5
Monday	8/16/2021	First Day of School	
Monday	8/16/2021	Back-to-School Meet & Greet (Early Release)	
Monday	8/16/2021	Kindergarten Orientation (morning)	
Wednesday	8/18/2021	PD Block 2:00-3:30 pm (Early Release)	
Week 3 (Aug.23-Aug. 27)			10
Monday-Friday	08/23-08/27/2021	Schoolwide Expectations Assemblies (by grade-level)	
Monday-Friday	08/23-08/27/2021	NWEA & CPAA Fall Assessment	
Wednesday	8/25/2021	PD Block 2:00-3:30 pm (Early Release)	
Week 4 (Aug. 30-Sept. 3)			15
Monday-Friday	08/30-09/03/2021	CAASPP Interim Assessments (3rd-5th)	
Wednesday	9/1/2021	PD Block 2:00-3:30 pm (Early Release)	
Week 5 (Sept.6-Sept. 10)			19
Monday	9/6/2021	Labor Day- NO SCHOOL	
Tuesday	9/7/2021	Music & Art Classes begin	
Wednesday	9/8/2021	PD Block 2:00-3:30 pm (Early Release)	
Thursday	9/9/2021	Coffee with the Principal	
Week 6 (Sept.13-Sept.17)			23
Wednesday	9/15/2021	Unassigned Day	
Week 7 (Sept. 20-Sept. 24)			28
Wednesday	9/22/2021	PD Block 2:00-3:30 pm (Early Release)	
Week 8 (Sept. 27-Oct.1)			33
Wednesday	9/29/2021	PD Block 2:00-3:30 pm (Early Release)	
Friday	10/1/2021	Student of the Month: September	
Week 9 (Oct. 4- Oct.8)			38

Monday-Friday	10/04-10/08/2021	CAASPP Interim Assessments (3rd-5th)	
Wednesday	10/6/2021	PD Block 2:00-3:30 pm (Early Release)	
Thursday	10/7/2021	Coffee with the Principal	
Week 10 (Oct. 11-Oct.15)			42
Monday	10/11/2021	PD Day- No School	
Wednesday	10/13/2021	PD Block 2:00-3:30 pm (Early Release)	
Week 11 (Oct. 18-Oct. 22)			47
Monday-Friday		Red Ribbon Spirit Week	
Wednesday	10/20/2021	PD Block 2:00-3:30 pm (Early Release)	
Friday	10/22/2021	Report Cards Due	
Friday	10/22/2021	End of First Quarter (47 days)	
Week 12 (Oct. 25-Oct.29)			52
Monday	10/25/2021	Quarter 2 Begins	
Monday-Friday	10/25-10/29/21	Parent Conference Week (Early Release Schedule)	
Friday	10/29/2021	Halloween Parade	
Week 13 (Nov. 1-Nov.5)			57
Wednesday	11/3/2021	PD Block 2:00-3:30 pm (Early Release)	
Thursday	11/4/2021	Coffee with the Principal	
Friday	11/5/2021	Student of the Month: October	
Week 14 (Nov.8-Nov.12)			61
Wednesday	11/10/2021	PD Block 2:00-3:30 pm (Early Release)	
Thursday	11/11/2021	Veteran's Day	
Week 15 (Nov. 15-Nov.19)			66
Wednesday	11/17/2021	PD Block 2:00-3:30 pm (Early Release)	
Thursday	11/18/2021	Family Thanksgiving Dinner	
Friday	11/19/2021	Early Release	
Week 16 (Nov. 22-Nov. 26)			
All Week	11/22-11/26/21	Thanksgiving Break	
Week 17 (Nov. 29-Dec.3)			71
Wednesday	12/1/2021	PD Block 2:00-3:30 pm (Early Release)	
Thursday	12/2/2021	Coffee with the Principal	
Friday	12/3/2021	Student of the Month: November	
Week 18 (Dec.6-Dec. 10)			76
Wednesday	12/8/2021	PD Block 2:00-3:30 pm (Early Release)	
Friday	12/10/2021	Winter Performance	
Week 19 (Dec.13-Dec. 17)			80

Monday-Thursday	12/13-12/17/2021	CAASPP Interim Assessments (3rd-5th)	
Wednesday	12/15/2021	PD Block 2:00-3:30 pm (Early Release)	
Friday	12/17/2021	Pupil Free Day (unassigned)	
	12/20/21-01/07/22	Winter Break	
Week 1.20 (Jan.10-Jan.14)			84
Monday	1/10/2022	Professional Development/ Pupil-Free Day	
Tuesday	1/11/2022	Classes resume	
Wednesday	1/12/2022	PD Block 2:00-3:30 pm (Early Release)	
Thursday	1/13/2022	Coffee with the Principal	
Week 1.21 (Jan. 17-Jan. 21)			88
Monday	1/17/2022	Martin Luther King Jr. Day- NO SCHOOL	
Wednesday	1/19/2022	PD Block 2:00-3:30 pm (Early Release)	
Tuesday-Friday	01/17-01/21/22	NWEA & CPAA Winter Assessment	
Week 1.22 (Jan. 24- Jan.28)			93
Monday	1/24/2022	NWEA & CPAA Winter Assessment	
Wednesday	1/26/2022	PD Block 2:00-3:30 pm (Early Release)	
Friday	1/28/2022	Student of the Month Assembly: December & January	
Friday	1/28/2022	Quarter 2 Report Cards Due	
Friday	1/28/2022	End of Quarter 2 (46 days)	
Week 2.1 (Jan. 31- Feb. 4)			98
Monday	1/31/2022	Quarter 3 begins	
Monday-Friday	01/31-02/04/22	Parent Conference Week (Early Release Week)	
Friday	2/4/2022	100th Day of School	
Week 2.2 (Feb. 7- Feb.11)			103
Wednesday	2/9/2022	PD Block 2:00-3:30 pm (Early Release)	
Thursday	2/10/2022	Coffee with the Principal	
Friday	2/11/2022	Friendship Dance	
Week 2.3 (Feb. 14- Feb.18)			108
Wednesday	2/16/2022	PD Block 2:00-3:30 pm (Early Release)	
Week 2.4 (Fe. 21- Feb. 25)			112
Monday	2/21/2022	President's Day- NO SCHOOL	
Wednesday	2/23/2022	PD Block 2:00-3:30 pm (Early Release)	
Friday	2/25/2022	Student of the Month Assembly: February	
Week 2.5 (Feb. 28- Mar. 4)			117
Monday-Friday	02/28-03/04/22	Scholastic Book Fair	

Wednesday	3/2/2022	PD Block 2:00-3:30 pm (Early Release)	
Thursday	3/3/2022	Open House	
Friday	3/4/2022	Minimum Day	
Week 2.6 (Mar. 7-Mar. 11)			122
All Week	03/07-03/11/22	College & Career Spirit Week	
Wednesday	3/9/2022	PD Block 2:00-3:30 pm (Early Release)	
Thursday	3/10/2022	Coffee with the Principal	
Week 2.7 (Mar. 14- Mar. 18)			127
Wednesday	3/16/2022	PD Block 2:00-3:30 pm (Early Release)	
Week 2.8 (Mar. 21- Mar. 25)			132
Wednesday	3/23/2022	PD Block 2:00-3:30 pm (Early Release)	
Friday	3/25/2022	Student of the Month Assembly: March	
Week 2.9 (Mar. 28-Apr. 1)			136
Monday	3/28/2022	Pupil-Free Day (unassigned day)	
Wednesday	3/30/2022	PD Block 2:00-3:30 pm (Early Release)	
Week 2.10 (Apr. 4-Apr. 8)			140
Wednesday	4/6/2022	<i>End of Quarter 3 (46 days)</i>	
Wednesday	4/6/2022	PD Block 2:00-3:30 pm (Early Release)	
Thursday	4/7/2022	Quarter 4 begins	
Thursday	4/7/2022	Report Cards Due	
Friday	4/8/2022	Pupil-Free Day (unassigned day)	
Week 2.11 (Apr. 11-Apr. 15)			
All Week	04/11-04/15/2022	Spring Break	
Week 2.12 (Apr. 18-Apr. 22)			145
Monday-Friday	04/18-04/22/22	Parent Conference Week (Early Release Week)	
Thursday	4/21/2022	Coffee with the Principal	
Monday-Friday	04/18-04/22	NWEA & CPAA Spring Assessment	
Week 2.13 (Apr. 25- Apr. 29)			150
Wednesday	4/27/2022	PD Block 2:00-3:30 pm (Early Release)	
Thursday	4/28/2022	Spanish Spelling Bee	
Friday	4/29/2022	Student of the Month Assembly: April	
Week 2.14 (May 2-May 6)			155
Wednesday	5/4/2022	PD Block 2:00-3:30 pm (Early Release)	
Thursday	5/5/2022	Spring Performance/ Fiesta	
Friday	5/6/2022	Minimum Day	
Week 2.15 (May 9- May 13)			160
Monday	5/9/2022	CAASPP Rally (3rd-5th Grade)	

Wednesday	5/11/2022	PD Block 2:00-3:30 pm (Early Release)	
Tuesday-Friday	5/10/2022	CAASPP Testing begins	
Week 2.16 (May 16-May 20)			165
Monday-Friday	05/16-05/2022	CAASPP Testing Week	
Wednesday	5/18/2022	PD: Class reorganization for 22-23SY (Early Release)	
Week 2.17 (May 23-May 27)			170
Monday-Friday	05/23-05/27/2022	CAASPP Testing Week	
Wednesday	5/25/2022	PD Block 2:00-3:30 pm (Early Release)	
Friday	5/27/2022	Student of the Month Assembly: May	
Week 2.18 (May 30- Jun 3)			174
Monday	5/30/2022	Memorial Day- NO SCHOOL	
Tuesday-Friday	05/30-06/03/22	CAASPP Testing Week (Makeups)	
Wednesday	6/1/2022	PD Block 2:00-3:30 pm (Early Release)	
Friday	6/3/2022	5th Grade Autograph Morning & Kickball Game	
Week 2.19 (Jun 6- Jun 10)			179
Wednesday	6/8/2022	PD Block 2:00-3:30 pm (Early Release)	
Friday	6/10/2022	5th Grade Fieldtrip	
Week 2.20 (Jun. 13- Jun. 17)			184
Monday	6/13/2022	Report Cards Due	
Monday	6/13/2022	5th Grade Culmination Practice	
Tuesday	6/14/2022	5th Grade Culmination Ceremony	
Friday	6/17/2022	Last Day of School	
Friday	6/17/2022	End of Quarter 4, Second Semester (45 days)	

DAILY SCHEDULES

LOS ANGELES LEADERSHIP PRIMARY ACADEMY 21-22										
Kindergarten Schedule					Kindergarten Wednesday Schedule					
Minutes	Time	Subject	Language	Notes	Minutes	Time	Subject	Language	Notes	
20	8:15-8:35	Breakfast	N/A		20	8:15-8:35	Breakfast	Spanish		
20	8:35-8:55	Recess	N/A		20	8:35-8:55	Recess	N/A		
140	8:55-11:15	Spanish Language Arts	Spanish		125	8:55-11:00	Spanish Language Arts	Spanish		
45	11:15-12:00	Lunch/Recess	N/A		15	11:00-11:15	Math	Spanish		
30	12:00-12:30	Music/ Art	Spanish		45	11:15-12:00	Lunch/Recess	N/A		
60	12:30-1:30	Math	Spanish		30	12:00-12:30	Math	Spanish		
60	1:30-2:30	Designated ELD / ELA	English		45	12:30-1:15	Designated ELD/ELA	English		
			Total Spanish	230 Minutes	80%			Spanish	170 Minutes	80%
			Total English	60 Minutes	20%			English	45 Minutes	20%
			Total Minutes:	290 Minutes				Total Minutes:	215 Minutes	
							Weekly Minutes	Total Spanish	1090 minutes	
								Total English	285 minutes	
								Total:	1375 minutes	
1st Grade Schedule					1st Grade Wednesday Schedule					
Minutes	Time	Subject	Language	Notes	Minutes	Time	Subject	Language	Notes	
45	8:15-9:00	Music/Art (Soc. St. Integrated)	Spanish		45	8:15-9:00	Spanish Language Arts	Spanish		
20	9:00-9:20	Recess	N/A		20	9:00-9:20	Recess	N/A		
115	9:20-11:15	Spanish Language Arts	Spanish		115	9:20-11:15	Spanish Language Arts	Spanish		
45	11:15-12:00	Lunch/Recess	N/A		45	11:15-12:00	Lunch/Recess	N/A		
70	12:00-1:10	Math	Spanish		45	12:00-12:45	Math	Spanish		
30	1:10-1:40	Science	Spanish		45	12:45-1:30	ELD/ ELA	English		
65	1:40-2:45	ELD / ELA	English					Spanish	205 Minutes	80%
			Spanish	260 Minutes	80%			English	45 Minutes	20%
			English	65 Minutes	20%			Total:	250 Minutes	
			Total:	325 Minutes						
							Weekly Minutes	Spanish	1,245	
								English	305	
								Total	1550	
2nd Grade Schedule					2nd Grade Wednesday Schedule					
Minutes	Time	Subject	Language	Notes	Minutes	Time	Subject	Language	Notes	
45	8:15-9:00	ELD	English		45	8:15-9:00	ELD	English		
20	9:00-9:20	ELA	English	Integrated ELD	20	9:00-9:20	ELA	English	Integrated ELD	
20	9:20-9:40	Recess/Breakfast	N/A		20	9:20-9:40	Recess/Breakfast	N/A		
35	9:40-10:15	ELA	English	Integrated ELD	10	9:40-9:50	ELA	English	Integrated ELD	
105	10:15-12:00	SLA/ S.S/Science	Spanish		130	9:50-12:00	SLA/ S.S/Science	Spanish		
45	12:00-12:45	Lunch/Recess	N/A		45	12:00-12:45	Lunch/Recess	N/A		
20	12:45-1:05	SLA/ S.S/ Science	Spanish		45	12:45-1:30	Math	Spanish		
60	1:05-2:05	Math	Spanish					Spanish	175 Minutes	70%
40	2:05-2:45	Music/ Art	Spanish					English	75 Minutes	30%
			Spanish	225 Minutes	70%			Total:	250 Minutes	
			English	100 Minutes	30%					
			Total:	325 Minutes			Weekly Minutes	Spanish	1075 minutes	
								English	475 minutes	
								Total:	1550 minutes	
3rd Grade Schedule					3rd Grade Wednesday Schedule					
Minutes	Time	Subject	Language	Notes	Minutes	Time	Subject	Language	Notes	
45	8:15-9:00	ELD	English		45	8:15-9:00	ELD	English		
40	9:00-9:40	ELA	English	Integrated ELD	40	9:00-9:40	ELA	English	Integrated ELD	
20	9:40-10:00	Recess	N/A		20	9:40-10:00	Recess	N/A		
45	10:00-10:45	ELA	English	Integrated ELD	15	10:00-10:15	ELA	English	Integrated ELD	
75	10:45-12:00	Spanish Language Arts	Spanish		105	10:15-12:00	SLA/ Soc. St. / Sci.	Spanish		
45	12:00-12:45	Lunch/Recess	N/A		45	12:00-12:45	Lunch/Recess	N/A		
30	12:45-1:15	Soc. St. / Sci.	Spanish		45	12:45-1:30	Math	Spanish		
60	1:15-2:15	Math	Spanish					Spanish	150 Minutes	60%
30	2:15-2:45	Art/Music	Spanish					English	100 Minutes	40%
			Spanish	195 Minutes	60%			Total:	250 minutes	
			English	130 Minutes	40%					
			Total:	325 minutes			Weekly Minutes	Spanish	930 Minutes	
								English	620 Minutes	
								Total:	1550 Minutes	

5th Grade Schedule					
Minutes	Time	Subject	Language	Notes	
45	8:15-9:00	ELD	English		
60	9:00-10:00	ELA	English	Integrated ELD	
20	10:00-10:20	Recess/Breakfast	N/A		
60	10:20-11:20	Math	English	Integrated ELD	
45	11:20-12:05	Science	Spanish		
40	12:05-12:45	Music/Art	Spanish		
45	12:45-1:30	Lunch/Recess	N/A		
40	1:30-2:10	SLA	Spanish		
35	2:10-2:45	SLA/Social Studies	Spanish		
			Spanish	160 Minutes	50%
			English	165 Minutes	50%
			Total:	325 minutes	

5th Grade Wednesday Schedule				
Minutes	Time	Subject	Language	Notes
45	8:15-9:00	ELD	English	
40	9:00-9:40	ELA	English	Integrated ELD
20	9:40-10:00	Math	English	Integrated ELD
20	10:00-10:20	Recess/Breakfast	N/A	
20	10:20-10:40	Math	English	Integrated ELD
85	10:40-12:05	SLA	Spanish	
40	12:05-12:45	Science	Spanish	
45	12:45-1:30	Lunch/Recess	N/A	
			Spanish	125 Minutes
			English	125 Minutes
			Total:	250 minutes
		Weekly Minutes	Spanish	765 minutes
			English	785 minutes
			Total:	1550 minutes

Wednesday Schedule: 4th and 5th grade dismiss immediately after lunch, 5th grade has afternoon recess on front yard & chapel combined.

INSTRUCTIONAL DAYS AND MINUTES

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Select Y/N	131	290	51	215	2	170			184	36000	49295	13295
1	Select Y/N	131	325	51	250	2	205			184	50400	55735	5335
2	Select Y/N	131	325	51	250	2	205			184	50400	55735	5335
3	Select Y/N	131	325	51	250	2	205			184	50400	55735	5335
4	Select Y/N	131	325	51	250	2	225			184	54000	55775	1775
5	Select Y/N	131	325	51	250	2	225			184	54000	55775	1775
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

EARLY COLLEGE AND MIDDLE COLLEGE – N/A

PROFESSIONAL DEVELOPMENT

ONGOING PROFESSIONAL DEVELOPMENT

LALPA's Professional Development plan is intended to guide the teachers through a learning cycle that creates a common language for expectations and a shared understanding of effective instruction. The ultimate goal is to support improvement of instructional practice and student achievement. LALPA will use the *5 Dimensions of Teaching and Learning Instructional Framework* as a focal point of study throughout the 2021-22 school year. Specifically, the LALPA instructional team will focus on the first two dimensions of the framework to look at *Purpose* and *Student Engagement*. The following Professional Development Schedule outlines the cycle, which includes an initial presentation, and team meetings to study grade-level exemplars, data presentation (followed after classroom observations). Professional Development sessions for GLAD and Kagan Structures will also be provided to teachers to provide strategies to support English Learners. At the end of each monthly cycle teachers will present learned strategies and changes in practice. The schedule also includes two meetings to review internal benchmarks, which will provide insightful data related to implemented practices. We will close the school year with two strategic planning meetings to review and reflect on how the learning cycles impacted teacher practice and thus student achievement.

