

**LAUSD BOARD  
APPROVED**



**09/24/19  
(BR 071-19/20)  
TERM: 2020-2025**

# **LIBERTAS**

COLLEGE PREP

**Libertas College Preparatory Charter School  
Charter Renewal Petition  
(July 1, 2020 - June 30, 2025)**

**Submitted to Los Angeles Unified School District  
July 29, 2019**

## Table of Contents

Table of Contents.....	2
Assurances, Affirmations, and Declarations.....	4
Element 1 – The Educational Program .....	6
General Information .....	11
Community Need For Charter School.....	11
Student Population To Be Served .....	26
Goals and Philosophy.....	28
Instructional Design .....	50
Academic Calendar and Schedules .....	75
Professional Development.....	80
Meeting the Needs of All Students.....	83
A Typical Day.....	97
Element 2 – Measurable Pupil Outcomes and .....	105
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured .....	105
Measurable Goals of the Educational Program.....	105
Measurable Pupil Outcomes: Summative Assessment Performance Targets .....	106
Method for measuring pupil progress toward outcomes: Formative Assessments .....	106
Data Analysis and Reporting.....	108
Grading, Progress Reporting and Promotion/Retention .....	110
Element 4 – Governance.....	113
Governance Structure.....	116
Governing Board Composition and Member Selection.....	119
Stakeholder Involvement.....	120
Element 5 – Employee Qualifications.....	122
Employee Positions.....	122
Qualifications of Employees .....	122
Element 6 – Health and Safety Procedures .....	136
Custodian(s) of Records .....	138
Student Health and Wellness .....	138
School Safety Plan.....	138
Element 7 – Means to Achieve Racial and Ethnic Balance .....	140
Element 8 – Admission Requirements.....	144

Admission Requirements .....	145
Element 9 – Annual Financial Audits .....	148
Annual Audit Procedures .....	148
Element 10 – Suspension and Expulsion Procedures .....	150
School Climate and Student Discipline System.....	152
Element 11 – Employee Retirement Systems.....	164
Certificated Staff Members.....	164
Classified Staff Members .....	164
Element 12 – Public School Attendance Alternatives.....	165
Element 13 – Rights of District Employees .....	166
Element 14 – Mandatory Dispute Resolution.....	167
Element 15 – Charter School Closure Procedures .....	171
Additional Provisions .....	179
Addendum .....	188

## Assurances, Affirmations, and Declarations

Libertas College Preparatory Charter School (also referred to herein as “Libertas” and “Charter School”) shall:

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

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

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

## Element 1 – The Educational Program

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

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

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

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

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

## **ACADEMIC CALENDAR AND SCHEDULES**

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

## **MATHEMATICS PLACEMENT**

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

## **TRANSITIONAL KINDERGARTEN**

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

## **HIGH SCHOOL EXIT EXAMINATION**

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

## **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

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

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

plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services,



Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

### **SELPA Reorganization**

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

### **Modified Consent Decree Requirements**

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

("IEPs") and tracking of related services provided to students during the course of their education.

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

## General Information

<b><u>GENERAL INFORMATION</u></b>	
• The contact person for Charter School is:	Anna Carlstone Hurst, Head of School
• The contact address for Charter School is:	3875 Dublin Ave, Los Angeles, CA 90008
• The contact phone number for Charter School is:	323-400-6149
• The proposed address or ZIP Code of the target community to be served by Charter School is:	3875 Dublin Ave, Los Angeles, CA 90008
• This location is in LAUSD Board District:	1
• This location is in LAUSD Local District:	West
• The grade configuration of Charter School is:	4-8
• The number of students in the first year will be:	284
• The grade level(s) of the students in the first year will be:	4-8
• Charter School’s scheduled first day of instruction in 2020-2021 is:	August 17, 2020
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	360
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Extended Day/Year
• The bell schedule for Charter School will be:	7:30am – 3:15pm
• The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

## Community Need For Charter School

Libertas College Preparatory Charter School (“Libertas” or “Charter School”) opened in 2015 and currently serves approximately 270 students in grades 4-8: 95% of the student body qualifies for free or reduced lunch (FRPL), 22% are English Learners (EL), 1.5% are foster/homeless youth (F/HY), 12% are Special Education students (SpEd), 16% are African American and 83% are Hispanic/Latino.<sup>1</sup> Libertas is located in the Leimert Park and Exposition Park areas of South Los Angeles.

### **Libertas Successes to date:**

- On the 2018 California Assessment of Student Performance and Progress (“CAASPP”), our students scored 57% Met/Exceeded in English Language Arts (“ELA”) and 51% Met/Exceeded in Math, outperforming all six comparison “Resident” schools identified

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<sup>1</sup> <http://dq.cde.ca.gov/dataquest/>

by the Los Angeles Unified School District (“LAUSD” or “District”), LAUSD and State averages for the same grades:<sup>2</sup>

	2018 ELA % Met/Exceeded	2018 Math % Met/Exceeded
Libertas	57%	51%
Resident Schools Average (grades 4-8)	20%	12%
LAUSD grades 4-8	41%	31%
California grades 4-8	49%	38%