Our draft 2021-22 PD calendar is as follows:

LALPA 21-22 PROFESSIONAL DEVELOPMENT PLAN		
DATE	STAFF/PD	FOCUS
9-Aug-21	New Teacher Orientation Meeting	STAFF MEETING
10-Aug-21	School Wide Expectations/ Welcome Back	STAFF MEETING

11-Aug-21	5 Dimensions of Teaching & Learning "Selecting Goals"	Professional Development: Focus for 21-22 School Year
12-Aug-21	Mandated Trainings	Staff Meetings
13-Aug-21	Classroom Set up	Independent work
18-Aug-21	CPR Training	TRAINING
25-Aug-21	Teacher Evaluation Rubric (5 Dimensions)	STAFF MEETING
1-Sep-21	5D: Purpose- Standards	Introductory PD/Presentation
8-Sep-21	Team Meetings	study exemplars of Dimension. How does this apply to our grade/students?
22-Sep-21	Analysis Meeting: Class observation data	Analyze and adjust: After reviewing data, How do we adjust our practice?
29-Sep-21	Team Presentations: Take Aways, changes	Reflect on Practice (Whole Group)
6-Oct-21	5D: Purpose- Learning Targets	Introductory PD/Presentation
11-Oct-21	Team Meetings	study exemplars of Standards/Targets/How does this apply
13-Oct-21	Analysis Meeting: Class observation data	Analyze and adjust: After reviewing data, How do we adjust our practice?
20-Oct-21	Team Meetings: Meeting the needs of all learners	Focus on support for significant subgroups
27-Oct-21	Team Presentations: Take Aways, changes	Reflect on Practice (Whole Group)
3-Nov-21	5D: Student Engagement- Engagement Strategies	Introductory PD/Presentation
10-Nov-21	GLAD Strategies: Activating Prior Knowledge	PD/Presentation (integrating GLAD strategies into 5D)
17-Nov-21	Team Meetings: Study	Study Exemplars of Dimension; How does this apply to our grade/students?
24-Nov-21	Thanksgiving Break	
1-Dec-21	Analysis Meeting: Class Observation Data	Presentation; analysis
8-Dec-21	Team Meetings: How do we engage our ELs and Students w/D?	How do we engage our English Learners and Students with Special Needs?
15-Dec-21	Analysis Meeting: Class Observation Data	Presentation; analysis
10-Jan-22	Kagan Structures: Engagement Strategies	Professional Development
12-Jan-22	Team Meetings: Adjustments	Based on data and PD, how do we adjust our practice
19-Jan-22	Team Presentations: Take Aways, changes	Reflect on Practice
26-Jan-22	Data Analysis for Benchmarks	Team work- review benchmark data and draft plan for improvement
2-Feb-22	5D: Purpose- Teacher and Student Talk	Introductory PD/Presentation
9-Feb-22	Team Meetings	Study exemplars of sentence starters/frames
16-Feb-22	GLAD Strategies: Peer interactions	PD/Presentation: How do we support EL's?
23-Feb-22	Analysis Meeting: Class observation data	Analyze and adjust: After reviewing data, How do we adjust our practice?

2-Mar-22	Kagan Structures: Structures to support interactions	Supporting significant subgroups
9-Mar-22	5D: Purpose- Intellectual Work	Introductory PD/Presentation
16-Mar-22	Team Meetings	study exemplars of Teacher feedback and student work samples
23-Mar-22	GLAD Strategies: Peer interactions	PD/Presentation: How do we support EL's?
30-Mar-22	Analysis Meeting: Class observation data	Analyze and adjust: After reviewing data, How do we adjust our practice?
6-Apr-22	Team Meetings: Adjustments	Based on data and PD, how do we adjust our practice?
13-Apr-22	Spring Break	
20-Apr-22	Team Presentations: Take Aways, changes	Reflect on Practice
27-Apr-22	Data Analysis for Benchmarks	Data
4-May-22	CAASPP PD/Training/Affidavits	Administration of State Assessments
11-May-22	No Meeting- CAASPP preparation	STAFF MEETING
18-May-22	Class (Student) Reorganization	STAFF MEETING
25-May-22	Reflection of 5Dimensions Learning Cycle	Reflect of Practice and learning through the cycles this year.
1-Jun-22	Whole Group: Strategic Planning for 22-23 SY	Presentation of data
8-Jun-22	Team Meetings: Strategic Planning for 22-23SY	After reviewing data, how do we adjust our practice?
15-Jun-22	Independent work- Report Cards and CUM sign out.	

In addition, there are professional development opportunities in specific areas of teacher need such as data analysis of formative and summative assessments, Positive Behavior Interventions and Supports, Ability Awareness, 504 and IEP Implementation, English Language Development, Cultural Proficiency, Depth and Complexity, dual language instructional strategies, and integration of technology for the 21st Century. Faculty is encouraged to attend these workshops and seminars. Teachers are also provided professional development opportunities during daily planning time with their mentors/peers and weekly staff/grade level to ensure application of new concepts and successful implementation of new skills.

RECRUITING CREDENTIALLED TEACHERS

In order to increase efficiency in hiring/ retention and to ensure consistency and compliance in the recruitment and selection process, it is recommended the following steps be followed. This policy is intended to be used as a reference to the Hiring Process at Los Angeles Leadership Academy.

Step 1: Identify Vacancy

When it is determined a new position is needed, the administrator will email the COO of the vacancy. Ensuring alignment with the job description, they will note the minimum requirements desired (i.e. degrees, minimum number of years of experience, etc.).

If a new position is created, a job description outlining all duties, responsibilities, and qualifications is required, along with the CEO/Superintendent approval. The CEO/Superintendent reserves the right to appoint qualified internal candidates and external candidates to vacant positions.

Step 2: Job Posting

The COO will post the vacant position, along with Job Descriptions and desired requirements, via some of the following avenues:

1. Edjoin: www.edjoin.org – Postings for a minimum of 10 calendar days, or until filled.
2. CA Charter School Association: <http://www.publiccharters.org/job-board/>
3. LALA website: www.laleadership.org
4. Internal email sent to LALA staff: notifying them of possible job openings
5. Job Board: printed and posted for all employees to view

Step 3: Screening Process

The COO will conduct all paper screenings; ensuring candidates meet all applicable requirements (e.g. credentials, degrees, experience, etc.).

Candidate(s) not moving on to the next round

Human Resource Office will send a letter to all candidates that didn't move to the next round, thanking them for their submission.

Candidates moving on to the next round

The COO will provide each Administrator with a *candidate packet* consisting of each qualified applicant's resume, letter of intent, letters of recommendation, and credentials, if applicable. In addition, they will receive the job description along with interview questions/ writing prompts related to the position.

Upon receiving *candidate packets*, the administrator is responsible for setting up interviews with potential candidates, as well as calling references (if approved by candidate). Notification of formal interview date and time will be emailed to interview panel. A list of what to ask during reference checks will be utilized as reference.

Step 4: Interview Process

Interview Process for Teachers

1. Formal Interview

The Interview Panel will consist of a minimum of 1 administrator, minimum of 2 teachers, 1 counselor, 1 Human Resource official.

- a. Writing Prompt – candidate completes writing prompt upon arrival. The same predetermined prompt is given to all candidates
- b. Formal Interview with Panel – predetermined interview questions are issued to the interview panel prior to the interview. All candidates will be asked the same questions.

Upon completing the formal interview, the panel members will complete their evaluations and interview notes. Candidate evaluations will include only those comments which are relevant to the requirements of the position.

Once all the interviews have been completed, the interview panel will meet to discuss the candidates and make an objective decision for those moving to the next round. The documentation will demonstrate the selection criteria.

Candidate(s) **not** moving on to the next round

All formal interview documents shall be placed in the *candidate's packet*, and submitted to the Human Resource Office. Human Resource Office will send a letter to all candidates that didn't move on to the next round, thanking them for their submission.

Candidates moving on to the next round

All formal interview documents shall be placed in the *candidate's packet* and kept by the administrator for the next round. The administrator is responsible for setting up a Demo Lesson with the selected candidates. Notification of Demo Lesson date/ time will be emailed to the panel.

2. Demonstration Lesson

The Interview Panel will consist of a minimum of 1 administrator, minimum of 2 teachers, 1 counselor.

- a. Lesson Plans – candidates will submit a lesson plan, including the following components, as outlined in the CBA
 - I. Standards
 - II. Language Objectives
 - III. FLT's (Focus Learning Target)
 - IV. 21st Century Standards/Social Justice/Leadership
 - V. Measurement of Student Success/Assessment
- b. Demonstration Lesson – candidates will give a 20-30 minute demonstration to the panel, following the plan submitted. After the lesson, panel may have a Q&A with candidate regarding lesson presented

Upon completing the demo lesson, the panel members will complete their evaluations and notes. Candidate evaluations will include only those comments which are relevant to the requirements of the position.

3. Meet and Greet

Following the Demo Lesson, the candidates will be invited to meet and collaborate with stakeholders (e.g. teachers, parents, students, staff, etc.)

Once the Demo lessons and Meet and Greet have been completed for all selected candidates, the interview panel will meet and make a recommendation to the Executive Director or administrative designee as to which candidate should fill the position. The documentation will demonstrate the selection criteria.

Candidate(s) **not** selected for the position

All interview documents (i.e. formal interview and demo lesson evaluations) shall be placed in the *candidate's packet*, and submitted to the Human Resource Office. Human Resource Office will send a letter to all candidates that didn't get selected, thanking them for their submission.

Selected Candidate

All interview documents (i.e. formal interview and demo lesson evaluations) shall be placed in the *candidate's packet*, and submitted to the Human Resource Office. The administrator will contact the final candidate and issue them a LALA Offer Letter. The administrator will then notify the Human Resource Office so that they can close the job posting and begin the required paperwork with the selected candidate.

MEETING THE NEEDS OF ALL STUDENTS

LALPA implements Multi-tiered System of Supports (MTSS), a multi-tier approach to the early identification and support of students with learning and behavior needs. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data. The descriptions below detail the MTSS Tiers for academic and behavioral interventions.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions.

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on within a few weeks of enrollment to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on internal benchmark assessments are referred, through the SAP process, to receive additional academic supports that may include, but not limited to: before and after school tutoring and small group instruction in class. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally exited from the intervention but continue to be monitored. Students not showing adequate progress are moved to Tier 2.

Tier2: Targeted Interventions

Targeted Interventions are provided during the school day two to three days a week for 45 minutes. Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, providing instruction or intervention. These services and interventions are provided by an intervention specialist in small-group settings at the Learning Center in addition to instruction in the general curriculum. The intervention specialist uses programs such as Achieve 3000 and the STAR Reading to monitor student progress and customize the guided reading lessons based on the needs of students. In the early grades (TK/Kindergarten and first grade), interventions are in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show minimal or no progress at this level of intervention are then considered for more intensive interventions through the SST process as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Intensive Interventions will be provided during the school day twice per week at the Learning Center. The intervention specialist will provide intensive support using the guided reading model to students in groups of 2-5 students per session. The intervention specialist will use programs like Achieve 3000 and Learning A-Z, to monitor student progress and customize lessons. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

STUDENT ASSISTANCE PROGRAM/ STUDENT SUCCESS TEAM

LALPA utilizes two student support structures to maximize student success across all grade levels.

1. The Student Assistance Program (SAP), overseen by the Dean of Student Support Services under the leadership of the Principal, is a learning support program under the MTSS umbrella structure that brings together support staff at the school site to develop and monitor strategies and resources that serve as prevention and intervention efforts, contributing to student success. The SAP process focuses on individually referred students and coordinates available interventions, programs, services and best practices to promote and monitor academic success of referred students. The SAP team is composed of the classroom teacher, administrator (or designee), parent, student, Intervention Teacher, and an additional staff member that can support the student. The Dean of Student Support Services is the SAP Coordinator.

When a student needs additional support in school despite the teacher implementing in-class tier I support, either the teacher, parent or any other staff member refers the student to the Student Assistance Program. The team convenes to obtain a comprehensive assessment of students needs and develop a strategic plan for support tailored to the current needs of the student. After the initial meeting, the SAP Team reconvenes periodically every 4-5 weeks to evaluate student progress, the effectiveness of the strategies in place, and make changes as needed. If the SAP process does not yield any gains, the student then begins the SST process.

2. Student Success Team

If, after receiving support through the SAP process, the student makes minimal or no progress, the Student Success Team then begins the meeting process. The Student Success Team is similar in various aspects to the SAP Team. The Student Success Team (SST) is a problem-solving structure that assists students, families and teachers in seeking positive solutions and coordinating resources to maximize student potential. The SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions. The SST Team includes the members of the SAP team and in addition the Teacher (Resource Specialist) Resource Specialist Teacher and when applicable, an outside service provider. All documentation from the SST process is recorded in the student's cumulative record. At any given time, the administrative and instructional team may determine that a student must either be referred directly to the SST process or evaluated for Special Education services.

Asset -based Model: The SST always starts with a discussion of a student's strengths/assets, and develops solutions that build on these strengths.

Problem Solving: The SST gathers background information regarding the student in the areas of school, home/family, and health. Participants are encouraged to collaboratively brainstorm solutions to address areas of concern.

Service Coordination: An action plan of interventions and supports designed to address the student's needs is developed and team members are assigned responsibility for each action item.

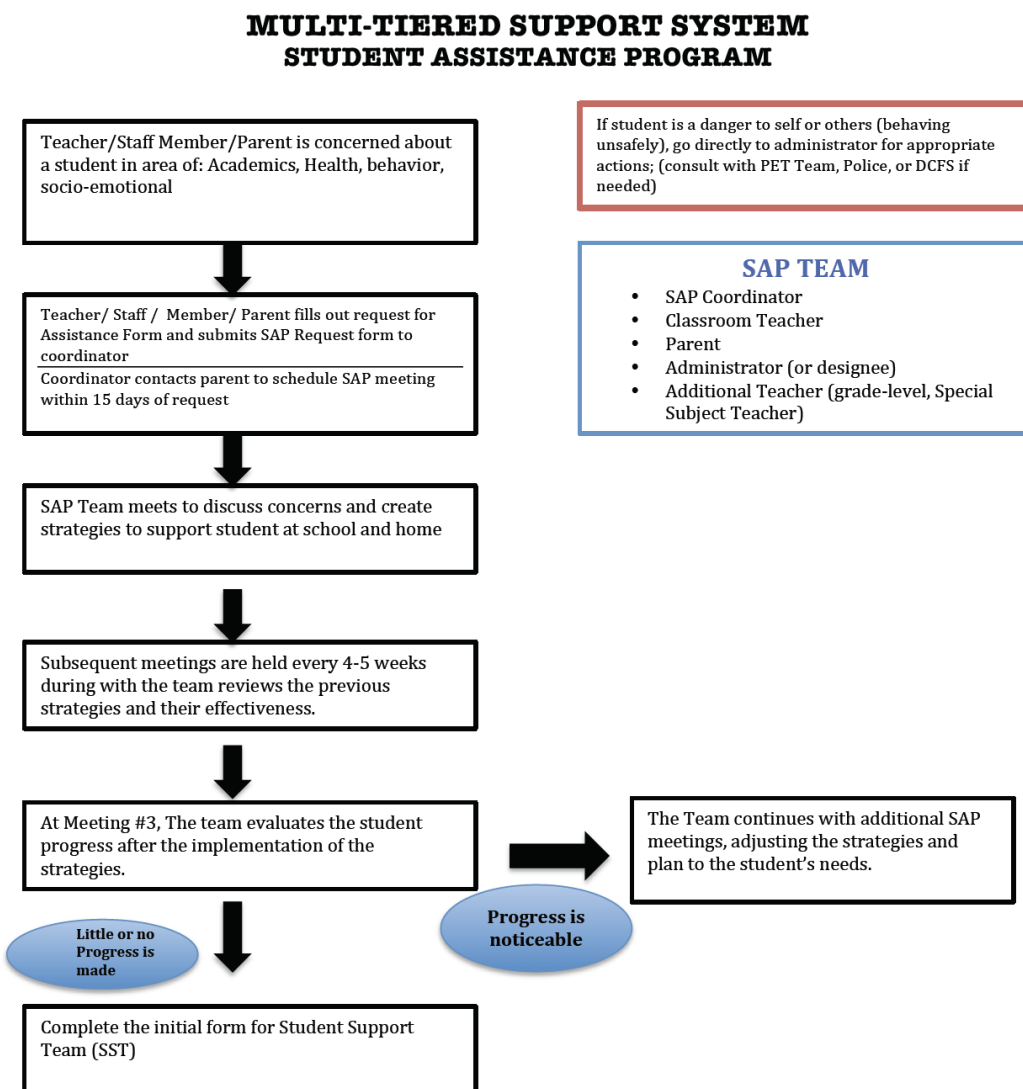
Monitor Results: Action items are monitored and a follow-up SST meeting is scheduled to review results/outcomes of interventions, make adjustments, and continue to strategize positive solutions to ensure student success.

Benefits: The coordination of school, home and community interventions improves student learning, and provides focused, positive support to teachers, families and students.

The SST can help students who are facing significant concerns related to:

- academics
- attendance problems
- behavioral/emotional issues
- consideration for Special Education eligibility
- health issues (including substance use/abuse)
- retention
- social adjustment

STUDENT ASSISTANCE PROGRAM PROCESS
Flow Chart



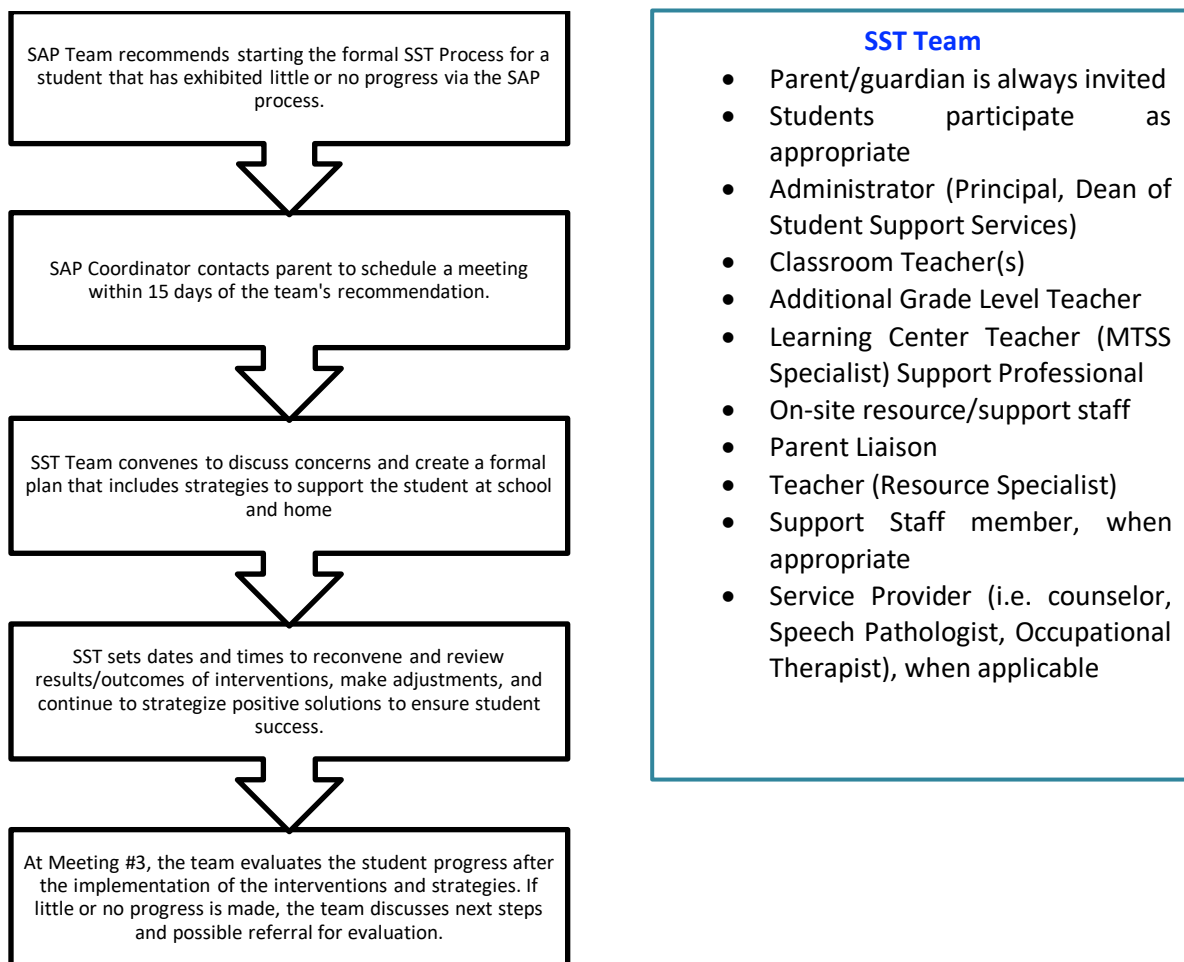
Student Support Team

The Student Success Team (SST) is a positive team-oriented approach to assisting students that may still need additional support related to academic, behavioral, and/or social emotional health. Most commonly, a student will enter the SST process after he/she has made little or no progress through the SAP process. At any point, the Administrative and instructional team with parent consultation, will agree that a student needs to bypass the SAP process and be referred directly to the SST process.

The STT meeting provides everyone an opportunity to develop an understanding of student's strengths and areas of concern. The SST formulates a plan to support student success based on resources and

strategies available. Follow up meetings are scheduled to ensure that the plan is working and to make adjustments to ensure student success.

Student Success Team (SST)



The SST is comprised of the following members:

- Parent/guardian is always invited
- Students participate as appropriate
- Administrator
- Classroom Teacher
- Additional Grade Level Teacher
- Learning Center Teacher (MTSS Specialist)
- Parent Liaison
- Resource Specialist–RSP Teacher
- Support Staff member, when appropriate
- Service Provider (i.e. Counselor, Speech Pathologist, Occupational Therapist), when applicable

PBIS- POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

LALPA's PBIS Program is a prevention-oriented way for LALPA to organize evidence-based behavioral interventions into a Multi-Tiered System of Support (MTSS) to maximize academic and social behavior outcomes for students. The fundamental purpose is to make the school a more effective, efficient and equitable learning environment for all students. This program allows students to develop, learn, and enhance their social, emotional, and behavioral competence to support their academic engagement. For their part, educators develop a positive, predictable, and safe environment that promotes strong interpersonal relationships with students through teaching, modeling, and encouragement.



Source: <https://www.pbis.org/topics/school-wide>

Throughout the school year, the PBIS team (composed of teachers, classified staff members, and administration), overseen by the Dean of Student Support Services), participates in Professional Development and training to implement the PBIS program at LALPA and develop strategies and incentives to support the students.

ENGLISH LEARNERS

LALPA complies with federal, state, and district mandates regarding EL education and re-designation of ELs. We meet all requirements of federal and state law relative to equal access to the curriculum for ELs.

LALPA's educational program meets the needs of English learners through the LALA English Learner Master Plan ("Master Plan"). This plan provides direction and guidance to staff and stakeholders regarding the services available to parents and EL students.

The goal of Los Angeles Leadership Academy's English Learner program is to develop English language literacy in each English Learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. Los Angeles Leadership Academy recognizes that this goal can be accomplished through programs that are ELD standards-based and well-designed so that students can access the entire curriculum while acquiring English.

The purpose of the Master Plan for English Learners is to serve as a guide for our academic programs in the ongoing development, implementation and assessment of the delivery of instruction for English learners. With a common understanding of the goals and procedures, faculty will ensure that English learners receive consistently implemented services designed to meet their academic needs.

The programs and services contained in this plan were developed based on state and federal laws, LAUSD guidelines, Board policies, and research-based best practices in instruction for ELLs. Program effectiveness is monitored using assessment data from testing and daily instruction. Programs are modified as needed based on information from assessments, parents, teachers, and staff.

The objective of LALA is to:

- (ix) Develop and implement effective programs for ELs as described in the Master Plan for English Learners.
 - (x) Ensure that all ELs have access to and achieve mastery of the English language.
 - (xi) Decrease the risk of failure and retention while lowering the affective filter (negative emotions) of ELs.
 - (xii) Strengthen parent involvement and engagement in their child's academic plans.
 - (xiii) Increase EL participation in advanced academic programs and enrichment opportunities.
- Engage ELs in meaningful cultural, social, and academic activities.

This plan not only works to ensure compliance with program mandates for our students, but works towards providing them with a 21st Century skills education. Our intent is for our students to graduate from Los Angeles Leadership Academy with the cognitive skills and experiences necessary to succeed at post-secondary education and in all facets of their lives.

Dual Language Two-way Immersion Program (Los Angeles Leadership Primary Academy)

The goals of the Dual Language Two-way Immersion Program are acquisition of full language proficiency and academic achievement in two languages: English and the target language, as well as positive cross-cultural competencies for ELs and English-proficient students. The program model is:

- 80/20 = 80 percent instruction in the target language and 20 percent instruction in English in kindergarten. Each year more English is added until 50 percent target language and 50 percent English instruction is reached by fourth grade.

ELs participating in the program are required to receive designated English language development (dELD). Students are expected to meet grade level content standards in both languages. Students typically continue in this program option after attaining proficiency in English. Students enter this program option in kindergarten and continue through grade 5.

This plan will serve as the basis for our work, work that is inclusive of all learners and their needs.

PROCESS FOR IDENTIFYING ENGLISH LEARNERS

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the Charter School. (Cal. Education Code § 52164.1) Students whose primary language is not English are assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment takes place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at Libertas.

The Dean of Student Support Services assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities are

permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The school notifies parents of the school's responsibility to conduct ELPAC testing and informs parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students are monitored in conjunction with the four Performance Level Descriptors (PLDs) approved by the State Board of Education:¹¹⁹

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic

¹¹⁹ Previously, under the CELDT test, there were five proficiency levels. A chart located on the CDE website provides a helpful comparison of the old CELDT test standards compared to the new ELPAC:

<http://www.cde.ca.gov/ta/tg/ep/celdtelpaccompare.asp>

support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

Source: <https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

Parents are notified of their rights and their child’s ELPAC scores each year and are encouraged to participate in the reclassification process. Parents are notified when a student is being considered for reclassification and again when they are officially reclassified.

EDUCATION PROGRAMS FOR ENGLISH LANGUAGE ACQUISITION

If a child is not reasonably fluent in English according to the established criteria, then placement in a program to develop proficiency in the English language is indicated. Support services in the program must include English Language Development which meets the standards of the ELA/ELD Framework. This framework identifies the linguistic competencies English learners must develop in order to achieve proficiency in English and aligns these competencies with the CCSS for ELA. In addition, the ELA/ELD Framework addresses content and pedagogy, assessment, access and equity, learning in the 21st Century, implementing instruction, and instructional materials and resources, providing teachers of ELD with current, research-based tools and information.

Currently, integrated ELD is provided by credentialed, bilingual teachers in the classroom through standards-based, differentiated instruction in the core curriculum as well as 30-45 minutes of designated ELD instruction each day. ELD instruction is given according to a student’s assessed proficiency level and is based on the current California ELD standards. ELD instruction focuses on development of mastery in the domains of listening, speaking, reading, and writing, providing the pathway to proficiency in the CCSS for ELA. As a supplement to our teacher-created ELD instruction, we use the ELD component for *Wonders*, a research-based program which provides active learning opportunities and scaffolded instruction to move English learners to reading proficiency and independence.

Specially Designed Academic Instruction for English (“SDAIE”) strategies are used to provide services and supports for English learners in the classroom, throughout the school day. These strategies are used across the curriculum. Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers engage in the following practices to support universal access of subject matter content for all students:¹²⁰

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students’ background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.

¹²⁰ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

SDAIE strategies also include:

- Speaking slowly and providing repetition
- Using visuals and realia
- Context embedded instruction (rather than isolated skills)
- Using manipulatives and hands-on experiences
- Limiting use of idiom during instruction and interaction
- Activating prior knowledge to promote scaffolding
- Using journal writing to express feelings and promote reflection
- Limiting teacher-centered instruction
- Focusing on meaning rather than form
- Using cooperative learning structures
- Providing graphic organizers (Thinking Maps, etc.)
- Playing games
- Providing multimedia instruction
- Using preview and review
- Using music, art and drama to support comprehension
- Using alternative assessments to gauge progress
- Using gestures and facial expressions to support comprehension
- Using physical movement
- Designing multicultural activities
- Providing ample time for reading

GLAD strategies are also used to support the academic language development of English learners.¹²¹ See discussion under Instructional Methods and Strategies.

HOW THE PROGRAM WILL MEET THE NEW STATE ELD STANDARDS AND USE THE RESULTS OF THE ELPAC TO SUPPORT AND ACCELERATE STUDENT PROGRESS

The current ELD instructional program ensures that all English Learners master the English language and have access to the core curriculum through the following required components:

- Well-articulated, standards-based, differentiated ELD instruction specifically designed for English Learners
- Well-articulated, standards-based, differentiated instruction in the core curriculum with SDAIE
- Structured activities designed to develop multicultural awareness and positive self-esteem.

¹²¹ GLAD and SDAIE strategies work quite well together, and are used as complementary strategies by many schools. In fact, the official Project GLAD seven-day training, teachers study SDAIE strategies as an effective component of the program. (See <https://eldstrategies.com/projectglad/>.)

The results of the ELPAC are used to make placement decisions for students, according to Education Code Sections 313 and 60810(d). Students in TK/Kindergarten and grade one are considered to have met the ELPAC criteria for English proficiency when their overall performance level is Early Advanced or higher and domain scores for Listening and Speaking are at the Intermediate level or higher. Students in grades 2-5 are considered to have met the ELPAC criteria for English proficiency when their overall performance level is Early Advanced or higher and domain scores for Listening, Speaking, Reading, and Writing are at the Intermediate level or higher. These students are Initially Fluent in the English Language (“IFEP”). Students with Beginning, Early Intermediate, or Intermediate proficiency levels are considered English Learners and are placed in the ELD program. Once a student is identified as an English Learner, the student must be assessed annually with the ELPAC until he or she meets the eligibility criteria and is reclassified to RFEP.

HOW THE SCHOOL WILL PROVIDE ELs AT ALL PROFICIENCY LEVELS WITH MEANINGFUL ACCESS TO THE FULL CURRICULUM, INCLUDING BUT NOT LIMITED TO IDENTIFICATION OF SPECIFIC INSTRUCTIONAL STRATEGIES AND INTERVENTIONS IN BOTH DESIGNATED AND INTEGRATED ELD THROUGH THE USE OF THE ELA/ELD FRAMEWORK

See immediately preceding sections above and **CURRICULUM AND INSTRUCTION: English Language Arts/Spanish Language Arts** and **English Language Development** sections above. As a dual immersion school, our teachers are continuously differentiating instruction in all content areas to meet the language needs of diverse learners, informed by the ELA/ELD Framework and, when released, the World Languages Framework as well. Instructional strategies discussed throughout this EL section (SDAIE, GLAD) as well as throughout this petition (constructivist learning, collaborative learning, etc.) all are intended to not only facilitate core content acquisition and mastery but also language acquisition and mastery, specifically English mastery for our English learners.

Professional development focuses on enhancing teacher’s knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers receive training in the effective implementation of techniques such as SDAIE, scaffolding and SIOP model. Our ELD Coordinator also communicates the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content.

PROCESS FOR ANNUAL EVALUATION OF THE ENGLISH LEARNER PROGRAM

In order to evaluate the effectiveness of the English Learner Program, LALPA analyzes the data to monitor individual and school-wide English proficiency and achievement in core academic subjects, as well as reclassification data. Because effective instruction is so important to the success of English learners, administrators monitor teachers (during formal and informal classroom observations) to ensure:

- implementation of essential questions, content area standards, language objectives, ELD standards, and Depth and Complexity levels in core academic subjects.
- use of differentiated instructional delivery, as appropriate, and use of SDAIE strategies to support English learners.
- planning and implementation of the ELD instructional block through collection and analysis of lesson plans.

LALPA also collaborates with stakeholders, including the English Language Advisory Committee (ELAC) to review and refine programs as needed.

PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION

It is important to note that as a dual immersion program, our youngest EL students do not have as much exposure to English as students at an English-only school. As such reclassification may take a longer time than at a more traditional program, yet students are developing academic fluency and content knowledge simultaneously in two languages. The Charter School's designee is responsible for ensuring that English learners meeting the eligibility criteria are reclassified in a timely manner. The Charter School's designee generates and reviews potential reclassification rosters for accuracy and missing data. Parents of students who meet reclassification criteria are notified in writing. The signed notification of reclassification will be placed in the student's cumulative record file and reflected in the student information system.

Reclassification Process

The administrator/ designee is responsible for ensuring that ELs meeting the eligibility criteria are reclassified in a timely manner. The administrator/designee generates and reviews potential reclassification rosters for accuracy and missing data. Parents of students who meet reclassification criteria are notified in writing. The signed notification of reclassification will be placed in the student's CUM file and reflected in the student information system. ELs are reclassified to fluent-English-proficient based on multiple criteria. The minimum criteria to be considered for reclassification are:

Reclassification Criteria

- English proficiency on the ELPAC indicated by a minimum ELPAC Summative score of 4.
- Meet one of the following three criteria:
 - Score of Standard Met or Exceeded on the most recent California Assessment of Student Performance and Progress (CAASPP) exam
 - Language and Reading proficiency as measured by the internal benchmark
- Teacher evaluation based on student English Language Arts and ELD grades/progress report marks*
- Parent consultation and approval

**** Student Assessments**

LALPA administers curriculum-embedded and grade level ELD assessments to monitor student progress. Los Angeles Leadership Academy will also make use of embedded assessments to regularly measure the English language proficiency of all ELs. Los Angeles Leadership Academy will monitor EL development of language using:

- (xiv) ELPAC Scores
- (xv) Common Benchmark Assessments
- (xvi) ELD Assessments
- (xvii) Multiple Cross-Curricular Embedded Assessments

The results of these assessments are compared to the Minimum Progress Expectations by the instructional program. When students have not made adequate progress, interventions are applied. These interventions and other instructional supports will focus on helping the student accelerate his or her growth toward the expected level of English proficiency.

PROCESS FOR MONITORING PROGRESS OF ENGLISH LEARNERS AND RECLASSIFIED (RFEP) STUDENTS

Students who are English learners are monitored annually using both school-adopted formative and summative assessments and the ELPAC. The Charter School-adopted assessments are used to determine students' English language proficiency and academic performance. English learners are expected to show one language proficiency level of growth annually as measured by the ELPAC until they reach English proficiency and then maintain that level until reclassified. Data from the annual ELPAC administration is analyzed to identify individual students who are not meeting this expectation and appropriate interventions are applied at the Charter School site. In addition,

- the use of informal observations and evaluative tools such as an ELD Matrix may be used by teachers three times a year to measure progress in listening, speaking, reading and writing.
- teachers will provide progress reports and report cards to parents to inform them about student progress towards English Language Development proficiency.
- LALPA will continue to maintain and update EL Monitoring Rosters at the end of each grading period.
- LALPA will maintain ELPAC test results, home language surveys, ELD Matrix forms, parent notifications, and primary language test results inside the blue LAUSD ELD Folder located in the student's cumulative record.

LALPA administers grade-level ELD assessments at least two times annually to monitor student progress. Progress will also be monitored through ELPAC scores, common benchmark assessments, and curriculum-embedded assessments. Students who do not meet Minimum Progress Expectations on these assessments will receive an intervention plan with specialized support.

An EL's progress is monitored annually using school-adopted formative and summative assessments. The assessments are used to determine students' English language proficiency as well as academic performance. ELs are expected to show one language proficiency level of growth annually as measured by the ELPAC until they reach full English proficiency and then maintain that level until reclassified. Data from the annual ELPAC administration is compiled to identify individual students who are not meeting this expectation and consequently identify appropriate interventions to be implemented.

1. The use of informal observations and evaluative tools such as an ELD Matrix may be used by teachers three times a year to measure progress in listening, speaking, reading and writing.
2. Teachers will provide progress reports and report cards to parents to inform them about student progress towards English Language Development proficiency.
3. LALPA will continue to maintain and update EL Monitoring Rosters at the end of each grading period.
4. LALPA will maintain test results, ELD matrix forms, parent notifications, and primary language test results inside the ELD folder located in the student's CUM.

LALPA will continue to monitor our reclassified English Proficient students' academic progress for a minimum of four years. At least once yearly, a Language Appraisal Team (LAT) meets to review the performance and progress of RFEP students, using the RFEP Monitoring Roster. The LAT includes the principal or designee, EL Testing Coordinator (the Dean of Student Support Services or his/her designee), the student's classroom teacher(s), and other personnel as appropriate, such as counselors, specialist teachers, intervention teachers, EL Experts, and/or parents of the student being reviewed. The review of students who have met reclassification criteria takes place in late summer/early fall after the release of standardized state exam scores and by teacher request for students not meeting proficiency

benchmarks in Language Arts or Math. In addition to meeting for progress monitoring of students not meeting proficiency benchmarks, the LAT will maintain a report to keep a record of RFEP student progress that will include, but is not limited to, data on standardized state exam scores, periodic assessment results, curriculum embedded assessments and teacher evaluation reports.

The EL Coordinator coordinates the monitoring of reclassified students. All RFEP students are monitored at the end of each semester for a minimum of four years following reclassification. If a student is not making satisfactory progress after reclassification, the LAT must meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

LALPA meets the needs of gifted and talented students and students achieving above grade level (collectively, "GATE") by seeking to identify these students and ensuring that they receive daily, differentiated classroom instruction relevant to their needs, including enrichment, which might consist of independent study and original research opportunities, and flexible pacing strategies such as curriculum compacting. In addition, the program for GATE students includes monthly activities (for example, participation in the elementary school honor society chapter), options to participate in interest clubs, after school enrichment classes (i.e. engineering, robotics, coding), and student portfolios. While these activities are for all students, GATE students may have advanced requirements. All students have access to the activities, but assignments may be differentiated.

At the start of the school year, the LALPA GATE Coordinator (the Principal or his/her designee) holds a GATE parent advisory meeting to discuss the GATE program and requirements. At the beginning of every quarter, LALPA holds a GATE parent advisory meeting to discuss issues regarding the GATE program, social and emotional issues related to GATE and high-achieving students and other topics of interest to parents of GATE and high-achieving students. The GATE program is implemented by the classroom teachers and overseen by the GATE Coordinator. Teachers meet with the Principal at the beginning of the year to review student subgroup data, and receive class lists identifying students' GATE status.

LALPA has the following goals for the GATE program:

- Students will become critical thinkers and problem solvers.
- Students will use increasingly complex levels of thinking and production.
- Students will accept greater responsibility for their own learning.
- Students will develop civic responsibility and an open-minded perspective towards a universal citizenship.