- According to California Charter Schools Association’s Accountability Framework, Libertas not only meets all criteria for renewal, but **Libertas has a State Rank of 7/10 and a Similar Schools Rank of 10/10** when compared to all other public schools across the state.
- Libertas’ English Learner reclassification rates have been stronger than LAUSD’s rates in the past two years (21% v. 20% in 2018 and 39% v. 23% in 2019).
- Libertas, founded by a member of the prestigious Building Excellent Schools (“BES”) fellowship program, was recognized in 2019 as a top BES school for outperforming the District by at least 10 percentage points for two years in a row on state testing, within just four years of opening.
- Recognized by Innovate Schools in partnership with USC Price and USC Rossier as a top LA County school for underserved African-American and Latino students.<sup>3</sup>

### **Libertas’ Performance During the Current Charter Term Meets Renewal Criteria**

Libertas meets and exceeds criteria for renewal, across numerous metrics and measures as detailed herein. Based on our specific record of performance throughout our first charter term, Libertas has and will continue to meet the needs of the community it serves.

#### ***Academic Performance Data and Other Absolute and Comparative Performance Indicators***

**According to current California law and District policy, a charter school “shall” meet the following criteria set forth in Education Code section 47607(b)(4) prior to receiving a charter renewal: Libertas’ academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the**

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<sup>2</sup> <https://caaspp.cde.ca.gov/sb2018/default>

<sup>3</sup> <https://reports.innovateschools.org/top-la-public-schools/>

charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B).

**Surrounding Schools Demographic and CAASPP Data**

In anticipation of this charter renewal petition, LAUSD’s Office of Data & Accountability prepared a Data Set (“ODA Data Set, 12/12/2018”) that identifies six “Resident” Schools for Libertas that Libertas students have attended before Libertas or where students would otherwise attend if they went to a resident school based on their home address.<sup>4</sup> As indicated in the following chart, the demographics of Libertas are similar in most instances to the weighted averages of the Resident Schools, though Libertas has fewer Black students (16%) than the Residents Schools’ average (30%).

**Resident Schools Comparison Data (Elementary and Middle Schools)**

	Total 2018-19 Enrollment	% FRPL	% EL	% SpEd	% Latino	% Black
<b>Libertas (4-8)</b>	258	95%	22%	12%	84%	16%
Resident Schools						
Audubon* (6-8)	477	92%	18%	25%	43%	55%
Barack Obama Global Prep (6-8)	344	95%	33%	23%	71%	28%
Foshay Learning Center (K-12)	1,838	94%	15%	7%	84%	15%
Hillcrest Drive ES* (K-5)	607	92%	26%	12%	45%	52%
Horace Mann UCLA Comm (6-10)	432	82%	22%	29%	48%	51%
Johnnie Cochran, Jr. MS (6-8)	616	90%	24%	17%	76%	22%
Resident Schools Average	719	92%	20%	14%	68%	30%

\*Schools with Magnet programs.

<http://dq.cde.ca.gov/dataquest>

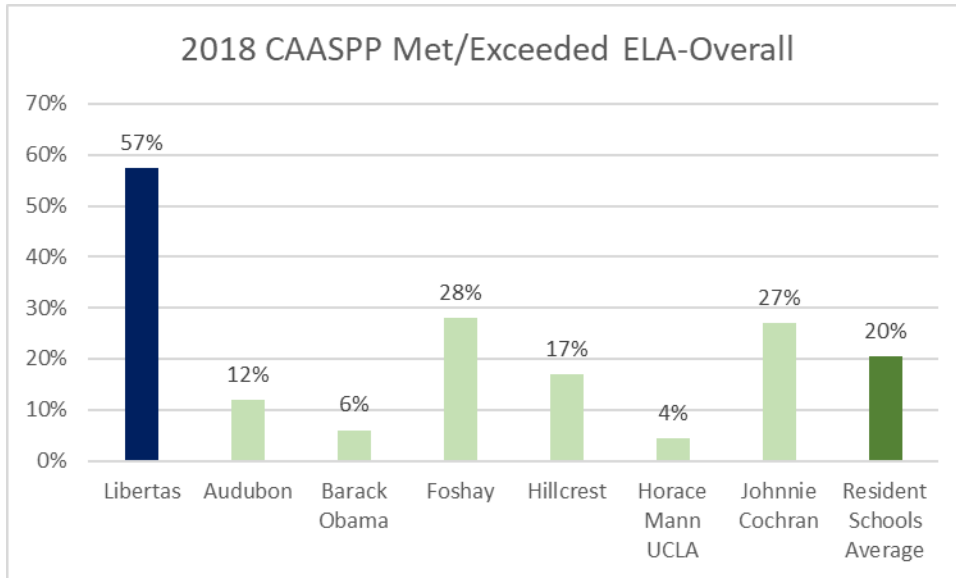
**California Assessment of Student Performance and Progress (“CAASPP”) Results**

On the 2018 ELA CAASPP, 57% of Libertas’ 4<sup>th</sup>-8<sup>th</sup> grade students met or exceeded state standards, outperforming their peers in the same grades at all six of the Resident Schools identified in the ODA Data Set, 12/12/2018 by significant margins: Libertas surpassed Foshay Learning Center’s 4<sup>th</sup>-8<sup>th</sup> graders, the school with the next highest scores, by 29 percentage points (57% compared to 28% for students in the same grade span). Overall, Libertas’ students