CATEGORIES AND PROCESS OF IDENTIFICATION

The timelines for identification are as follows:

- 1st-2nd Grade: Initial Screening for potentially gifted students
- GATE Mini-Inventory Teacher Perception of Giftedness: teachers submit the inventory along with supporting documents (formative and summative assessment reports, classroom end-of-unit projects, student work samples, and/or report cards) to the GATE Coordinator in May.
- 3rd, 4th, and 5th Grades: Identification process begins
- October-November: Teacher recommendation is submitted to GATE Coordinator
- Teacher completes Renzulli-Hartman Inventory of Superior Students
- Parent completes the Student Inventory
- Documentation is collected and placed in a student file. At the end of the second quarter, teacher(s) meet with GATE Coordinator for an evaluation meeting to review assessment results

(demonstrating that student has exceeded the standards in ELA and/or Math) and academic achievement for the previous two years, parent inventory, and any other supporting documentation (i.e. internal benchmark assessments)

- A parent meeting is scheduled within 15 days of the evaluation meeting to discuss results. If the student qualifies, the official recommendation is made and parent signature is requested as written consent to move forward with the identification process.

GATE students exhibit excellence or the capacity for excellence far beyond that of their chronological peers. Students whose abilities fall into one or more of the categories below may be considered for participation in the GATE Program.

High Achievement Ability

Grades 1 - 3: Students who demonstrate high achievement at advanced levels determined by quarterly benchmark assessments (MAP NWEA and STAR Reading) grades, and Teacher recommendation.

Grade 4 -5: Students who consistently function for two consecutive years at advanced levels determined by the CAASPP Assessment in both English Language Arts and Mathematics, quarterly benchmark assessments (MAP NWEA and STAR Reading), grades and teacher recommendation.

Specific Academic Ability

Grade 5: Students who have three consecutive years in ELA OR Mathematics

Leadership Ability

Students who show confidence and knowledge, influence others effectively, have problem-solving and decision-making skills, express ideas in oral or written form clearly, show a sense of purpose and direction (as determined by administrator and teacher observations), and who participate in documented community service projects are eligible to participate in the GATE Program:

- Students referred in this category should evidence characteristics in the exceptional range and have evidence to support abilities.
- A plan to support student's identification will be devised by the GATE Coordinator.
- Students may be identified in Grades 4 and up.
- The Student Portfolio is an important component of the evaluation.

Notification of Eligibility or Non-Eligibility

LALPA notifies the parents of the student's eligibility (or non-eligibility) and provide parents with a program overview. The Dean of Student Support Services places an orange folder in the cumulative files containing the Report on Eligibility or Non-eligibility. A Parent Consent for Participation in the GATE Program must be signed and placed in the orange folder of each student participating in the program.

PROFESSIONAL DEVELOPMENT FOR TEACHERS OF GATE STUDENTS

All teachers are provided access to Byrdseed Gifted Education, a website dedicated to the unique academic, social, and emotional needs of gifted learners, and Byrdseed TV, a collection of videos designed to help teachers integrate learning opportunities for gifted learners into the regular classroom setting.

Teacher Preparation

- PD is facilitated by GATE Coordinator
- National Association for Gifted Children - required self-guided models for teachers

- Professional growth opportunities for teachers

PROGRESS MONITORING

The academic progress of GATE students is monitored by the GATE Coordinator. A progress report reflecting grades, awards, recognition for community service, etc. is placed in the student's orange folder.

Student Supports

Differentiation strategies - Teachers receive PD and Support for strategies such as Curriculum Compacting, depth and complexity Icons

Additional Enrichment and Support for Students

- Biweekly after-school activities with students
- Fall and Spring Information Meeting with Parents

As mentioned above, the Principal or his/her designee serves as the GATE Coordinator.

STUDENTS ACHIEVING BELOW GRADE LEVEL

Students achieving below grade level are identified through teacher observation and scores on summative assessments, benchmark assessments, and progress reports. Students who have been identified as at-risk or low-performing students have interventions as appropriate according to the MTSS model (see page 92 above) and recommended by our SAP or SST. Interventions may include before or after school intervention sessions, Saturday School, or one-on-one tutoring from the classroom teacher. Students lacking phonemic awareness and fluency are referred immediately to the Learning Center for rigorous targeted instruction. The Dean of Student Support Services monitors student progress in collaboration with administration and the SAP or SST team by collecting data from summative assessments, benchmark assessments, and progress reports in addition to work samples and the data collected from the computer-based intervention programs (Achieve3000, Learning A-Z).

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

Almost 100% of our students are socio-economically disadvantaged (86.6%). As such, our entire program is designed to meet these students' needs. LALPA screens for socio-economically disadvantaged students during intake in enrollment forms, parent meetings, parent conferences, and throughout the year. Because this population of students intersects other sub-groups in our school population, we analyze data to see where we can provide intervention. Our socio-economically disadvantaged students have their instructional, personal, and emotional needs met by the entire LALPA staff, including teachers. We provide a variety of enriching experiences in the arts, education in health and wellness including our school garden program and healthy eating information, field trips to places such as The Grammy Museum, The Science Center, Descanso Gardens, Griffith Observatory, Autry Museum, and more to support our grade-level standards. Our comprehensive before- and after-school program includes both academic support and enrichment activities such as computer literacy, use of technology tools, social-emotional well-being of children, parenting, healthy eating habits, reading assessment reports, engagement in school-based activities. Throughout the year, the Charter School offers physical fitness classes at no cost to parents as well as fresh vegetables and fruits from our urban garden. As needed, when families have a need for support in the areas of medical, dental, legal or other community services, we provide referrals to local city and state assistance programs. The Charter School allocates funds to provide uniform assistance to families that cannot afford to purchase them

throughout the school year. The progress of these students is monitored continuously by classroom teachers, and the administrative team.

STUDENTS WITH DISABILITIES

See District Required Language at start of Element 1 (page 9).

STUDENTS IN OTHER SUBGROUPS

Through our student-centered program, LALPA offers support to students with special needs, whatever those needs may be. Our MTSS program, detailed above, is carefully designed to ensure early identification of student needs and the careful application of appropriate supports through a collaborative, iterative process that engages the student's parents/guardians.

LALPA shall adhere to the provisions of the 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. The Charter School shall provide specific information, in its outreach materials, website, and at outreach meetings and activities that notifies parents that the Charter School is open to enroll and provide services for all students, and provides a standard contact number for access to additional information regarding enrollment. The Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859. LALPA's Principal or his/her designee serves as the Homeless Youth Liaison.

Foster youth, and related subgroups such as homeless students, are identified by Charter School personnel through the enrollment process, and supported through coordinated activities with other entities/agencies. Students' identification in these, or any other, subgroups has no bearing on their enrollment status. Once students have been identified, LALPA works to locate additional support services on a case by case basis. Students are assisted by office staff and school administrators. The Principal or his/her designee serves as the Foster Youth Liaison. As with all other students, the Dean of Student Support Services monitors both individual and subgroup performance and progress based on benchmark assessments, state testing, teacher feedback, and involvement in the MTSS process.

A TYPICAL DAY

A typical day in the eyes of a visitor to LALPA becomes one of satisfaction and immersion. Parents, students, and community members walking in through our front doors will not only feel welcomed, but will experience the feeling of being part of a safe bilingual community. Parents feel that their child is safe attending this school. The level of commitment from the teachers, staff, and administration is evident throughout the campus. Every single individual at LALPA is dedicated to making sure that all students are successful and college-bound. Consequently, a typical day at LALPA is well-organized and structured to make the best use of time for students and staff. Clearly defined responsibilities and schedules ensure a safe campus where students are well supervised at all times and highly engaged in a rigorous instructional program.

6:30 am	Office Manager and first Custodian arrive to open the school and receive breakfast drop off.
6:45 am	The Administrator, one Campus Supervisor, and the Cafeteria Worker arrive.
7:00 am	The Dean of Student Support Services and other Certificated staff begin to arrive on campus.

Certificated staff begins to arrive as soon as the Charter School is open. A teacher's scheduled hours are 7:45 a.m. to 3:45 p.m. and an administrator's hours are 7:30 a.m. to 4:30 p.m.

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| 7:30 am | <p>Students enter campus through the main entrance on Griffin Avenue dressed in their uniforms, backpack, and any project that is due for submission. The students are greeted at the gate by an administrator. While some students arrive walking, others are dropped off at the valet drop off and are helped out of the car by a classified staff prior to being greeted at the gate. Students greet all adults in English and Spanish. The Parent Coordinator and parent volunteers support by welcoming the families, answering questions, and opening the vehicle doors for students to exit safely.</p> <p>After walking past the main entrance, students greet the front office staff and head directly to the cafeteria for breakfast. The children line up by grade level outside the cafeteria. Breakfast and lunch times are used to practice the target language so students are engaged in conversations in Spanish and communicate with staff members in Spanish as well. Students that are scheduled to attend tutoring clean up their eating area and await to be picked up by the teacher. Other students finish their breakfast and engage in silent reading as part of the AR program. Various students upon finishing their breakfast volunteer to clean up the eating area and support younger students with opening their milk cartons and meal packaging. Student Council members greet their peers and offer homework support to younger students if needed.</p> |
| 7:45 am | <p>ETK, TK, and Kindergarten students enter school through the gate on Avenue 28. They greet all personnel in Spanish and join their classmates in the designated area. While they wait for their teacher, an instructional aide guides them in songs and games to practice foundational skills in Spanish.</p> |
| 8:10am | <p>Students are lined up with their belongings and are picked up by their teacher in the cafeteria. As students walk to their first destination through the hallways, they will observe the various vibrant murals with social justice and positive character trait themes. Most groups go directly to their classroom while a one grade level walks to the blacktop for Physical Education instruction. Another class goes directly to Art, a second one walks to their music class, and a third class goes directly to the library to meet their assigned reading volunteer. Once the classes arrive at their destination, the student door monitor greets every classmate in both, Spanish and English.</p> |
| 8:15 am | <p>Students in grades 1-5 start to receive official instruction. TK/Kindergarten classrooms open their doors to have students line up outside in the hallway and walk towards the cafeteria to have breakfast. Kindergarten teachers walk with their class to the cafeteria. The students greet the staff members in Spanish, pick up their meal, and join their class for breakfast. The teacher circulates and supports students with opening packages and milk cartons. The students listen to Spanish children songs while they enjoy breakfast.</p> |

The Campus Supervisor checks the grounds to ensure that all students are in classes and accounted for; the Campus Supervisor reports to the Administrator.

The office begins issuing *tardy slips* to students who have arrived late, documenting reasons for late arrival.

Teachers take attendance in PowerSchool. By 8:30 am all students are accounted for and the Office Clerk begins to make phone calls to parents of absent students.

Volunteers are arriving and signing at the office. Their identification cards are checked and are provided with a visitor's pass.

Several students are seen in the hallways walking with a hallway pass to the Learning Center or to receive any specialized services.

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| 8:35 am | The first recess period begins for Kindergarten. Students walk with their teacher and peers to the playground where they are greeted by a campus supervisor. The students and campus supervisor review the playground rules and are dismissed to the playground. Kindergarten students interact with each other in both languages and are learning new games to play on the playground. Students use the tricycles around the playground. As they do so, they pass a mural that represents the school's dual language motto: A person who knows two languages is worth double |
| 9:00 am | As recess ends for Kindergarten, the first grade students are seen walking towards the playground with their class and teacher. Classes first make a stop in front of the cafeteria to drop off some students for Second Chance Breakfast. The second stop is at the playground. As first graders greet the campus supervisors and review the playground rules, the kindergarten students are seen entering their classroom through the glass door connected to the playground. |

Recess blocks continue throughout the morning. As one grade level finishes their recess and is picked up by the teachers, another one arrives to the playground. Also throughout the morning, students are engaged in core subject instruction. Students are observed as active participants of the learning process and engaged in collaborative learning activities. While Kindergarten engages in phonemic awareness activities, first grade classes visit the urban garden located in front of the school to participate in an observation about plants. They return to class to complete a graphic organizer as part of the Science integrated ELD instruction. Throughout the week the first graders will continue to write about similarities and differences between plants.

During the morning session, the upper grades are also participating in core subject instruction with Science, Social Studies, and/or Art integration. After their recess, fourth graders engage in tiered intervention activities. While some students log into Achieve 3000 Literacy (tier 1), other students work in small group with the teacher, and a third group of students walks over to the Learning Center to attend their intervention session (tier II)

Focused, standards-based instruction continues throughout the day. Students are highly engaged and motivated during the classroom lessons through dual language social justice-based curricular focus. Students are heard collaborating with each other and having structured conversations using the Kagan Structures. The physical layout of the classroom is conducive to learning and collaborating. All of the boards in the classrooms have student work posted with a rubric and constructive teacher comments that support a growth mindset.

English learners, Students with Disabilities, , high achievers, and/or socio-economically disadvantaged students collaborate in homogeneous and heterogeneous groups. Grouping students with similar needs allows the teacher to maximize instructional time with students and targets their needs. Heterogeneous groups allow students to interact with peers who may have different skills and levels of proficiency in any given area. This gives students the opportunity to support each other. While advanced students can take on leadership roles, students needing additional supports can observe their peers to obtain examples.

11:15 am	Lunch blocks begin with Kindergarten and first grade. Two grade levels alternate between lunch and afternoon recess. Students enjoy a nutritious lunch while enjoying some time with their friends.
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Students receive 20 minutes of recess and 25 minutes for lunch. After every lunch period, teachers pick up their students either in the cafeteria or playground. As classes return to their rooms they walk past the bulletin boards outside the classrooms. Students continue with Art and Music instruction while other take their turn at the urban garden. During the afternoon instructional block, students present culminating projects. For example, Fifth grade students present the PowerPoint presentations on animal habitats. First graders eagerly setup their Egypt presentations in the Chapel for exhibition. Other classes attend the showcase. Fourth grade students also take part in the Science experiments with rocks and minerals.

2:30pm	Kindergarten dismissal begins. Students are picked up from their classrooms by All-Stars After School Program instructors and walked to the cafeteria to take attendance. The Principal, Dean of Student Support Services, and campus supervisors begin circulating the campus to supervise student dismissal. The Parent Outreach Coordinator circulates the outside of the campus with the latest newsletter to offer to parents and answer any questions. Kindergarten parents are welcomed on campus and pick up their students directly from the teacher at the classroom door.
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2:45 pm	Dismissal for grades 1-5 begin. Grades 1 and 2 dismiss from the Avenue 28 exit. Teachers in grades 3-5 walk their class to the front of the school for dismissal. Parents are already waiting at the designated dismissal area and pick up their child directly from the teacher. The teacher greets the parents and dismisses the students for the day.
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3:00pm	Teachers take any students that were not picked up to the classroom adjacent to the office to wait while they are picked up by their parent/guardian. A campus supervisor begins making phone calls to verify the time of pick up. Students are offered a snack while they wait to be picked up.
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Students that are signed up to receive tutoring from their teacher walk back to class with the teacher. Tutors from the Lincoln Heights Program have already arrived and begin tutoring services to 20-25 students. The administrator and campus supervisor ensure that all students on campus are accounted for and in their designated location.

The All-Stars After School Program begins their daily activities in their assigned classroom. The afterschool tutoring program picks up students from their teachers, takes students to the cafeteria for a snack, and to begins tutoring in their assigned classroom.

6:00 pm Afterschool program ends. Parents check students out at assigned areas.

Most staff members have departed for the day unless parents have requested a late conference, are part of a council, or are taking part in a parent informational meeting that has been scheduled for the community.

Custodial staff will check and clean all classrooms and offices and ensure all areas are appropriately locked and inaccessible.

7:30 pm Custodians set alarm and leave.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES AND ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

The Charter School incorporates herein by reference its “LCFF State Priorities” table from Element 1 (page 37).

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES

The Charter School incorporates herein by reference its “LCFF State Priorities” table from Element 1.

OTHER PERFORMANCE TARGETS

The Charter School incorporates herein by reference its “LCFF State Priorities” table from Element 1.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

LALPA believes ongoing assessment of student progress is critical to designing instruction, refining or revising instructional strategies, and grouping students for the purpose of differentiating instruction. Formative assessments are frequent and varied in order to provide useful information about student progress toward mastery of CCSS and to improve student learning outcomes. LALPA agrees that it will use verified data set by the State Board of Education, once approved.

Curriculum-embedded tests and quizzes (text-based and online) are used at appropriate intervals in the program (e.g., chapter, end-of-unit and cumulative review) to determine individual student and whole-class progress with respect to standards-aligned skills and topics being taught.

Teacher-designed assessments and end-of-unit projects measure student progress in curricular areas where curriculum-embedded tests are not available (e.g., visual arts) or where physical performance is required (e.g., performing arts and physical education). These assessments will be administered at least once every reporting period. For all teacher-designed assessments, grade-level teachers collaborate to create standards-based rubrics.

NWEA MAPs norm-referenced benchmark assessments in Math, CAASPP Comprehensive Interims and other diagnostic and benchmark assessments, along with teacher-created, publisher and online assessment tools, are analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs and plan program improvements.

LALPA expects to see growth trends, both for each grade level and for individual students, on formative assessments during the course of the school year. Naturally, the performance goal for all students is grade-level proficiency and the formative assessments described above are designed to provide frequent information needed to help students move towards proficiency.

As part of the annual LCAP planning and reflection process, student achievement data is disaggregated to clearly identify the academic performance of students by statistically significant sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities) to determine new annual achievement goals. Assessment data is used throughout the year to drive decisions about overall program development, curriculum modifications, teacher professional development and coaching, and allocation of resources. The Principal, CEO/Superintendent and teachers all are held accountable by the Board for meeting student outcome goals.

LALPA uses the following methods to assess student progress and fulfillment of instructional objectives:

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject	TK-5	Daily and /or weekly
Publisher-Designed Assessments for Core Subjects (Online and paper-based)	Assess standards mastery	TK-5	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	TK-5	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	3-5	Once a year (Spring)
California Science Test (CAST)	State Assessment in Science	5	Once a year (Spring)
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	3-5	Once a year (Spring)
Interim Assessment Blocks (IABs) and Interim Comprehensive Assessments (ICAs)	Standards-aligned practice tests aligned to CAASPPs in ELA and Math	3-5	Winter annually
NWEA MAPs	National Normed-Referenced Assessment in Math	K-5	Beginning, mid- and end-of-year
Achieve3000 (3 rd -5 th) Smarty Ants (K-2 nd)	Computer-adaptive Assessment: -English Literacy -Spanish Literacy -Mathematics	TK-5	Beginning of school year (level-set assessment)
STAR/Early Literacy STAR	Computer-adaptive Assessment: -Early Literacy (TK-1) -English Literacy -Spanish Literacy	TK-5	Three times per year: -Fall -Winter -Spring
CPAA	Spanish proficiency	TK-5	Three times per year: -Fall -Winter -Spring
ELPAC	Measure language acquisition	TK-5	Upon enrollment for initial assessment; each spring for all ELs

DATA ANALYSIS AND REPORTING

Under the leadership of the Principal, teachers use data to develop goals for student achievement, instructional programs, and staff development needs. Teachers also use data analysis to identify factors that may motivate student performance and then adjust their instruction to better meet students' needs. Teachers provide students with feedback that helps them understand their strengths and weaknesses and identifies specific areas for improvement.

Summative data collection occurs three times a year—at the start of the school year (diagnostic), mid-year and end-of-year. Data from formative assessments, such as those discussed above, is used on an ongoing basis to measure student progress and design effective instruction. Additionally, the data derived from summative and formative assessments is used to monitor the need for intervention and adjust existing interventions for students, using the tiers of the MTSS program. (For more information on interventions, see *Meeting the Need of All Students*, above).

Data regarding the academic progress and performance of subgroups identified in the state priorities is collected and aggregated in order to monitor achievement of students within those subgroups. Data from the ELPAC, the progress of ELs, reclassification rates and the effectiveness of the English Learner Program at LALPA are all tracked by the administration team. Data regarding student attendance is collected in order to provide intervention where necessary; administrators monitor subgroup disparities (if any) in attendance rates. Additionally, data is collected regarding student retention, suspension and expulsion in order to minimize these outcomes and to design and implement alternatives to retention, suspension and expulsion.

The Principal presents a report at each meeting of the Board regarding, among other things, enrollment, attendance, curriculum, academic performance, professional development, after-school tutoring program, parent grade monitoring, parent involvement and recent and upcoming events. The annual School Accountability Report Card (SARC) is prepared each year by February 1 as required and posted to the school's website. Overall student achievement data as well as subgroup data are included in the SARC.

A student's benchmark test scores, samples of work, portfolios more are shared with parents during scheduled teacher parent conferences. The Power School online tool is used to store data for individual students, provide statistical information for teachers and administrators, and ensure that parents have access to information about their students' progress at all times. Computers are available on campus for parent use, and the Parent Outreach Coordinator facilitates parent training in accessing PowerSchool to check their child/ren's information and understand the data presented. The Principal has primary responsibility for overseeing all student achievement data entry, analysis, reporting and reflection on data, including aggregating and disaggregating subgroups, classrooms, grade levels, etcetera. All teachers receive intensive training on student achievement data and effective usage of Power School.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Student progress in academic areas, behavior, citizenship, and social development is reported five times during the school year.

First quarter: five-week progress report and ten-week report card
Second quarter: ten-week report card

Third Quarter: ten-week report card
Fourth Quarter: ten-week report card

The following grading scale is used to show progress toward mastering the standards:

4	Advanced Proficient-Exceeds Standards
3	Proficient-Regularly Meets Standards
2	Developing
1	Emerging

Progress reports include attendance data and information about student participation in class. Student grades are accessible to parents 24 hours a day, 7 days a week online through PowerSchool.

Students who are demonstrating performance at levels 2, 3 and 4 are promoted. The following criteria will be considered when a student is reviewed for possible retention:

Grades 1-5

- Scores of 1 on core subjects
- Failure to meet standards on internal ELA and math benchmarks and/or the CAASPP
- Lack of response to Tier I and Tier II interventions

Kindergarten

The State of California allows students to complete two years of kindergarten. Students who do not make adequate progress during the first year of kindergarten go through the SST process. If it is determined that the student should be retained, parents are asked to sign a kindergarten continuation form.

Students at risk of retention are identified as early as possible and parents are notified that retention is a possibility through the SST process and written progress reports. While every effort is made through the MTSS process to avoid the need for retention, in some cases retention is warranted. The SST team, which includes the student's regular classroom teacher and parent/guardian input, reviews the student's progress and makes a recommendation as to whether retention is the appropriate intervention for the student. The Principal makes the final determination regarding retention/promotion and notification is made to the parents by March. If the parents disagree with the decision, they can appeal to the CEO/Superintendent. The CEO/Superintendent's decision is final.

ELEMENT 4: GOVERNANCE STRUCTURE

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or

participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

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

FEDERAL PROGRAM COMPLIANCE

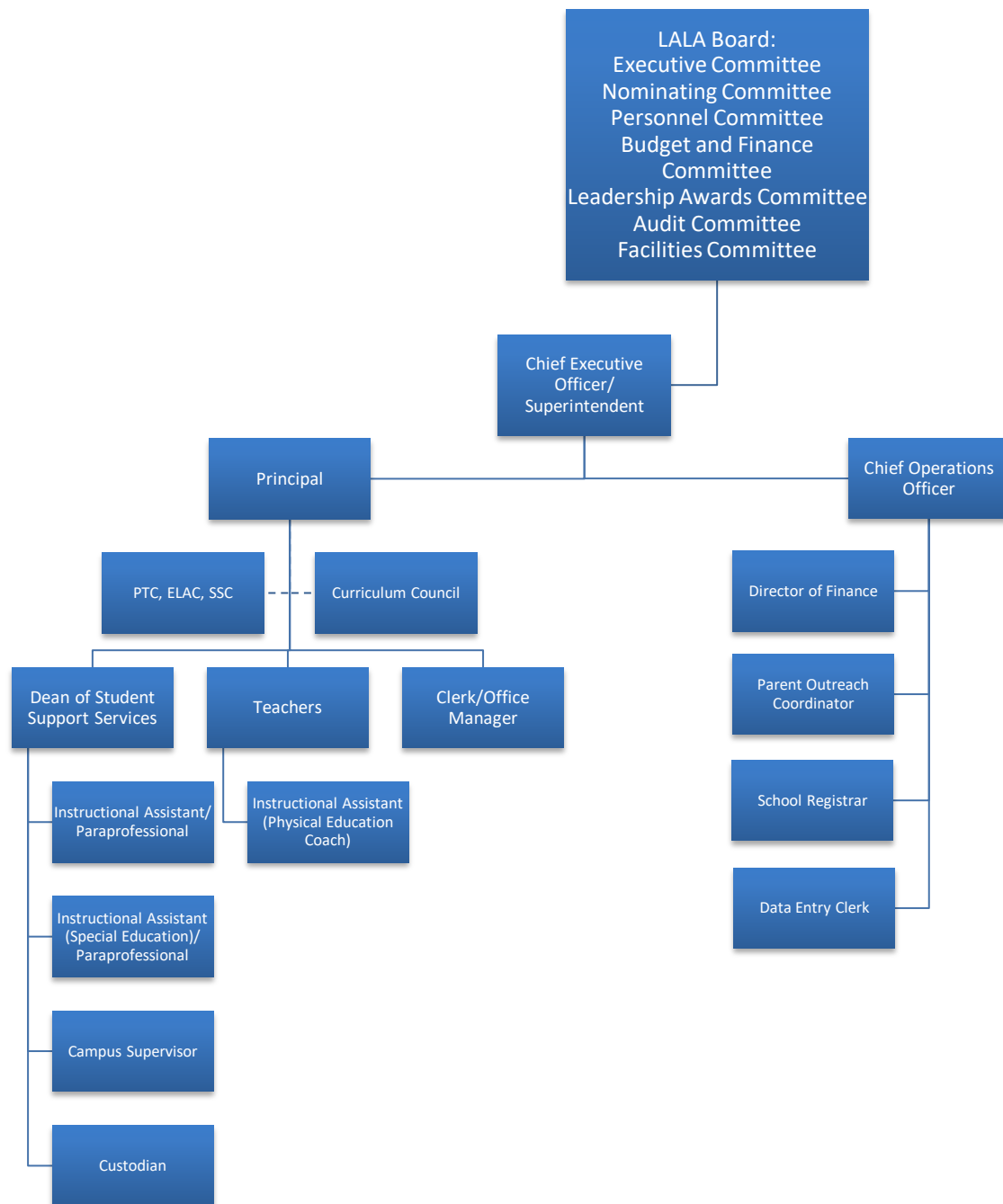
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands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

GOVERNANCE STRUCTURE

The Charter School is operated by Los Angeles Leadership Academy (“LALA”), a California nonprofit public benefit corporation that has been granted tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and as such, is permitted to receive tax-deductible contributions.

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

ORGANIZATIONAL CHART



MAJOR ROLES AND RESPONSIBILITIES

BOARD OF DIRECTORS

LALPA is governed by the LALA Board of Directors (the “Board”) in accordance with its Articles of Incorporation and Bylaws, as each may be amended from time to time.

The Board contributes to effective Charter School governance by, among other duties, establishing and approving major operational policies, selecting and evaluating the CEO/Superintendent, approving the Charter School’s annual budget and overseeing the Charter School’s financial affairs, directing fundraising activities, approving all of LALPA’s major contracts (those over \$25,000, as per Board-approved fiscal policies) and raising private funds when necessary. The Board plays a key role in developing a culture of cooperation for the Charter School. The Board understands the mission and vision of the Charter School and informs all of its decisions with that mission and vision. Because the Charter School strives to produce a continuous stream of leaders in a multicultural society, the Board itself must exemplify the kind of leadership it expects from its students. For that reason, the Board reflects the many faces of the community at large, and resonates with the many voices of those whom the Charter School attempts to serve.

Duties of Directors

The Board is responsible for approving Charter School policy, not managing day-to-day Charter School operations. Directors:

- attend meetings of the Board;
- attend meetings of committees of the Board on which they sit;
- contribute to the mission and vision of the Charter School based on their skills and experience;
- ensure that decisions are consistent with the vision and mission of the Charter School; and
- ensure that decisions do not threaten the financial stability of the Charter School.

CEO/SUPERINTENDENT, PRINCIPAL AND COO

The Board shall hire and supervise the CEO/Superintendent, who shall serve as the Charter School’s executive-level leader and, subject to Board control, shall have day-to-day general supervision, direction and control of the affairs of LALPA, and such other powers and duties as the Board may prescribe. The CEO/Superintendent, Principal and COO shall not be Board members but will generally attend all regular and special Board meetings.

CEO/Superintendent: The Chief Executive Officer/Superintendent provides leadership and executive direction to the personnel, programs, activities, and operations of LALPA and it’s sister charter school, LA Leadership Academy (grades 6-12); ensures compliance with established goals and legal requirements; is guided by LALPA’s charter philosophy; promotes the focus for success of all students; and supports the Board’s focus on student learning and achievement while enabling the vision and mission of LALPA.

COO: The COO oversees all operational functions to support the vision and mission of LALPA including finance/accounting, compliance, vendor relations, HR, facilities, and other operational functions.

Principal: The Principal is the instructional leader of LALPA and is responsible for hiring, training and evaluating all instructional personnel. The Principal ensures that the curriculum is implemented in order to maximize student learning experiences, professional development, school culture, and community relations with stakeholders.

Please see “Element 5: Employee Qualifications” for complete descriptions.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

BOARD COMPOSITION

The Board is comprised of seven (7) to twenty-one (21) Directors. Currently nine (9) Directors serve on the Board. No employees of LAPLA serves on the Board and no persons serving on the Board may be an “interested person” as specified in the Bylaws. All Directors shall have full voting rights, including any representative appointed by the District as consistent with Education Code Section 47604(c). If the District appoints a representative to serve on the Board, the Board may appoint an additional director to ensure that the Board is maintained with an odd number of directors.

TERMS

The Board is divided into three “classes,” based on when Directors joined the Board. The members of each class serve for a three-year term, which is staggered with the other two classes of Directors. Thus, in any one year, only one-third of the Board will be replaced or reelected, maintaining stability for LALA and the Charter School.

DIRECTOR QUALIFICATIONS AND CRITERIA FOR SELECTION

Directors are selected based on their commitment to the mission and vision of the Charter School, their willingness to fill the roles and functions of Directors, and their experience in educational leadership or expertise, child/adolescent development, community involvement or civic leadership, fundraising, financial management, legal or personnel matters related to schools, program design or development, or experience with low-income or minority children.

The Board may select Directors to fill vacancies or add Directors to expand the Board’s breadth of experience and diversity of perspective. The authorized number of Directors will be set from time to time by the Board, up to a maximum of 21 directors. A majority of the Directors then in office may amend the Bylaws to provide for a greater number of Directors.

PROCESS FOR SELECTION

The recruitment and evaluation of potential director candidates typically involves a six-step process: (i) the Nominating Committee of the Board (the “Nominating Committee”) solicits nominations for possible candidates; (ii) each candidate meets with the Nominating Committee; (iii) the Nominating Committee reports to the Board its findings and, if applicable, its recommendation that the Board approve a candidate’s nomination as Director; (iv) the candidate meets with the CEO/Superintendent, stakeholders and other members of the Board; (v) the candidate attends meetings of the Board; and (vi) the Board elects the candidate to the Board.

COMMITTEES OF THE BOARD

The Board appoints committees as needed in order to inform its work. Each committee, whose membership is comprised solely of Board members (with a minimum of two (2) directors and no more than three (3) in order to avoid a quorum of the Board), presents its findings to the Board at regularly scheduled meetings of the Board. The Committees of the Board, which may be seated from time to time, and their respective functions include the following:

Executive Committee: (a) Take all such actions and monitor all such matters as the Board may take or monitor, as applicable within the authority delegated by the Board, other than such actions described in Section 2.13.1-4 of the Bylaws or otherwise prohibited by applicable law, (b) report on a regular basis to

the Board and (c) take such other actions and oversee such other matters as the Board may deem appropriate and within delegated authority. The Executive Committee reports back to the Board.

Nominating Committee: (a) Oversee the process for nominating new members of the Board, (b) evaluate the performance of existing Board members and (c) take such other actions and oversee such other matters as the Board may deem appropriate.

Personnel Committee: Represent LALA and the Board with respect to the relationships between LALA and its employees, including, without limitation, with respect to the establishment and maintenance of personnel practices of LALA, advice and counsel on collective bargaining decisions, establishing annual school-year performance goals for the CEO/Superintendent, administering and completing the CEO/Superintendent's annual evaluation process (to be recommended to the Board for final approval), oversight of the process for LALA's annual evaluation process of its employees, and support and oversight for negotiations regarding any employment contracts associated with LALA, and such other matters as the Board may deem appropriate.

Budget and Finance Committee: (a) Oversee LALPA's overall financial performance and the preparation of LALPA's annual budget, financial statements and accounting methods and processes, (b) report on a regular basis to the Board and (c) take such other actions and oversee such other matters as the Board may deem appropriate.

Leadership Awards Committee: (a) Oversee the planning and implementation of The LALA's annual Leadership Awards Dinner and other fundraising and outreach events, (b) report on a regular basis to the Board and (c) take such other actions and oversee such other matters as the Board may deem appropriate.

Audit Committee: (a) Procure and oversee LALPA's audit, (b) review audit reports and monitor the implementation of and compliance with any recommended corrective action, (c) report on a regular basis to the Board and (d) take such other actions and oversee such other matters as the Board may deem appropriate.

Facilities Committee: Oversee the maintenance of LALPA's physical plant in as efficient and cost-effective manner as possible. The committee will meet as needed to review a checklist of items, including insurance, repairs and improvements, and otherwise will meet ad hoc as conditions require. The committee also participates in discussions regarding the facilities demands of any expansion of school enrollment and takes such other actions and oversees such other matters as the Board may deem appropriate.

The Board may also appoint by resolution additional committees to which the Board may delegate any of its authority, as well as "advisory" committees that cannot act with the Board's authority.

GOVERNANCE PROCEDURES AND OPERATIONS

MEMBER REQUIREMENTS AND PROCEDURES

The Board generally meets six times per year on an approximately bimonthly basis within the boundaries of LAUSD and in accordance with the Brown Act. Additional meetings may be called as necessary and shall comply with all of the provisions of the Brown Act. Each committee of the Board typically meets on an as-needed basis to discuss any business over which it has been delegated

authority by the Board. The Board and each committee of the Board typically hold meetings at the Charter School's campus (or the campus of LALPA's sister school, LALA, located one half mile away and also within the boundaries of LA County), unless otherwise indicated in the meeting's agenda. LALA will adhere to Education Code Section 47604.1(c) regarding the location of its meetings.

The Board of Directors shall set aside one meeting, annually, for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the Board. This meeting shall be held in June of each year, at a time, date, and place as may be specified and noticed by resolution of the Board of Directors. A proposed calendar of meetings of the Board for each academic year is presented for approval of the Board in June at the Annual Meeting. Each committee typically determines its annual calendar on an as-needed basis. The Board meeting calendar for the year is published on the Charter School's website and in the Student & Parent Handbook.

Pursuant to the Brown Act, an agenda of each meeting of the Board and each committee of the Board, including the time, date and location of and items to be discussed at the meeting, are posted on LALPA's campus and online at www.laleadership.org with a direct link on the homepage at least 72 hours before a regular meeting and 24 hours before a special meeting.

All stakeholders and community members are encouraged to attend and participate in meetings of the Board and Board committees.

Members of the Board receive annual training on compliance with the Brown Act.

DECISION-MAKING PROCEDURES

Quorum and voting requirements

Decisions of the Board are made by majority vote when quorum is present. Pursuant to the Bylaws, a quorum consists of a majority of the Directors then in office. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, unless a greater number be required by the Articles or the provisions of the California Nonprofit Public Benefit Corporation Law, especially those provisions relating to (i) appointment of committees and (ii) indemnification of Directors.

Abstention

Members of the Board must abstain from all aspects of discussion, deliberation and action if they have a non-financial conflict of interest with respect to any item of business. As LALA complies with Government Code Section 1090, the Board is prohibited from taking any action on an item in which any Director has a material financial interest.

Teleconference participation

Teleconference meetings shall comply with the applicable provisions of the Brown Act, including, at a minimum, the timely posting of a notice of and an agenda for such meetings at the teleconference locations, which shall be identified in the notice and agenda for the meeting, and public accessibility to such locations in compliance with the Brown Act. In accordance with the Brown Act, a minimum of a quorum of Directors must participate within the jurisdictional boundaries of LAUSD and all votes must be taken by roll call (with each Director present voicing his/her vote or abstention).

STAKEHOLDER INVOLVEMENT

PARENT & FAMILY INVOLVEMENT

The Charter School recognizes that parent¹²² partnership in education is critical to children's success in school. The Charter School also recognizes that family compositions can vary. A true partnership between home and school does not consist of a one-way flow of information and directives from the Charter School to the parent. We believe parents are the best experts about their children and critical partners in helping both the children and our Charter School thrive. We believe that when we are responsive to parents' needs, those who are not accustomed to actively participating in school life and decision-making are eager to become involved. All staff actively support and encourage parents to become involved. The Parent Outreach Coordinator serves as the primary liaison between the school and families, planning events such as parent education workshops and speakers, school community celebrations (Thanksgiving Dinner, Red Ribbon Spirit Week, 5th Grade Culmination Ceremony, Scholastic Book Fair, etc.), and collaborating with the teachers to create opportunities for families to volunteer in different areas of interest or of their expertise, making family participation meaningful. Parents have various opportunities to volunteer to support LALPA, including helping in the Charter School office, chaperoning field trips, assisting teachers with classroom prep work, volunteering with fundraising, helping plan and produce student performances, celebrations of learning and community events.

Parent-Teacher Council

Membership in the Charter School's Parent-Teacher Council (PTC) is open to all interested parents. The Parent-Teacher Council meets on a monthly basis and hosts numerous fundraising events throughout the academic year. Parent representatives on the PTC attend each Board meeting (all parents are welcome to attend all Board meetings; Board meeting agendas are posted in accordance with Brown Act requirements and the calendar of regularly scheduled Board meetings is published on the Charter School website and in the Student & Parent Handbook). PTC representatives periodically update the Board about events, initiatives, and concerns. Parent representatives on the PTC agree to undertake the responsibility of representing fairly the breadth of interests and perspectives among all parents. This means that parents involved in governance plays a role in educating other parents about governance matters at issue and take steps to acquire input from all parents. The Parent Outreach Coordinator helps facilitate this process.

The **English Learner Advisory Committee (ELAC)** is charged with providing recommendations to the Principal regarding programs and services for EL students. Recommendations are based on student performance data, parental involvement data, and other relevant data such as school attendance. These recommendations may also be used by the SSC/PTC in the Single Plan for Student Achievement. ELAC membership includes: Parents of ELs (at least the same percentage of the committee membership as their children represent the student body), Charter School staff and/or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC advises the Principal and staff on services and programs for ELs. The ELAC participates in EL goal setting and evaluation of achievement and needs (including the LCAP).