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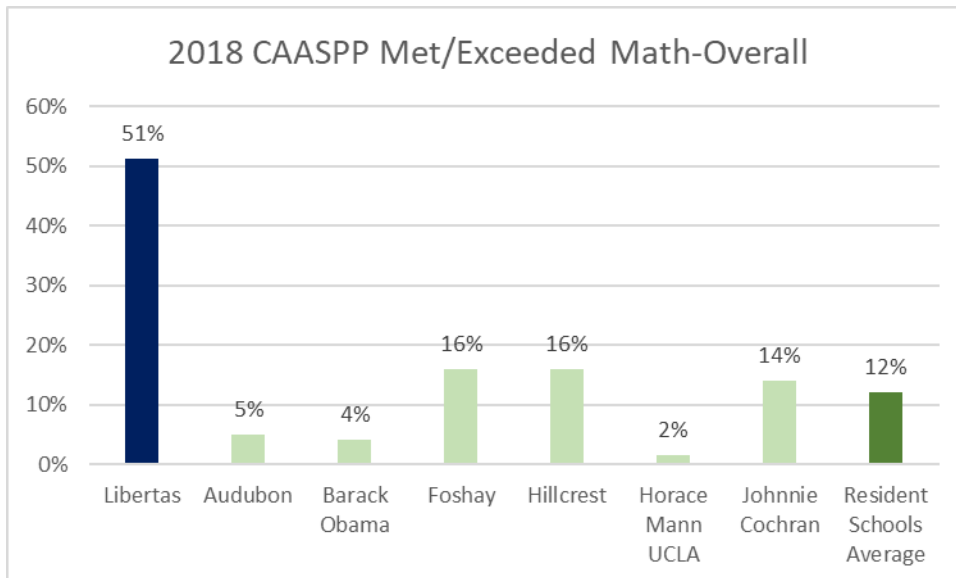
<sup>4</sup> Libertas does not have any identified “Similar” Schools in the ODA Data Set 12/12/2018 due to the way these schools are determined based on CDE’s identification of similar schools in 2012, prior to Libertas’ opening.

were 27 percentage points higher than the weighted average of the 4<sup>th</sup>-8<sup>th</sup> grade ELA scores at the six Resident Schools.<sup>5</sup>



<https://caaspp.cde.ca.gov/sb2018/Search>

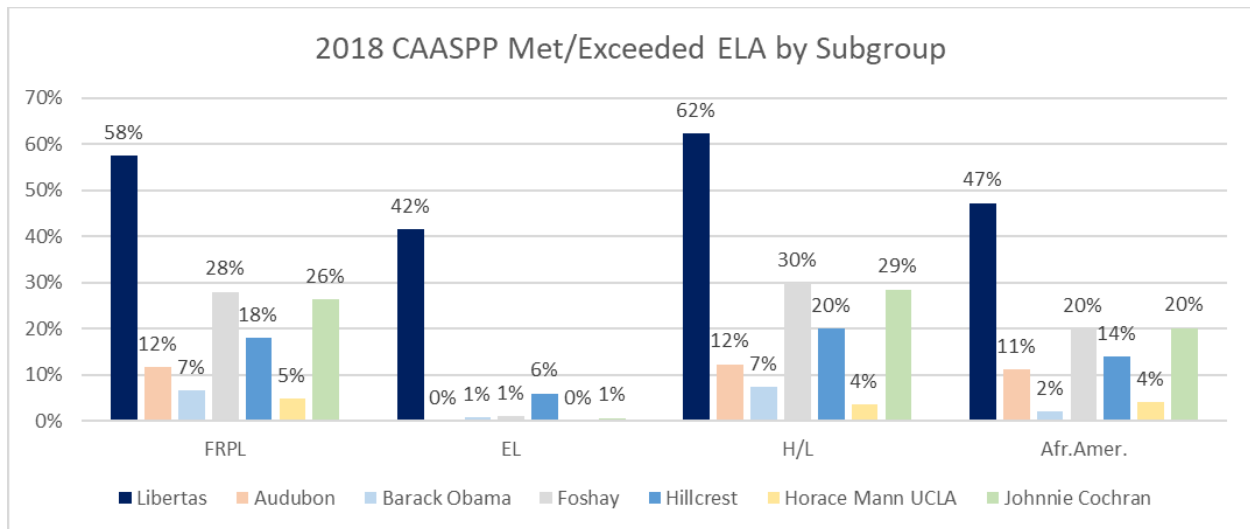
In Math, Libertas also excelled above the 4<sup>th</sup>-8<sup>th</sup> graders at each of the Resident Schools in the ODA Data Set, 12/12/2018, scoring 35 percentage points higher than the two next highest performing Resident Schools and 39 percentage points than the overall weighted average of students in these same grades.

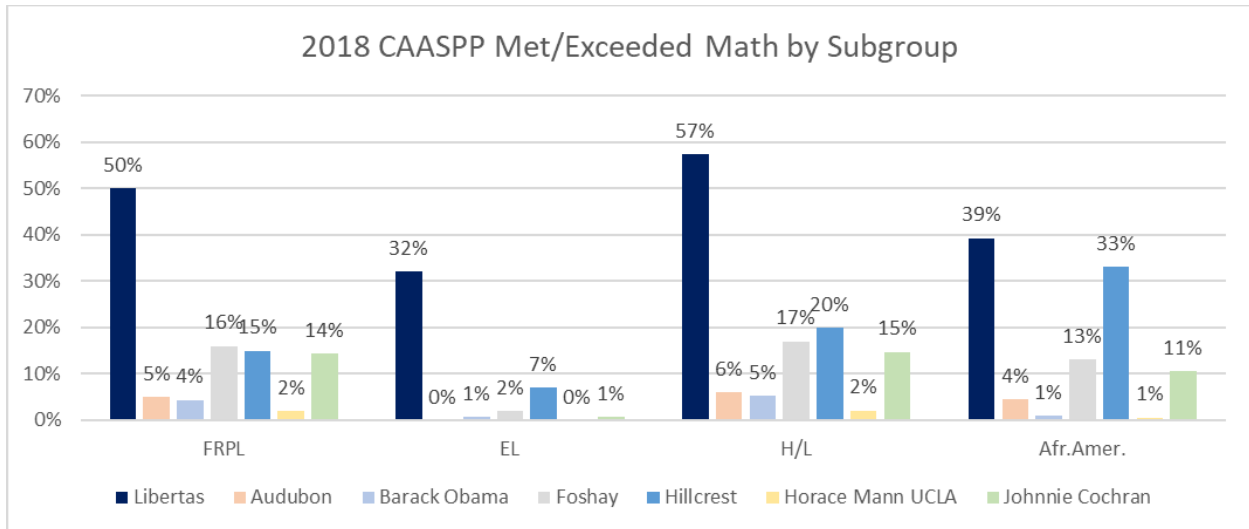


<sup>5</sup> Rather than compare whole school data, regardless of grade levels served, we present here an more accurate and detailed comparison of performance across the same grade levels, 4-8, served by Libertas.

Given our schoolwide outcomes, it of course is not surprising that our statistically significant subgroups also outperformed their peers at the Resident Schools by large margins:

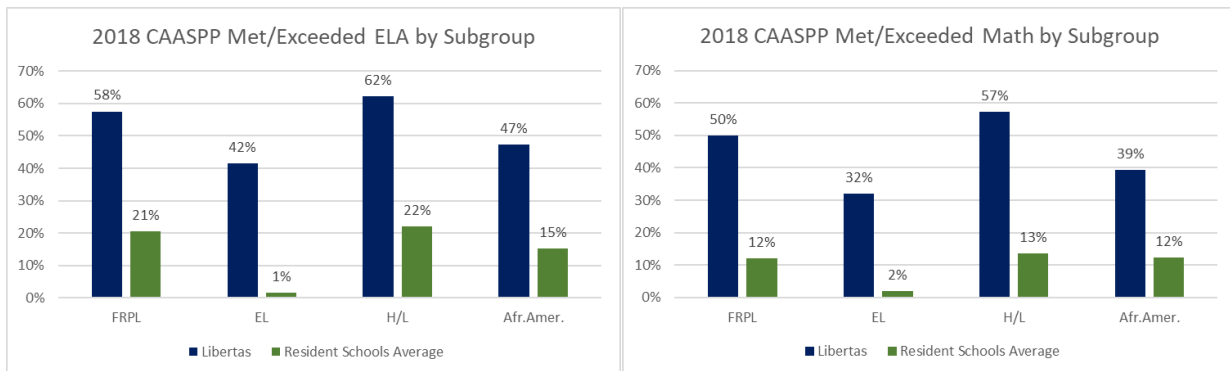
- FRPL students (95% of Libertas’ enrollment) were 30 to 53 percentage points higher in ELA and 34 to 48 percentage points high in Math than their FRPL peers at the six Resident Schools
- EL students (22% of our population) were 42% Met/Exceeded in ELA compared to 0-6% at the comparisons; in Math our ELs were 32% Met/Exceeded compared to 0-7% at the comparisons;
- Latino/Latina students (83% of our enrollment) were 62% Met/Exceeded in ELA – more than doubling the nearest comparison, and 57% in Math – nearly tripling the nearest comparison;
- African American students (16% of our students), were 47% Met/Exceeded in ELA – more than doubling their next closest peers, and 39% Met/Exceeded in Math – a smaller 6 point margin than the Hillcrest 4<sup>th</sup>-5<sup>th</sup> grade African Americans in Math, but dramatically better than the other Resident Schools.