The Charter School encourages teachers, staff and administrators to participate in the Charter School's governance processes and welcomes all staff to attend meetings of the Board. The **Curriculum Council**, a group of teachers that meets regularly to review, update and ensure cohesion in the Charter School's

¹²² Unless otherwise stated herein, the term "parents" refers to the primary adult caretakers of children, be they biological parents, parents by marriage, biological grandparents, adult siblings, or legal guardians through the foster care system.

curriculum, also reports to the Board on an advisory basis. The Charter School encourages teachers, staff and administrators to collaborate in the ongoing process of reviewing and revising the Charter School's educational program. The CEO/Superintendent communicates regularly with teachers, staff and administrators to identify areas of focus as the Charter School prepares each annual update to the LCAP. These voices and perspectives are heard and valued as part of the LCAP process.

The **School Site Council (SSC)** develops the content of the Single Plan for Student Achievement or provides input on the development of the LCAP. These plans are reviewed annually and updated, including proposed expenditure of funds allocated to the Charter School through the ConApp and the LCAP. LALA operates one SSC for both LALPA and its sister school, LA Leadership Academy (6-12)..

The SSC is composed of the following two groups:

School Group Members:

- The Principal or designee;
- LALA personnel employed at the Charter School who are not teachers, selected by personnel employed at the Charter School who are not teachers
- Classroom teachers employed at the Charter School, selected by classroom teachers employed at the Charter School (classroom teachers selected shall constitute a majority of the school group members selected)

Parent and/or Community and Student Group Members:

- (xviii) Parents of students attending the Charter School, or other members of the school community, selected by parents of students attending the Charter School; and students attending the school, selected by students who are attending the Charter School. The number of parent and/or community members and student members selected shall equal the number of school group members selected.

PARENT-CHARTER SCHOOL CONSULTATION

The Charter School consults with parents and teachers regarding its educational program by fostering dialogue to assure that parents understand and support the fundamental mission and vision of the Charter School, and to help Charter School staff understand the needs, wishes, values and culture of parents and students. The Parent Outreach Coordinator is the primary facilitator of this process. School-home bridge-building activities include:

- Orientation for new families to clarify the mission and vision of the Charter School, the educational approach, and opportunities for parent participation;
- Parent meetings to solicit input on major Charter School decisions and feedback on ongoing operations;
- Preparation and presentation of the Charter School's Student & Parent Handbook;
- Invitation of parents to committee meetings and school functions;
- Training in how the Charter School's assessment process works, including parents' roles in it;
- Workshops to review and understand State Assessments and their child's performance in these assessments;
- Monthly meetings with the Principal to discuss current school topics
- Inclusion of parents in instruction, as appropriate;

- Regular communication between parents and teachers;
- Workshops to help parents support their children's education; and
- School celebrations.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

The most critical element to the success of LALPA is its staff. The mission and vision of a school are just words on paper without a team committed to and capable of realizing their meaning. Regardless of their role in the Charter School, every person hired to work at LALPA actively helps promote a rigorous educational experience, healthy personal development, and civic leadership for all students. Every staff person is expected to treat all students, parents, staff, and other community members with respect and to follow the LALPA Code of Conduct.

To best meet families' needs and the Charter School's mission, employee recruitment seeks to create a bilingual, multicultural staff. All staff are expected to be sensitive to the linguistic and cultural needs of students and to participate in staff development to enhance their skills in this area.

LALPA will adhere to California laws, including drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. Prior to work, each employee will furnish documents establishing legal employment status.

All personnel are hired by contract. Long-term contracts are renewed based on demonstration of meeting or exceeding the requirements of individual contracts and adhering to policies, procedures, and expectations outlined in the employee handbook. These expectations are designed to support the mission and vision of the Charter School and to comply with state laws.

Staff hiring and relations reflect the following commitments:

- Expectations are clearly communicated.

- Thoughtful, consistent evaluation processes provide meaningful assessment of staff members' job performance with respect to the mission and vision of the Charter School and to state laws.
- Employees performing below expectation receive conferencing and corrective interventions as appropriate.
- LALA supports professional development and encourage staff members to contribute based on their unique talents.
- All employees help create and sustain a respectful, supportive working environment with open lines of communication.
- LALA provides carefully considered incentives to motivate and reinforce excellent performance.

EMPLOYEE POSITIONS AND QUALIFICATIONS

LALPA staff includes the following:

HOME OFFICE POSITIONS

CHIEF EXECUTIVE OFFICER / SUPERINTENDENT

Reports to: The Board

PURPOSE

The Chief Executive Officer/Superintendent provides leadership and executive direction to the personnel, programs, activities, and operations of LALPA and it's sister school, LA Leadership Academy (6-12); ensures compliance with established goals and legal requirements; is guided by LALPA's charter philosophy; promotes the focus for success for all students; and supports the Board's focus on student learning and achievement while enabling the vision and mission of LALPA. Please clarify whether referencing the corporation or charter school here.

RESPONSIBILITIES

Related to the Board

- Keeps the Board informed on issues, needs and operations.
- Ensures preparation of agendas for Board meetings, providing pertinent information and data
- Offers professional advice to the Board on items requiring action, with appropriate recommendations.
- Understands and supports the Board's policy-making role and the Chief Executive Officer/ Superintendents policy implementation role.
- Interprets and implements policies and incorporates such interpretations into written administrative rules, regulations and procedures.

Related to Business and Financial Matters

- Keeps the Board informed of long-range and short-range financial needs and proposals and is responsible for ensuring sound financial and legal operations.
- In collaboration with financial staff, ensures the preparation of the budget and provides the Board with periodic reports on the overall financial condition of LALPA.
- In collaboration with financial staff, annually prepares and submits to the Board the budget for the upcoming year; revises the budget or takes other related action as the Board designates.
- Ensures maintenance of a financial accounting system.

- Allocates resources in accordance with Board priorities.

Related to Staff Relationships

- Encourages participation in governance activities while observing the governance structure as prescribed in the Charter.
- At the direction of the Board, represents the interests and direction of the Board to the best of his/her ability.
- Keeps staff members informed of issues, goals and activities.
- Gives consideration to varying viewpoints when making personnel decisions.
- Defines the duties of all personnel and coordinates administrative staff activities.
- Informs the Board regarding personnel issues as necessary and as delegated by the Board, manages Charter School personnel including but not limited to hiring, firing, disciplining, directing work, and supervising.
- Promotes a positive work environment.
- Anticipates, manages and resolves conflict.
- Union negotiations

Related to Educational Leadership

- Utilizes the shared governance and leadership model in curricular work, utilizing the abilities and talents of the professional staff and other stakeholders.
- Holds staff accountable for meeting their responsibilities, while providing sufficient autonomy and staff development.
- Provides leadership for the continuous development and improvement of the instructional program.
- Ensures that there is a continuous focus on student growth and learning.
- Ensures that students engage in the educational program as outlined in the Charter.
- Works with staff, the Board, and the community in planning and implementing support services for students.

Related to Stakeholder Relations

- Participates in the Charter School community.
- Informs stakeholder groups of Charter School programs, activities, and academic achievement.
- Receives, analyzes, and responds to concerns and complaints in a timely fashion.
- Ensures timely and effective responses to student issues in collaboration with the administrative team.

Professional Qualities

- Maintains high standards of ethics, honesty, integrity, and professional conduct.
- Demonstrates ability to work effectively with a variety of individuals and groups.
- Demonstrates the ability to make difficult decisions and recommendations in order to preserve the mission, vision, and priorities of LALA.
- Promotes the concept that all children have identifiable talents/skills, which will be emphasized in the educational program.
- Develops trust and collaboration among various groups within the Charter School and community.

- Recognizes that change is vital in any organization and that necessary change can best take place when those affected by change are actively involved in the process.

Delegation of Duties

- The Chief Executive Officer/Superintendent may delegate to subordinates any of the powers and duties, which the Board has entrusted to him/her but shall continue to be responsible to the Board for the execution of the powers so delegated.
- Makes such assignments of powers and duties to administrative assistants and other certificated personnel, as he/she deems necessary, consistent with Board goals.

QUALIFICATIONS

- A minimum of five (5) years of increasingly responsible administrative experience in education, with a measurable history of advancing student achievement.
- Completion of an advanced degree (education, business or law preferred).
- Prior demonstrable experience working with and within the charter school system (preferred).
- Administrative credential preferred

CHIEF OPERATIONS OFFICER

Reports to: Chief Executive Officer/Superintendent

The ideal Chief Operations Officer is responsible for all matters of school administration. The Chief Operations Officer plays a leadership role in executing plans for current excellence and future growth.

RESPONSIBILITIES

Following are the duties and responsibilities for the Chief Operations Officer. The Chief Executive Officer/Superintendent as deemed necessary may assign additional related duties.

Human Resources

- Oversee hiring process, including background checks.
- Teacher certification support – Credentials.
- Serve as Charter School's risk management officer and ensure emergency preparedness.
- Coordinate annual renewals for insurance (health, liability, worker's comp, etc.)
- Serve as point person for employee leaves, and benefits.
- Create all Salary agreements for Teachers and Classified Employees.
- Custodian of Records.
- Handle all Employee Personnel Issues, in consultation with outside legal counsel as needed
- Monitor Ed join to ensure all positions are posted and prescreen process.
- Employee Investigations/ Formal Internal Complaints.
- Serve as point person for employee relations' issues.
- Make sure all appropriate documents are in the employee personnel files.
- Remind staff about TB verifications and update spreadsheet.
- Create Contracts for administration.
- Serve as point person for employee relations issues and grievances in consultation with outside legal counsel as needed.
- Meet with Union representatives.

School Administration

- Manage purchasing processes by approving orders with vendors.
- Design and implement systems, policies, procedures, to build capacity to operate efficiently and effectively.
- Supervise the School Registrar on compliance report completion and ensure school operations staff complies with student information processes and procedures.
- Ensure adherence to all local and state compliance and reporting requirements.
- Know all positions, funding, job descriptions and who is the supervisor.
- Support CEO/Superintendent with Charter Renewals process.
- Assists in maintaining LALPA operational budgets.

Special Education

- Oversight of the Special Education Department K-12.
- Performs the duties of chief administrator for special education students in compliance with state and federal law.
- Prepares the Charter School Special Education budget and maintains control over budgetary allocations.
- Internal Monitoring special education District Validation Reviews.
- Attend Coordinating Council Meeting and LEA Billing.

School Culture/ School Community

- Foster and establish effective relationships with staff, peers, students and parents
- Provide leadership to the principals for assessing and developing processes for improving climate and culture.
- Demonstrate visibility and engagement in the Charter School community while being accessible and approachable by all stakeholders.

QUALIFICATIONS

- Master's Degree
- Clear California valid Teaching Credential
- Administrative Credential: Tier II
- Minimum 2 years of administrative experience as a Principal or Assistant Principal
- Prior demonstrable experience working with and within the charter school system (preferred)
- Strong oral and written communication skills

DIRECTOR OF FINANCE

Reports to: Chief Operations Officer

RESPONSIBILITIES

- Oversee all accounts payable processes, including review of purchases and all payments made, including invoices and credit cards
- Review all cash receipts as to coding and appropriate amounts; oversee preparation of deposits
- Provide oversight of all back-office services that are contracted out to vendors
- Oversee payroll and compliance with all laws and regulations related to payroll and required reporting
- Prepare bank reconciliations for all revolving accounts (monthly)

- In collaboration with the back-office provider, administer and monitor budgets, including monitoring actual income and expense vs. budget and analysis of variances
- Monitor cash flow
- Monitor material resources budgeting
- Prepare and submit financial reports to the Chief Executive Officer/Superintendent and Principals as requested
- Provide financial data to state and local governments (i.e. LAUSD, CDE, LACOE, STRS, IRS)
- Confer with school personnel to provide information and/or resolve problems relating to financial transactions incurred at the Charter School
- Support with compliance reporting needed to complete the Consolidated Applications (CARS) and other required reporting
- Interface with independent auditors
- Regularly review LALPA's financial and accounting policies and procedures for appropriate internal controls, compliance with legal requirements, and conformity to best practices
- Attend Board meetings
- Other duties as assigned by Chief Operations Officer

QUALIFICATIONS

- Bachelor's and/or Master's Degree in Business or Accounting
- At least 3 years of related experience (non-profit and charter school experience preferred)
- Experience with budgeting, accounting, and fiscal management of an organization
- Experience with various financial processes, including payroll, accounts receivable, accounts payable, and financial reporting
- Experience in the use of computers, including but not limited to word processing, spreadsheets (Excel), multi-media presentations, e-mail, the Internet, and digital media

PARENT OUTREACH COORDINATOR

Reports to: Chief Operations Officer

RESPONSIBILITIES

The Parent Outreach Coordinator:

- Maintains lines of communication with parents and guardians;
- Facilitates high levels of meaningful participation of parents and guardians in the life and decision-making of the Charter School;
- Acts as a liaison for parents, guardians, and community members to the Chief Executive Officer/Superintendent as needed;
- Coordinates training of parents and guardians to act as partners in education;
- Brings community members into the life of the Charter School in ways that enhance the mission and vision of the Charter School;
- Responds to requests for information about the Charter School; and
- Attends meeting of the Parents Teacher Council.

QUALIFICATIONS

- Completion of high school or the equivalent.
- Bilingual/Bi-literate (English-Spanish)

- The Parent Outreach Coordinator will have proven experience working with schools as an advocate, organizer, or staff person.
- He or she will have experience representing a constituency or coordinating group activity. He or she will have the ability to lead meetings effectively and with a positive presence.
- He or she will be able to manage complaints effectively, and represent those complaints accurately when they require the attention of additional staff.
- He or she will understand and be committed to the mission and vision of the Charter School, effectively communicating this understanding to parents, and coordinating parent and community participation in ways that support the mission and vision.
- He or she will speak, comprehend, read and write fluently in Spanish and English.

SCHOOL REGISTRAR

Reports to: Chief Operations Officer

The School Registrar is responsible for the inputting information into the school data system and ensures all data is correct.

RESPONSIBILITIES

- PowerSchool -Input and extract data, school attendance, enrolling students (new and current), populate data
- Supports with Teacher/Student Log-ins for all Systems
- Input and extract data from CALPADS
- Oversee Educational Software Data upload and student information system
- Ensure adherence to all local and state compliance and reporting requirements, including school attendance in collaboration with the Director of Finance
- Creating School Calendar (academic calendar, event calendar)
- Supports with LAUSD Charter Oversight Visit, WASC
- Supports with LALA Board Meeting Prep
- LAUSD reporting (suspension data, attendance data, etc.)
- Manage Charter School Website
- Coordinate federal nutrition program
- Translates Charter School documents and communications to Spanish or English
- Support with the Lottery process and enrollment applications
- Additional related duties may be assigned by the COO as deemed necessary

QUALIFICATIONS

- High School diploma with at least five years of experience in an equivalent position.
- Bachelor's degree preferred
- Speak, comprehend, read, and write fluently in English; Bilingual (Spanish/English)
- Microsoft Office programs (including Excel) proficiency; standard office machines and computer software programs proficiency; PowerSchool and CALPADS proficiency;
- Familiarity with public school compliance requirements;
- Strong problem and critical thinking skills, strong customer service ethic, strong written and verbal communication skills; strong initiative and work ethic.
- Effectively attend to the details of work, and conduct his or her activities with accuracy and timeliness.

DATA ENTRY CLERK

Reports to: Chief Operations Officer

Performs Data Entry at instruction of COO and is responsible for supervision of assigned clerical activities.

RESPONSIBILITIES

- Compiles data related to special projects at the discretion of the Chief Operations Officer
- Organizes and maintains files, prepares appropriate paperwork for meetings
- Assist the Chief Operations Officer with work assigned
- Performs miscellaneous clerical work, such as filing, typing, relaying messages, and operating office machines
- Support with HR functions including compliance, personnel files, and recruiting
- Support with LAUSD Charter Oversight Visit, WASC
- Support with LALA Board Meeting Prep when needed
- Support with school wide Google calendar

QUALIFICATIONS

- Completion of high school or the equivalent.
- Four years of experience in office clerical work, preferably including two years of experience performing clerical work in a school.
- Bilingual/Bi-literate (English-Spanish) preferred
- Any combination of experience and education likely to provide the required knowledge, skills and abilities
- Knowledge of Office methods, practices and procedures
- Effective written and oral communication; correct spelling, punctuation and grammatical usage.
- Knowledge of General Data uploads for the school
- Knowledge of Microsoft Word and Excel, PowerSchool and CALPADS

SCHOOL SITE

PRINCIPAL

Reports to: Chief Executive Officer/Superintendent

The ideal Principal is passionate about providing students with an exceptional education by implementing innovative and creative ways of managing the Charter School. The Principal is an organizational leader who will motivate, lead, and mentor those within the Charter School community and who will collaborate with the home office in order to ensure effective fiscal and operational practices in support of the achievement of the school-wide improvement plan.

RESPONSIBILITIES

Academic

The Principal is an instructional leader who will motivate, lead and mentor teachers to better instructional practice and increase content expertise by meeting the goals of the school-wide improvement plan.

Individual Teacher Professional and Instructional Support

- Review instructional documents and provide feedback to teachers
- Observe classroom performance and give constructive feedback and coaching
- Design and review progress towards goals with teachers
- In collaboration with others, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

School-wide Professional and Instructional Support

- Use research and/or best practices to drive decision-making about the academic program
- Provide instructional resources to teachers
- Design & deliver Professional Development on an ongoing basis that is based on the school improvement plan
- Plan and facilitate weekly PD / Staff Meetings in alignment with the school improvement plan and mission

Individual Student Support

- Design and evaluate student intervention plans (academic & behavioral) (individual student, small group, school-wide)
- Attend IEP meetings, coordinate instructional actions by Resource Specialist and ensure completion of IEP goals
- Facilitate Student Assistance Plan (SAP) meetings in absence of Dean of Student Support Services
- Design process for measuring and monitoring individual student growth (i.e., student portfolio)

School-wide program

- Ensure academic program meets compliance regulations

Calendar

- Develop and implement an ongoing process for assessing students' needs (including delivery of internal and external benchmarks)
- Create school calendar, bell schedule, and courses that meet the Charter School's requirements

Stakeholder Events

- Create and facilitate Parent Teacher Council
- Design and facilitate annual parent events (i.e., lottery, new student orientation, student-led conferences, etc.)

Personal Professional Growth

- Attend bi-weekly coaching sessions with CEO/Superintendent

Human Resources

- Work with COO to manage all employee issues
- Deliver evaluation, feedback, and support to COO
- Coordinate with COO to recruit well-qualified teachers

- Deliver evaluation, feedback, and support for certificated staff in meeting common expectations (bi-annually)

Finance

- Maintain school's budgets, allocating funds where they will be most effective in alignment with approved budget guidelines.

Operations

- Achieve student enrollment targets

School Culture

The Principal is a cultural leader who will motivate, lead, and mentor the Charter School community and leverage the outside community to increase academic and personal achievement in order to meet the goals set forth in the school-wide improvement plan.