<https://caaspp.cde.ca.gov/sb2018/Search>

In looking at the weighted averages across the six Resident Schools (based on actual enrollment numbers), our subgroups outperformed their peers by as much as a 42:1 margin in ELA (for English Learners) with the closest margin being almost 3:1 (for Latino/a students). In Math, similar ratios are evidenced, as illustrated in the following charts:



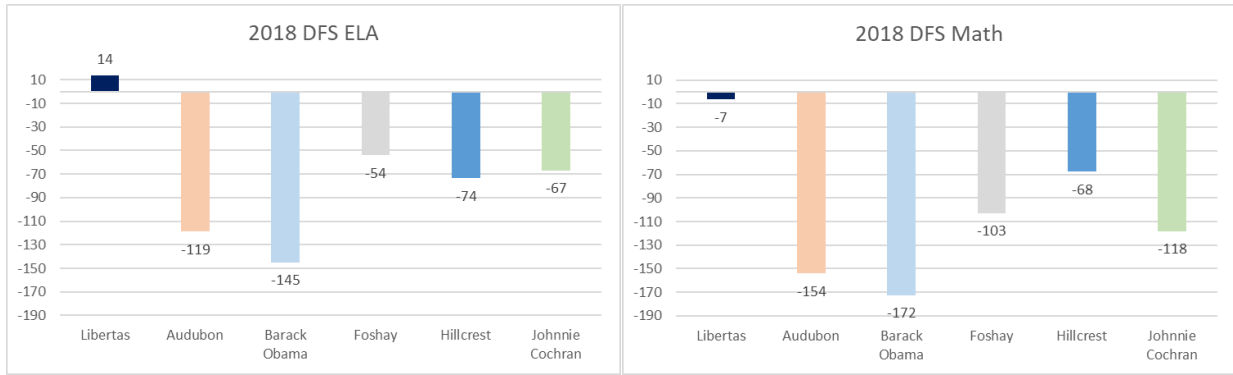
<https://caaspp.cde.ca.gov/sb2018/Search>

### Difference from Standards (“DFS”)

Under the new California Dashboard system, “DFS” measures how far the average student is from meeting the grade-level standard, or the “Distance From Standard.” This provides a more holistic picture of where all the students in the school are, including those who did not meet the grade level standards.

We are again pleased that our students are doing well compared to their peers: in ELA, our 2018 DFS was 14 points above standard, while the Residents Schools range from 54 to 145 points below standard. In Math, our students were 7 points below standard, while the Resident Schools range from 68 to 172 points below standard.

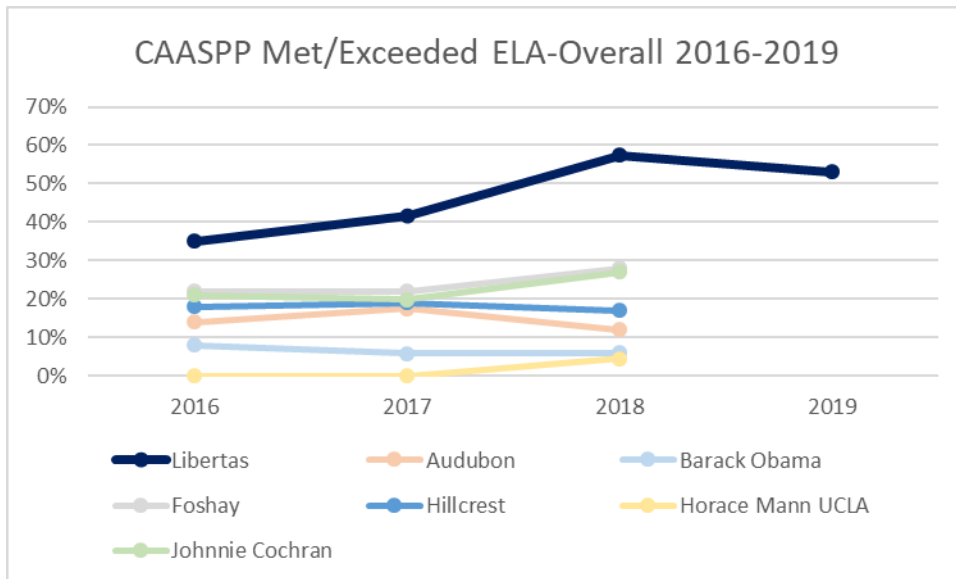




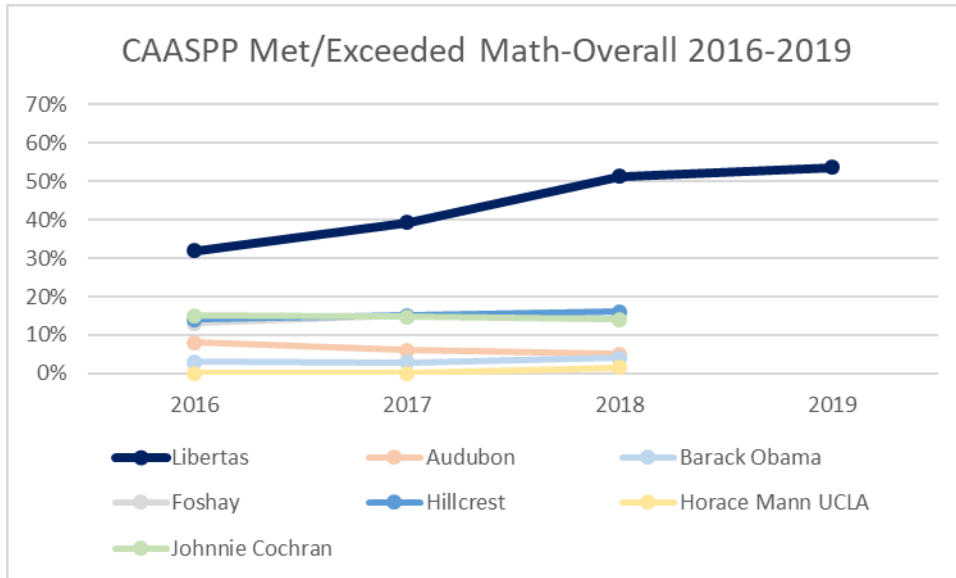
<https://www.caschooldashboard.org>

### 2016-19 CAASPP Growth Data

While we are of course quite proud of these proficiency rates in comparison to our students' peers at the Resident Schools, we know there is plenty of room for growth to ensure full grade-level proficiency for all of our students. We had significant growth in both ELA and Math the first three years of our Charter School's existence (2016-18), as illustrated in the charts below, with ELA Met/Exceeded rates growing from 35% in 2016 to 57% in 2018, and Math growing from 32% to 51%. In 2019, based on preliminary (not yet published) data, we have experienced a slight decline in our ELA proficiency to 53%, while Math rose again to 53%. (Internal data.) We understand that many – if not most – schools across California have experienced some declines or plateaus as the new CAASPPs have been implemented in these initial years, but we will be working diligently to identify specific areas of weakness and work to develop an upward trajectory for both ELA and Math in the years to come.



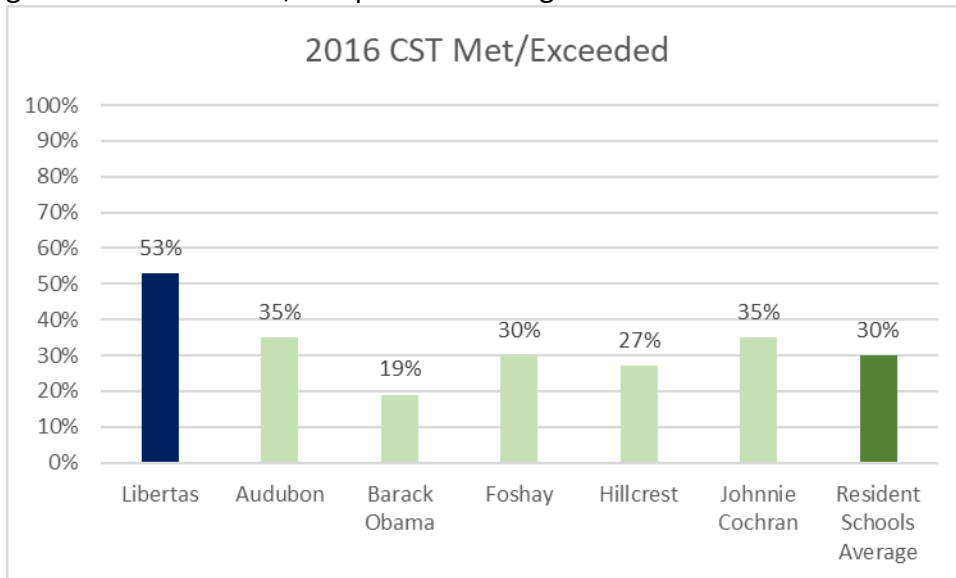
<https://caaspp.cde.ca.gov/sb2018/Search>



<https://caaspp.cde.ca.gov/sb2018/Search>

### 2016 California Standards Test ("CST")

On the most recently available state science test data, from 2016, our students were again stronger in proficiency than their peers at the Resident Schools, with 53% meeting or exceeding grade level standards, compared to a range of 19-35% at the Resident Schools.



<https://caaspp.cde.ca.gov/sb2018/Search>

### EL Reclassification Rates

In each of the past two years, Libertas has achieved a stronger EL reclassification rate than LAUSD averages: 21% in 2018 (compared to 20% across LAUSD) and 39% in 2019 (compared to 23% across the District).

	Libertas	Resident Schools Average	LAUSD
2016 EL Reclassification	0%	10%	12%
2017 EL Reclassification	0% <sup>6</sup>	16%	17%
2018 EL Reclassification	21%	17%	20%
2019 EL Reclassification	39%	18%	23%

<http://dq.cde.ca.gov/dataquest>

### Suspension and Expulsion Rates

While Libertas has not had any expulsions in our four year history, we have struggled to lower suspension rates after a high of 7% in 2016-17. We recognize this has been a challenge and have implemented several strategies to help develop school culture, reduce behavioral incidents, and alter our response to incidents that do arise, leading to steady decreases in our suspension rates.

Year	2015-16	2016-17	2017-18	2018-19
Suspension number	13	19	11	9
Suspension rate	3%	7%	3%	3.3%
Expulsion number	0	0	0	0
Expulsion rate	0.0%	0%	0%	0%

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

### ADA Rates

Attendance has been consistently strong across all four years, ranging from 94% - 95%. Our ADA for the 2018 -2019 school year was 94.72%. We continually strive to achieve an ADA of at least 95%.

### LAUSD Benchmarks

Not applicable – Libertas has not been assigned any benchmarks by LAUSD.

### LAUSD Charter Schools Division Annual Oversight Visit Reports

Libertas has received positive Annual Oversight Visit reports with staff from LAUSD’s Charter Schools Division (CSD). In our most recent Oversight Visit Report, dated January 29, 2019, we received the following ratings:

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<sup>6</sup> Our 2017 reclassification rate was of 0% was due to the late timing of finalizing CAASPP scores and submission to LAUSD that year.