Vision and Improvement

- Promote the Charter School's values and vision while developing a sense of community in the Charter School
- Articulate the desired Charter School culture and provide evidence of success
- Communicate effectively with various stakeholders regarding progress towards goals outlined in the Single Plan of Student Achievement
- Foster and establish effective relationships with staff, students, parents and peers
- Plan, facilitate, and attend Charter School functions, such as parent meetings, open house, parent teacher conferences, etc.
- Provide leadership for assessing and developing processes for improving climate and culture.
- Recognize and celebrate, systematically and fairly, the accomplishments of staff and students
- Demonstrate visibility and engagement in the Charter School community while being accessible and approachable by all stakeholders

Building Leadership and Accountability

- Mentor and develop teachers to become leaders in their classrooms and school
- Develop an environment and processes for ongoing collaboration and reflective practices for all stakeholders

Outside Community

- Build a network with peers, educational leaders and academic institutions to share ideas and best practices

QUALIFICATIONS

- Master's degree
- Bi-lingual desired but not required
- Detail-oriented
- Ability to multi-task
- 5+ years of teaching experience
- Experience as a department chair, assistant principal or principal
- Administrative Credential

DEAN OF STUDENT SUPPORT SERVICES

Reports to: Principal

The Dean of Student Support Services at LALPA will work with the school's Principal to ensure that all students demonstrate dramatic student achievement gains and internalize the school's values. This individual will also help lead the Charter School's efforts to create a positive, structured, consistent, caring, and disciplined school culture.

RESPONSIBILITIES

- Support with overseeing the administration of student discipline.
- Lead and oversee the PBIS team and support all activities to promote positive behavior
- Oversee the Student Assistance Program
- Collaborate with teachers to support day-to-day behavior
- Develop and implement the additional supports for students such as daily trackers
- Support with the development of student, classroom, and school schedules and calendars.
- Support with administration of student standardized and placement testing, including ELPAC.
- Designing and administering the summer school program.
- Working directly with classified staff to ensure the Charter School safety and emergency response program.
- Supporting student attendance, track daily attendance as well as chronic absenteeism.
- Implementing attendance incentive programs to support improvement of student attendance
- Overseeing the distribution of classroom supplies, textbooks, and all other instructional materials/devices, including, but not limited to technology.
- Supporting school recruitment efforts.
- Supervising before, during and after school, including occasional evening and weekend events.
- Perform other duties as deemed necessary by the Principal.
- Follow all guidelines stated in the employee handbook

QUALIFICATIONS

- B.A. degree
- Holds a current, valid California teaching credential.
- Minimum of one years of Dean of Student (or related position) preferred
- Positive employee evaluations
- Bilingual (Spanish) preferred
- Detail oriented
- Strong multi-tasking skills
- 5+ years of teaching experience preferred
- Ability to communicate clearly and concisely in written and oral form
- Ability to form effective working relationships with students, staff and the community
- Demonstrated commitment to the Charter School's social justice mission

TEACHERS

Reports to: Principal

RESPONSIBILITIES

- Facilitate curriculum, instruction, and assessment in a manner consistent with the mission and vision of the Charter School;
- Actively maintain respectful, open communication with students, parents, and other staff members;
- Help students learn to regulate their own behavior, develop strong interpersonal and coping skills, and use their voice;
- Assess student needs and look for ways to meet them as an ongoing part of their job;
- Collaborate with other teachers to plan integrated curriculum;
- Participate in weekly staff meetings to discuss school plans, student progress, teaching practice, and other issues as needed;
- Map instruction and student work to CCSS and to the Measurable Pupil Outcomes;
- Understand and comply with the California Standards for the Teaching Profession;
- Participate in planning and professional development activities before and during the school year;
- Pursue professional development and keep current with best practices in their subject areas;
- Maintain a professional portfolio;
- Participate openly in reflective dialogue and the peer evaluation process;
- Cooperate to allow observation of teaching by other teachers;
- Maintain communication with parents and guardians of students;
- Participate on at least one advisory committee; and
- Have regular, punctual attendance.

QUALIFICATIONS

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.
- The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.
- Teachers will have a valid credential to teach in California, with at least three years of teaching experience preferred.
- Teachers will demonstrate deep understanding of the mission and vision of the Charter School, and will be able to translate that understanding into their practice as teachers.
- Teachers will demonstrate willingness and ability to fulfill all of the roles and functions of their position. Characteristics that add to the multilingual, multicultural nature of the faculty are valued as assets.

CLERK/OFFICE MANAGER

Reports to: Principal

RESPONSIBILITIES

Delegating duties as appropriate to any office personnel or volunteers, the Office Manager:

- Performs clerical and administrative procedures for daily Charter School operations;
- Interacts pleasantly and professionally with all members of the learning community and the public;
- Maintains a neat and welcoming atmosphere in the office;
- Prepares correspondence, forms, reports, memoranda and student attendance and enrollment data in an accurate and timely manner;
- Ensures that student data, permission slips, and other required paperwork are kept current for each student as needed;
- Prepares and maintains correspondence with students' parents;
- Translates Charter School documents and communications to Spanish or English as needed, or oversees contractor for this work;
- Ensures that the office phone is covered;
- Has regular, punctual attendance; and
- Assists teachers and administrative staff as needed.

QUALIFICATIONS

- Completion of high school or the equivalent; Associate's degree, Bachelor's degree or equivalent experience preferred
- Two years of experience in office clerical work, preferably performing clerical work in a school.
- Effective written and oral communication; correct spelling, punctuation and grammatical usage.
- He or she will effectively use standard office machines and computer software programs such as Microsoft Word, Excel and email programs, as well as PowerSchool and CALPADS
- He or she will speak, comprehend, read, and write fluently in Spanish and English.
- He or she will effectively attend to the details of work, and conduct his or her activities with accuracy and timeliness.

INSTRUCTIONAL ASSISTANT / PARAPROFESSIONAL

Reports to: Principal / Dean of Student Support Services

JOB DESCRIPTION

Under the direct supervision of a certified teacher or administrator, performs a variety of tasks: assisting the teacher by working with students individually or in small/large groups, preparing instructional materials, assisting in implementation of classroom discipline, independently administering intervention, and conducting planned activities using teacher-designated methods and materials. The position requires an aptitude and skill in working with the specific needs of students. It may require aptitude and skill in the use of technology and specialized software programs. It may require a combination of intervention periods along with other specialized duties.

RESPONSIBILITIES:

- Assist teachers in the planning and implementation of learning experience of students enrolled in programs; confer with teacher to provide feedback on student performance, progress and testing activities;
- Assist the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities;
- Assist in monitoring classroom management in accordance with the Charter School's discipline procedures, which may include the physical restraint, physical movement, lifting and carrying of students;

- Supervise students in and outside of the classroom with an understanding of and provision for a safe environment;
- Perform various clerical functions in student record keeping, monitor assignments, IEP development, maintain accurate files and other related functions;
- Assist with the supervision of students during emergency drills, assemblies and play periods;
- Assist with large group activities such as seat work, reading aloud and storytelling;
- Read to students, listen to students read, and participate in other forms of oral communication with students;
- Check student work, corrects papers, and supervises testing and make-up work as assigned by the teacher;
- Alert the teacher or administrator to any problem or special information about an individual student;
- Serve as a source of information and support to any substitute teacher assigned in the absence of the regular teacher;
- Assist with record keeping to monitor students' daily and monthly data on instructional and behavioral progress;
- Assist classroom teacher in diagnostic testing and reporting;
- Provide remedial instruction as requested;
- Perform clerical duties such as data entry, copying, filing and record keeping.
- Provide supervision of students in buildings or other school areas and school-related activities (i.e., hall duty, at assemblies, in lunch and playground areas, or with school buses as required);
- Assist the classroom teacher in maintaining class and student records;
- Maintain a high level of ethical behavior and confidentiality of information about students and staff;
- Performs other duties as assigned and deemed necessary by the Principal and/or Admin.
- Follow all guidelines stated in the employee handbook

QUALIFICATIONS

- Completion of high school or the equivalent.
- 60 semester college credits or Associate's degree required; Bachelor's degree preferred.
- Ability to be bilingual in Spanish, or other languages (speak, read and write); preferred
- Interpersonal skills using tact, patience and courtesy;
- Deliver instructional programs to students who have learning and physical disabilities and/or social behavior problems;

INSTRUCTIONAL ASSISTANT (SPECIAL EDUCATION) / PARAPROFESSIONAL

Reports to: Principal/ Dean of Student Support Services

Under the direction of certificated personnel, the Special Education Instructional Assistant has the responsibility of providing support services to special education students.

RESPONSIBILITIES

- Accommodates the special needs of students with physical, emotional, behavioral and mental disabilities, providing supplemental services as necessary.
- Assists in the implementation of unique intervention strategies to manage aggressive student behavior.

- Assist the special education teacher in providing students with equal access to adopted core curriculum in various settings.
- Updates special education teacher regarding student progress.
- Administers first aid and medical assistance to provide appropriate care for the medically fragile student, including toilet needs.
- Participates in daily activities, training sessions and special activities to assist in the implementation of IEP goals.
- Assists in implementing instruction necessary for students to meet IEP goals.
- Communicates with parents by phone as directed by teacher.
- Maintains and monitors effective group and individual student behavior to provide an optimum learning environment, implementing established discipline practice and policy.
- Assists in the evaluation of student performance by administering informal assessments.
- Collects data through assessment or observation on student academic and behavioral progress.
- Writes clear and concise notes to teachers and staff.
- Assists with preparation of, and works with specialized instructional materials, assists with preparation.
- Provides supervision to special education students during non-instructional periods.
- Maintains inventory of special education books, supplies, and equipment.
- Assists in the maintenance of student files and retrieval of pertinent information.
- Performs other duties as assigned and deemed necessary by the Principal and/or Admin.

QUALIFICATIONS

- Completion of high school or the equivalent.
- 60 semester college credits, Associate's degree; Bachelor's degree preferred.
- Bilingual in Spanish (speak, read and write); preferred
- Understand special needs of disabled students
- Provide support appropriate to the student's abilities
- Work independently with students as directed by the teachers
- Deal appropriately with disruptive and abusive behaviors

INSTRUCTIONAL ASSISTANT (PHYSICAL EDUCATION COACH)

Reports to: Principal / Physical Education Teacher

Under the direct supervision of the Physical Education teacher and Principal, performs a variety of tasks: assisting the teacher by working with students individually or in small/large groups, preparing instructional materials, assisting in implementation of discipline, independently administering intervention, and conducting planned activities using teacher-designated methods and materials. The position requires an aptitude and skill in working with the specific needs of students. It may require aptitude and skill in the use of technology and specialized software programs. It may require a combination of intervention periods along with other specialized duties.

RESPONSIBILITIES:

- Assist teachers in the planning and implementation of learning experience of students enrolled in programs; confer with teacher to provide feedback on student performance, progress and testing activities;

- Assist the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities;
- Assist in monitoring classroom management in accordance with the district's discipline procedures, which may include the physical restraint, physical movement, lifting and carrying of students;
- Supervise students in and outside of the classroom with an understanding of and provision for a safe environment;
- Perform various clerical functions in student record keeping, monitor assignments, IEP development, maintain accurate files and other related functions;
- Assist with the supervision of students during emergency drills, assemblies and play periods;
- Assist with large group activities such as seat work, reading aloud and storytelling;
- Read to students, listen to students read, and participate in other forms of oral communication with students;
- Check student work, corrects papers, and supervises testing and make-up work as assigned by the teacher;
- Alert the teacher or administrator to any problem or special information about an individual student;
- Serve as a source of information and support to any substitute teacher assigned in the absence of the regular teacher;
- Assist with record keeping to monitor students' daily and monthly data on instructional and behavioral progress;
- Assist classroom teacher in diagnostic testing and reporting;
- Provide remedial instruction as requested;
- Perform clerical duties such as data entry, copying, filing and record keeping.
- Provide supervision of students in buildings or other school areas and school-related activities (i.e., hall duty, at assemblies, in lunch and playground areas, or with school buses as required);
- Assist the classroom teacher in maintaining class and student records;
- Maintain a high level of ethical behavior and confidentiality of information about students and staff;
- Performs other duties as assigned and deemed necessary by the Principal and/or Admin.
- Create and Supervise all PBIS events
- Supervise campus
- Follow all guidelines stated in the employee handbook

QUALIFICATIONS

- Completion of high school or the equivalent.
- 60 semester college credits or Associate's degree; Bachelor's degree preferred.
- Ability to be bilingual in Spanish, or other languages (speak, read and write); preferred

Knowledge of:

- English, and a basic understanding of the subject in which this position is to provide assistance;
- Basic child guidance principles and practices;
- Safe practices in classroom and playground activities;
- Reading and writing communication skills in English; Spanish preferred;
- Interpersonal skills using tact, patience and courtesy;
- Record-keeping techniques.

Ability to:

- Work harmoniously with others and to communicate effectively (both orally and in writing) with students and staff;
- Understand and follow oral and written instructions;
- Maintain confidentiality of students and their records;
- Supervise individual or groups of students in an instructional setting without constant teacher oversight; work in a team situation;
- Deliver instructional programs to students who have learning and physical disabilities and/or social behavior problems;
- Work effectively in an environment which can be both physically and emotionally fatiguing; perform physically demanding requirements of the job;
- Demonstrate standards of moral character and behavior to serve as an effective role model for students;
- Demonstrate a positive attitude in working with students;
- Possess and maintain a valid First Aid card; preferred
- Understand basic provisions of Individuals with Disabilities Education Act (IDEA);
- Understand basic elements of an Individualized Education Plan (IEP)
- Occasionally work with students who may exhibit aggressive behavior, as required of specific job assignment;
- Occasionally support students with medical or health needs;
- Monitor and discipline students according to approved policies and procedures.
- Relate sensitively to a diverse student population.

CAMPUS SUPERVISOR

Reports to: Principal/ Dean of Student Support Services

Assists in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others at LALA.

RESPONSIBILITIES

- Patrols school corridors, rest rooms, cafeteria, assembly and athletic facilities, and other campus locations in order to observe student behavior and prevent violations or unsafe activities.
- Assists with supervision during recess/lunch to ensure the safety of students.
- Monitoring building safety and security
- Performs other duties as assigned and deemed necessary by Principal and/or Admin.

QUALIFICATIONS

- Completion of high school or the equivalent OR years of experience in lieu of HS degree
- A minimum of one year experience in a similar position
- Demonstrated proficiency in communicating with adults and children in a professional and respectful manner.
- Ability to lift and carry up to 30 lbs. and complete multiple tasks at once.
- Self-motivated and driven.
- Ability to be on feet and patrol for long periods of time.
- Experience in an educational setting preferred.

CUSTODIAN

Reports to: Principal/ Dean of Student Support Services

Keeping the school as clean and tidy as possible is the overall responsibility of the custodian.

RESPONSIBILITIES

- Trash Cans - Dump, change bags (Daily) Cleaning restrooms
- Classrooms - Dump trash /replace bags daily, sweep floors daily, vacuum daily and at a minimum mop twice a week, sinks twice a week.
- Hallways/Stair Well - Sweep daily, at a minimum mop twice a week.
- Restrooms - Clean, restock, dump trash (Daily)
- Main Office - Trash, sweep daily, at a minimum mop twice a week.
- Cafeteria - Clean tables, sweep floors, trash, mop (Daily)
- MPR - Trash, sweep daily and at a minimum mop twice a week.
- Chapel - Trash, sweep daily and at a minimum mop twice a week.
- Front of the School - Trash daily, sweep daily, at a minimum power wash once a week
- Primary Playground - Clean and sweep daily
- MS Patio - Clean daily, sweep daily, at a minimum power wash once a week.
- Patio (Parking Lot) - Sweep daily
- Parking Lot/Yard/MPR Patio - Sweep daily
- Teacher's Lounge - Trash daily, sweep daily, at a minimum mop twice a week
- Admin Office/Conference Room - Trash, vacuum or sweep daily, at a minimum mop twice a week.
- Avenue 28 Entrance - Clean and sweep daily, at a minimum power wash once a week
- Dumpster Area - Sweep and clear area, at a minimum power wash once a week
- Recycling Bins – Fridays
- Clean and maintain all PA, MS and HS facilities as assigned by supervisor.
- Performs other duties as assigned and deemed necessary by Principal and/or Admin.
- Follow all guidelines stated in the employee handbook

QUALIFICATIONS

- One year experience in a similar position, preferred
- Demonstrated proficiency in communicating with adults and children in a professional and respectful manner.
- Ability to move heavy equipment and furniture.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

***(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school."** (Ed. Code § 47605(c)(5)(F).)*

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other

certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

COURT-ORDERED INTEGRATION

LALPA’S PLAN FOR ACHIEVING AND MAINTAINING THE LAUSD’S RACIAL AND ETHNIC BALANCE GOAL

LALPA is committed to serving all children. LALPA also is committed to maintaining a diverse student body, and takes steps to achieve a racial/ethnic balance as well as an inclusive population of SWD and EL students at LALPA that is reflective of the District and our surrounding Lincoln Heights community.

Recruitment efforts include advertising in local paper, flyers, brochures, postcards, informational fairs, church visits, pre-school visits, Open Houses, monthly School Tours, and parent meetings at local schools. Languages targeted include Spanish and English. The recruitment strategy of the Charter School targets students directly through after-school programs, community events, summer community outreach programs, Parks and Recreation programs and activities, and local preschool/day care centers. The Parent Outreach Coordinator and Homeless and Foster Student Liaison (the Principal) also collaborate to enroll students referred by local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for not staying in school.

SPECIFIC ANNUAL OUTREACH, RECRUITMENT ACTIVITIES, MATERIALS, METHODS AND LANGUAGE(S)

We conduct outreach – making presentations to parents, distributing flyers and Lottery Application forms, hosting booths at fairs and events, and inviting parents to our Open Houses and monthly School Tours -- to families from the closest preschools, day care centers, elementary schools, after school programs and regional center (disability) programs. Charter School representatives, speaking both Spanish and English, conduct outreach activities throughout open enrollment at the following locations:

School Name	Address
Tina's Family Child Care	2522 Griffin Ave, Los Angeles, CA 90031
Gates Street Early Education Center	2306 N Thomas St, Los Angeles, CA 90031
Plaza De La Raza Head Start	2141 Workman St, Los Angeles, CA 90031
San Antonio de Padua Academy Preschool	1500 Bridge St, Los Angeles, CA 90033
Mt Washington Pre School/La Casita Verde	4601 N Figueroa St, Los Angeles, CA 90065
Early Learning Center	233 N Breed St, Los Angeles CA, 90033
Centro de Alegria	420 N Soto St, Los Angeles, CA 90033
Foundation For Early Childhood	1500 E 4th St, Los Angeles, CA 90033
Aliso Pico Preschool	1505 E 1st St, Los Angeles, CA 90033
Wmmc Rainbow Children's Center	1803 Pennsylvania Ave, Los Angeles, CA 90033
Gateway Child Development Center	1 Gateway Plaza, Los Angeles, CA 90012
H Pregerson Child Care Center	255 E Temple St #148, Los Angeles, CA 90012
Kedren Head Start	3031 Beverly Blvd, Los Angeles, CA 90057
Good Beginnings Head Start	1839 S Hoover St, Los Angeles, CA 90011
Pace Headstart	1334 S Burlington Ave, Los Angeles, CA 90006
Palacita De Ninos Inc	2661 Pasadena Ave, Los Angeles, CA 90031
Jardein De Ninos Infant Care Center Child	2422 Manitou Ave, Los Angeles, CA 90031
Ramona Head Start	2755 Lancaster Ave, Los Angeles, CA 90033
Echo Park Head Start	1968 Echo Park Ave, Los Angeles, CA 90026
Cypress I Preschool	1145 Cypress Ave, Los Angeles, CA 90065
Amistad Preschool	2037 Lincoln Park Ave, Los Angeles, CA 90031
Albion Elementary School	322 S Ave 18, Los Angeles, CA 90031
Little Macacos Forest School	Elysian Park, meets at park
Bright Horizon: Alcazar Child Development Center	2215 E. Alcazar St, Los Angeles, CA, 90033
Eastern Los Angeles Regional Center (for SWD)	1000 S. Fremont Ave. Alhambra CA 91803
South Central Los Angeles Regional Center (for SWD)	2500 S Western Ave. Los Angeles CA 90018
Murchison Early Education	1537 Murchison St, Los Angeles, CA 90033

Additionally, LALPA hosts an information booth at community events such as a local park openings, local sidewalk sales, and open house at a community center, farmers' markets, etc. LALPA has representatives present at a recurring community event called Summer Night Lights, during which Charter School

representatives have opportunities to personally meet and speak to families about the Charter School and invite them to visit and see the program.