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

CDS staff noted several “Areas of Demonstrated Strength and/or Progress:”

*Governance*

- **DUE PROCESS:** The Governing Board has well-developed systems in place to ensure that the school provides adequate due process for students, employees, parents and the public. Documentation review, including Parent-Student Handbook, Complaint Procedures, internal grievance procedures, and UCP complaint forms, as well as, discussions with school leadership showed procedures for stakeholders due process are in accordance with applicable law.
- **DATA-BASED DECISION-MAKING:** The Governing Board monitors school performance and other internal data to inform decision-making. Documentation review and discussions with school leaders showed the Head of School and the Academic Achievement Taskforce provide data updates to the governing board, including School and CA Dashboard and interim results.

*Student Achievement and Educational Performance*

- **SBAC SUBGROUP ELA:** All subgroups demonstrated growth in met or exceed standards in CAASPP ELA performance from 2016-17 to 2017-18: the African American subgroup by 12.58%; the EL subgroup by 16.98%, the Latino subgroup by 17.12%, and the FRPL students by 16.67%
- **SBAC SUBGROUP MATH:** The majority of subgroups demonstrated growth in met or exceed standards in CAASPP Math performance from 2016-17 to 2017-18: the English Learner subgroup by 3.78%; the Latino subgroup by 18.39%, and FRPL by 10.39%.
- **SBAC SCHOOLWIDE ELA:** The schoolwide percentage of students who met and exceeded standards on the SBAC in ELA (57.35%) is at a rate higher than the resident schools median (20.79%).
- **SBAC SCHOOLWIDE MATH:** The schoolwide percentage of students who met or exceeded standards on the SBAC in Math (51.18%) was higher than the resident schools median (14.04%).
- **ENGLISH LEARNER RECLASSIFICATION:** The school reclassifies English Learners at a rate higher than the resident schools median (21.2% compared to 14.2%).
- **LONG TERM ENGLISH LEARNERS (LTEs):** The school’s percentage of LTEs is at a rate lower than the resident schools median (15.9% compared to 23.4%).

*Organizational Management, Programs and Operations*

- **SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES:** The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety.
- **HEALTH AND SAFETY:** The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety Certificates of Occupancy, immunization, health screenings and emergency epi-pens
- **STANDARDS-BASED INSTRUCTION:** The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CSS.
- **SCHOOL CLIMATE AND STUDENT DISCIPLINE:** The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill or Rights.

#### *Fiscal Operations*

Libertas fiscal condition is positive. According to the 2017-18 independent audit report, the school has positive net assets of \$260,762 and net income of \$155,450. The 2018-2019 First Interim projects positive net assets of \$341,362 and net income of \$80,599.

(LAUSD CSD Annual Oversight Visit Report, January 29, 2019.)

#### **California Charter Schools Association Accountability Framework**

The California Charter Schools Association (CCSA) has developed an accountability framework based on publicly available academic indicators. Like the Dashboard Reports published by the California Department of Education (CDE), CCSA utilizes “Distance from Level 3” (DF3) as a status measure for academic progress, “which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level. Each students’ score is compared to Level 3, and all distance results are then averaged to produce a school- and student-group-level average scale score. The results will show, on average, the needed improvement to bring the average student score to Level 3 or the extent to which the average student score meets or exceeds Level 3.”<sup>7</sup> CCSA ranks the DF3 score given to every eligible public school in the state<sup>8</sup> 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 1<sup>st</sup> decile translates to the bottom 10% of schools (1-10), according to the schools’ average results on the California Assessment of Student Performance and Progress (CAASPP). Conversely, the 10<sup>th</sup> decile rank is equivalent to a school having an average DF3 in the top 10% of schools statewide (91-100).

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<sup>7</sup> <https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp>

<sup>8</sup> 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.

CCSA's accountability framework aligns with the old Academic Performance Index (API) decile rankings detailed in California Education Code §47607, and is consistent with the Education Code in prioritizing "pupil academic achievement for all groups of pupils served by the charter school *as the most important factor*" in the determination whether to renew a charter school. CCSA's accountability tool also relies on California Education Code §52066 (detailing Local Control Accountability Plans and the state's eight priorities) in determining what to classify as an indicator of academic achievement. Conversely, the CDE's Dashboard reports do not prioritize or weight academic achievement more heavily than non-academic indicators, thus the Dashboard's application to charter renewals is rather limited under the law.

The CCSA accountability framework includes four basic measures:

- **Percentile:** DF3 must be above the 5<sup>th</sup> percentile in two of the last three years.
- **State Rank (Academic Status):** DF3 decile rank of four or higher in two of the past three years. Academic Status is the school's DF3 compared to all other eligible public schools in California, using decile rank.
- **Similar Schools Rank (SSR):** SSR of four or higher in two of the past three years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school's tested students.

For Elementary and Middle Schools:

- **Academic Growth:** Above the 75<sup>th</sup> percentile in DF3 growth over the past three years (between 2015 and 2017, this was 18+ points). Academic Growth is the amount of change in a school's average DF3 over the past three years, and shows that the school is making some progress toward having all students meet ELA and Math proficiency standards.