Given the nature of our dual immersion program, we believe applications submitted to LALPA should represent an informed, carefully considered decision. As part of the application process, parents or guardians are strongly encouraged to attend an information session to learn more about the educational program of LALPA. We host Information sessions are held at least monthly during the open enrollment from December to March 1st of each year.

HOW THIS PLAN WILL ACHIEVE AND MAINTAIN THE LAUSD'S RACIAL AND ETHNIC BALANCE GOAL

LALPA's population is rather close to LAUSD's racial/ethnic balance, with 84% Hispanic/Latino students, 12% White, 2% African American, 1% Asian. While we cannot control the balance of our population due to the lottery for enrollment, we do seek to enroll a diverse population through our outreach efforts, detailed above. Our school is reflective of the *neighborhood* we serve and the surrounding schools.

LALPA'S PLAN FOR ACHIEVING AND MAINTAINING THE LAUSD'S SPECIAL POPULATION PERCENTAGES

LALPA's SWD enrollment was approximately 12.1% in 2019-20 (due to a reporting glitch, Dataquest erroneously shows this as 5% while CALPADS reflects the correct percentage). As part of the new requirements under A.B. 1505, LALPA will proactively conduct outreach targeted at SWD, including conducting outreach at the two Regional Centers nearest LALPA. We are designing flyers that will specifically highlight the academic gains made by SWD at LALPA, and briefly talk about the individualized supports students receive through our MTSS model.

LALPA'S PLAN FOR ACHIEVING AND MAINTAINING LAUSD'S ENGLISH LEARNER POPULATION PERCENTAGES

As a factor both of our dual enrollment program, as well as the community we serve, which has a high percentage of families who speak Spanish in their homes (77.3% of the population 5 years or older in our surrounding zip code, 90031, speak a language other than English at home, and of these, 74.2% speak Spanish¹²³), LALPA has a high EL population at 53.8%, with another 10.8% reclassified, significantly higher than District averages. We anticipate that the outreach activities detailed above will maintain similar percentages in the coming years.

¹²³

<https://data.census.gov/cedsci/table?q=ZCTA5%2090031%20Language&tid=ACSST5Y2018.S1601&hidePreview=false>

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student’s academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require

a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

ADMISSION POLICIES AND PROCEDURES

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

STUDENT RECRUITMENT

LALPA recruits students from the community in multiple ways. Presentations are made throughout the school year at local pre-schools and Head Start programs. As discussed in Element 7, LALPA hosts an information booth at community events such as a local park opening, a local sidewalk sale, and a local open house at a community center. LALPA has representatives present at a recurring community event called Summer Night Lights, during which school representatives have opportunities to personally meet and speak to families about the Charter School and invite them to visit and see the program. Finally, informational material is dropped off at various preschools and elementary schools in the community (after receiving permission to do so), enabling families to learn about LALPA's dual immersion program and social justice mission.

In addition, monthly school tours are scheduled to take place during the school year so that prospective families can see students interacting with each other and the teachers in the Charter School setting. For families who want to learn more about the Charter School as they transition in to LALPA, three evening New Family Information Nights are scheduled in the spring after the lottery is held.

The community has a high concentration of families living below the poverty level, so these outreach efforts within the community are designed to reach socio-economically disadvantaged students. In addition, the availability of representatives at community events to personally interact with families and students encourages all families, including families of students with disabilities, English Learners, and students with histories of low academic performance, to seek alternatives to their neighborhood school by providing a means for them to become informed about their educational choices. LALPA's dual immersion program is appealing to families who are native Spanish speakers, as is our social justice mission and use of a hands-on, inquiry-based approach to learning.

LOTTERY PREFERENCES AND PROCEDURES

Applications are accepted during a publicly advertised open enrollment period each year, which generally takes place from December through March 1st for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than there are available spaces. In the event that this happens, the Charter School holds a public random drawing to determine admission for the impacted grade level(s), with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- (xix) Children or wards of Los Angeles Primary Leadership Academy teaching staff (exempt, up to 10% of enrollment)
- (xx) Siblings of students currently enrolled in LALPA, or wards of their parents (exempt)
- (xxi) Residents of the District
- (xxii) All other applicants

The Board takes all necessary efforts to ensure lottery procedures are fairly executed. Public random drawing rules, deadlines, dates and times are communicated in the Lottery Application form and on the Charter School's website. Public notice for the date and time of the public random drawing is also posted at Charter School entrances and by the Charter School office once the application deadline has passed.

The lottery meeting occurs at an evening meeting in March, on the LALPA campus at 2670 Griffin Ave., Los Angeles, CA 90031. Parents/guardians are invited to attend but told that they are not required to do

so in order to secure a space for their child/ren. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the CEO/Superintendent). Separate lotteries are conducted for each grade in which there are fewer vacancies than pupils interested in attending. Names are selected by lottery to fill all available seats. Additional names are selected, after all spaces have been filled, to constitute a waiting list.

Parents of students selected at the lottery meeting are notified in writing by the COO of their child's admission to the Charter School, and are given three weeks to complete the enrollment packet and submit all necessary documentation to secure their spot. The Charter School shall require students who wish to attend the Charter School to complete an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records¹²⁴

The waiting list is used to fill the enrollment if any spaces become available. When a space becomes available and a child is to be promoted off the waiting list, families are notified by the Registrar via the phone numbers provided on the Lottery Application Form. If the school year for which the student is being offered a place has not yet commenced, the family must respond by returning the Enrollment Packet to the Registrar within 10 days to secure a spot; if the offer of admission is made within two weeks of the first day of the new school year or the school year already is in session, families must respond to by returning the Enrollment Packet to the Registrar within two school days in order to secure admission, or admission for that student is forfeited and the next student on the waiting list is contacted. The registrar is available to assist families in completing the required forms and paperwork.

Lottery Application forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents are physically retained on campus and available for audit and inspection, and lottery results and waiting lists for the school year (determined in the order names are drawn in the lottery) will be readily available in the school's main office for inspection upon request.

Parents and students admitted to the Charter School are strongly encouraged to attend an orientation session to review the policies and expectations of the Charter School. The Parent Outreach Coordinator works to ensure that all families understand these policies and expectations and that they are aware of ways to be involved in the Charter School's life and decision-making, though at no time is any parent/guardian expected to volunteer and volunteering or lack of volunteering has no impact on a student's admission or enrollment status at any time. Each student is given a Student & Parent Handbook containing the policies in English and Spanish (translation into additional languages is available if necessary).

¹²⁴ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before 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(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(c)(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

An annual independent financial audit of the books and records of the Charter School is conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School are kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Board selects an independent auditor through a request for proposal format, facilitated by the CEO, who ultimately is responsible for contracting with the auditor selected by the Board. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The Director of Finance and back-office services provider will work with the audit firm to provide the information they need.

The annual audit is completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The CEO/Superintendent, along with the Board audit committee, if any, reviews any audit exceptions or deficiencies and promptly report to the LALA Board with recommendations on how to resolve them. The Board submits a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The Director of Finance is responsible for working with the auditor and ensuring that the completed audit is sent to the required agencies by the statutory deadline.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

LALPA has a discipline plan that is progressive in nature and has a balance between teaching values, interventions and consequences. The main features of the discipline plan include, but are not limited to, the following guidelines:

- **Behavior Values:** mutual respect, responsibility, appreciation of differences, honesty, safety, participation in the learning process, and respect and care of the property and environment.
- **Rules of Conduct and Behavior:** attendance, computer policy, dress code policy (described in the Student & Parent Handbook), electronics, homework policy and tardy policy. LALPA will provide financial assistance to families in need for purchasing items outlined in the dress code policy.
- **Consequences:** warning and reminder, consequences to promote reflection, disciplinary referral to the office, loss of privileges, in-house suspension, suspension/parental supervision.
- **Intervention Strategies:** alternative programming, behavior modification, Student Success Team, problem solving/contracting, alternatives to suspension.

The Charter School's *Student Handbook* is distributed in August of each year prior to the start of the school year. Each family receives a copy of these policies and is asked to verify that the policies have been reviewed with their children at the time of enrollment or at the beginning of the school year.

LALPA uses the strategies of *School-Wide Positive Behavior Intervention and Supports* ("SWPBIS"), which is a research-based and highly-effective approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills established by the U.S. Department of Education's Office of Special Education Programs, these strategies will support all students at LALPA.

TIERED BEHAVIOR INTERVENTION

The LALPA positive behavior support system seeks to create a learning community that is a safe, respectful, responsible, and caring environment. LALPA recognizes that to support our programs we

must teach, model, and reinforce the *Schoolwide Positive Behavior and Intervention Supports* program. Based on studies that show punishment is less effective than prevention, the goal of SWPBIS is to create a climate in which appropriate behavior is the norm. SWPBIS provides an operational framework for achieving this outcome through a three-tiered model.

TIER I – CORE INSTRUCTION

Tier I is built on a strong community and school connection that engages all stakeholders (students, staff, parents/guardians and community members) in the development of relational norms and expectations. SWPBIS entails the explicit teaching of school-wide norms for behavior.

In order to promote positive behaviors, LALPA consistently implements Tier I support systems. All teachers and support staff maximize structures in the classroom and throughout the Charter School to develop predictable routines that promote positive, collaborative behaviors. All rules are clearly stated, posted and explicitly taught in the classroom, using examples and practice activities. Rules are also posted throughout the Charter School.

At Tier I, SWPBIS provides a continuum of strategies for teachers to use in their classrooms.

Tier I Infractions

- Classroom disruptions (e.g., speaking out, out of seat)
- Occasional tardiness
- Disturbing/Distressing other student/s
- Incomplete work/Lack of participation/Poor team work
- Inappropriate clothing for school
- Non-compliance with rules

Tier I Consequences

- Use time-to-think, demerit, loss of privileges or points consistently and non-emotionally assigned
- Assign student a written apology
- Assign contribution plan (e.g., contributing back to the classroom environment)
- Call parents and alert them about behavior, eliciting their partnership
- With the student, develop a contract with explicit expectations for behavior and consequences

TIER II: STRATEGIC OR SUPPLEMENTAL INTERVENTION

At Tier II, teachers use research-based instruction, intervention strategies, and best practices to deliver intervention to students when differentiation of Tier I supports has proven insufficient in improving appropriate social behaviors, preventing problem behaviors, or reducing them, whether inside or outside the classroom environment.

In Tier II, the Charter School uses social skills instruction to increase integration of problem-solving, conflict resolution, and anger management, creating opportunities for the student to learn empathy throughout the day.

Strategies can include de-briefing, priming, and reflection. Teachers and support staff ensure self-management/self-monitoring is explicitly taught and supported.

Tier II Infractions

- Fighting/Aggressive behavior
- Excessive tardiness
- Bullying, harassment, sexual harassment
- Truancy
- Vandalism/Graffiti/Theft

Tier II Consequences

- Re-teach group expectations, routines, and strategies, modify grouping patterns
- Use systematic positive reinforcement for students when they act appropriately
- Use mentoring strategies; assign a mentor
- Utilize a daily report card, involving parents and other staff in a partnership of support

TIER III: INTENSIVE INTERVENTION

At Tier III, LALPA uses the most intensive level of intervention and instruction and bases it on assessed need(s). Students requiring Tier III supports continue to receive support and instruction provided at the Tier I and Tier II levels. When a student's behavior begins to interfere with his or her educational achievement and social interaction with peers and adults, a Functional Behavior Assessment ("FBA") may be developed. When developing the FBA, a description of the behavior, its frequency, intensity, and duration, and the hypothesized function of the behavior is included, as well as data collection and analysis.

Tier III Infractions

- Violate Charter School policies
- Violate Board-approved discipline policies set forth in the Student-Parent Handbook or laws
- Chronic Level II behaviors requiring administrator involvement

Tier III Consequences

- Convene a Student Success Team
- Parent Conference
- Use debriefing forms to address misconduct
- Refer to community agencies
- Assign campus responsibilities
- Provide conflict resolution training, peer mediation, anger management
- Encourage enrichment activities (after school clubs)
- Assign Alternatives to Suspension, including in-school suspension
- Consult with community agencies (e.g. probation, Mental Health Centers, Children's Services)

PROFESSIONAL DEVELOPMENT

Professional development at LALPA includes ongoing classroom management workshops and training provided by the Dean of Student Support Services and Principal to help classroom staff meet the challenge of fully educating students, while teaching and modeling appropriate behavior. Professional development topics may include:

- Support the different responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline.

- Address preventive plans including strategies for insuring that social-emotional skills are taught consistently and with fidelity through state-adopted violence prevention curriculum, as well as strategies for classroom management, behavioral expectations and individual and group support.
- Provide sufficient training and resources for Charter School staff to understand the function of behavior and how to best support appropriate behavior.
- Address how to develop and implement effective, individual, tailored behavior support plans for all students, with or without disabilities.
- Embed policy information and create alignment with all other professional development and training offered to administrators, teachers, support staff and parents.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures are printed and distributed as part of the Student Handbook and clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise by the student and parent/guardian and the Charter School Principal agreed during the period of suspension or expulsion.

GROUND FOR SUSPENSION AND EXPULSION OF STUDENTS

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

A. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is

not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
- iv. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- v. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO/Superintendent or designee's concurrence.
- 2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the CEO/Superintendent or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
 - p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that

person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO/Superintendent or designee’s concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the CEO/Superintendent or designee’s concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.

- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

B. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the CEO/Superintendent or the CEO/Superintendent’s designee with the student and his or her parent and, whenever practical, the teacher, or Principal who referred the student to the CEO/Superintendent or designee. The conference may be omitted if the CEO/Superintendent or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days of when the student was suspended, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator (CEO/Superintendent, Principal) or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice will also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, for general and education and special education students, shall not exceed five (5) consecutive school days per suspension, or a total of twenty (20) days within one academic year. Upon a recommendation of expulsion by the CEO/Superintendent, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the CEO/Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing (within the timelines identified above).

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Administrative Panel (the entity that presides over a hearing) following a hearing before it, and preceded by recommendation from the CEO/Superintendent. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil nor a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense. The Administrative Panel shall designate one person among its members to be the neutral hearing chairperson.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held

within thirty (30) school days after the CEO/Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing (defined

above) from removing a support person whom the presiding person (a member of the Administrative Panel) finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The hearing officer 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 hearing officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the hearing 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 courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity 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.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. The Parent or student will be given access to the record upon request made to the Administrative Panel.

H. 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 determination by the Administrative Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense. Findings of fact, prepared/issued by the Panel in support of its decision to expel based on evidence presented at the hearing, shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact, issued within 10 school days of the date of the hearing.

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

I. Written Notice to Expel

The CEO/Superintendent or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel within 10 school days of the date of the hearing, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; (c) the reinstatement eligibility review date; (d) the type of educational placement during the period of expulsion; and (e) notice of appeal rights. The CEO/Superintendent or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense(s) committed by the student.

J. Disciplinary Records

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

K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (within fifteen (15) days), at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The CEO/Superintendent will send written notice to the student or parent/guardian of the Board's decision within ten (10) school days of the appeal hearing. The Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled from LALPA shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan will include improved behavior, attendance,

academic performance and benchmarks for return and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to LALPA for readmission.

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion, as supported and monitored by the Principal. Within five (5) school days of the expulsion, the Charter School shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

M. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

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

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

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

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

RETIREMENT RIGHTS

CERTIFICATED STAFF MEMBERS

By individual election based upon eligibility, each certificated staff member of LALPA may participate in the State Teachers’ Retirement System. The committee to recommend retirement plans to the Board will include representatives of the administrative, teaching and clerical staff. The Charter School acknowledges that it must continue such participation for the duration of the Charter School’s existence under the same CDS code.

CLASSIFIED STAFF MEMBERS

By individual election based upon eligibility, each classified staff member of LALPA may participate in the federal Social Security System or other LALA-sponsored retirement plans according to policies adopted by the Board and/or agreed through the collective bargaining process. The committee to recommend retirement plans to the Board will include representatives of the administrative, teaching and clerical staff. The Charter School acknowledges that it must continue such participation for the duration of the Charter School’s existence under the same CDS code.

OTHER RETIREMENT PLANS

By individual election based upon eligibility, each staff member of LALPA may participate in the federal Social Security System or other LALA-sponsored retirement plans according to policies adopted by the Board and/or agreed through the collective bargaining process. The Personnel Committee (an Advisory Committee to the Board) is responsible for recommending retirement plans to the Board and will seek the input of the administrative, teaching and clerical staff. The Charter School acknowledges that it must continue such participation for the duration of the Charter School’s existence under the same CDS code.

The Director of Finance is responsible for making all appropriate arrangements regarding the establishment and maintenance of retirement coverage for certificated and classified staff.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

No student shall be required to attend this or any other charter school. Parents and guardians of each student enrolled in the Charter School will be informed in writing in the enrollment packet that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

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

Los Angeles Leadership Primary Academy
2670 Griffin Avenue
Los Angeles, CA 90031

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

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

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

Los Angeles Leadership Primary Academy
CEO/Superintendent
2670 Griffin Avenue
Los Angeles, CA 90031

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCATION OF THE CHARTER

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1,

and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning

students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must

provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports

3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

(xxiii) 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.

(xxiv) 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.

SCHOOL'S CLOSURE AGENT

The CEO/Superintendent will serve as the Charter School's closure agent in the event that the school closes.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other

District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising from the Facilities:**

- (i) **Pro Rata Share:** The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
- (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere

to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in

Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles

Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures, and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)

BUDGETS AND FINANCIAL REPORTING

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Enclosed, please find the following documents:

- A projected budget
- Budget assumptions
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

LALPA is located at 2670 Griffin Ave in Los Angeles, CA. The school is located on a 31,000 square foot property. The property has 18 classrooms, one cafeteria, two multi-purpose rooms, library, science lab, six student restrooms, two staff restrooms, a main office, two administrative offices, parent center, three resource rooms, and staff lounge. The facility also has two play grounds and two basketball courts.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

ADDENDUM

Assurances, Affirmations, and Declarations

Los Angeles Leadership Primary Academy (also referred to herein as “[LALPA]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

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

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

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

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements

with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237***
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.***
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)***

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities

Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any

contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus,

youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not

limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

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

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

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

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

In addition:

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

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action.

The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,

“involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student’s parent/guardian. If a homework assignment is requested and turned in to the student’s teacher either upon the student’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil’s overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has

not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration,

administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

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

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

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

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

CEO/Superintendent
Los Angeles Leadership Primary Academy
2670 Griffin Avenue
Los Angeles, CA 90031

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise

on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

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

Director
Charter Schools Division
Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

CEO/Superintendent
Los Angeles Leadership Primary Academy
2670 Griffin Avenue
Los Angeles, CA 90031

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and

reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such

legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as

other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising from the Facilities:**
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services**: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall

operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members,

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officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further

understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)