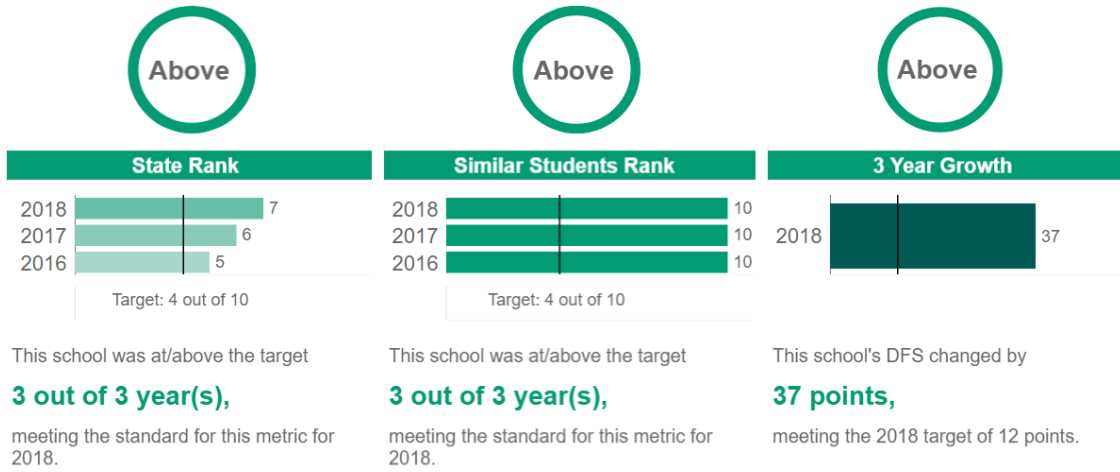
OR, For High Schools:

- **Post-secondary readiness:** 75% of graduating seniors have completed the minimum A-G course requirements of the University of California/California State University system with a "C" or better in two of the past three years.

According to CCSA's Accountability Framework, Libertas not only meets all criteria for renewal according to CCSA, but **has a State Rank of 7/10 and a Similar Schools Rank of 10/10:**

**INITIAL FILTERS:**

To meet CCSA's initial filters of accountability, a school must be above the bottom 5 percentile in two out of three years and above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



Source: <http://snapshots.ccsa.org/aar>

**Success of the Key Features of the Educational Program**

All of Libertas' curriculum and instructional methodologies have been designed in alignment with the California state standards ([www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss)) including the California Common Core State Standards (CA CSSS) ([www.corestandards.org](http://www.corestandards.org)) and Next Generation Science Standards (NGSS). Our faculty receives training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards, and designing lesson plans that ensure standards alignment.

**Emphasis on Literacy:** Libertas places a strong emphasis on literacy and reading growth. To ensure students are receiving the support they need, Libertas implements a guided reading block 4 times a week. During this time, students are placed in small groups according to reading level, with teachers working with students from different classrooms in one group according to students' specific needs. Teachers lead their respective group in an analysis of an appropriate leveled text aligned with common core instruction to ensure optimal reading growth. Students who need phonics or language instruction are also supported during this time. The guided reading program is led by an experienced ELA teacher who leads guided-reading focused professional developments and coaches and observes guided reading teachers.

**High School and College Readiness:** As a school we invest all of our scholars in the importance of attending and graduating from college. Teachers instill a college-going culture in their classrooms, from classroom decorations to sharing facts about their alma mater. Starting as early as 4<sup>th</sup> grade, students attend college field trips to nearby campuses. Over the past four years, Libertas students have visited USC, UCLA, LMU, and Pepperdine University. Students in 7<sup>th</sup> and 8<sup>th</sup> grade also receive a HS Prep class once a week, in which students learn about strong high school options in the area and learn about the skills they need to be a successful high school student.

## **Character Development**

Libertas instructs students on the **FIRST values – Focus, Integrity, Respect, Self-Determination, and Teamwork** – on a daily basis in their classrooms. The Dean of Students assists and mentors students who do not display the FIRST values during the school day. Libertas employs a behavior management system in which students receive additions for positive behaviors, such as strong focus, grit, teamwork, and not giving up when the work gets hard. Each week, students receive a paycheck to bring home and be signed by their parents, showing their college ready habits that week. Students also have a weekly community circle to address different socio-emotional topics such as peer pressure, bullying, racial tensions, as well as promoting diversity and cultural events such as Hispanic Heritage Month, Black History Month, and Lunar New Year.

## **Data Driven Instruction**

Libertas grounds instructional practices in continuous student data. Teachers implement a weekly data cycle with students to ensure growth is made on each standard assessed. Students take weekly assessments in both ELA and Math, and then teachers use the data to guide their instruction for the next week. Teachers also post the data and make it visible to students to invest them in their growth.

## ***Success of School's Educational Program in Meeting Specific Needs of its Student Population***

As evidenced by the data presented above, Libertas is achieving strong outcomes with our students through our model, particularly in comparison to the Resident Schools our students otherwise would attend. In the 2018-2019 school year, Libertas hired a full time Special Education Coordinator to build out the program to be primarily in-house. This has allowed for student support to become consistent in ELA and Math classes.

## ***Areas of Challenge the School has Experienced and How They Have Been/Will Be Improved***

Based on ongoing review, as well as analysis of school data, the Libertas College Prep leadership team has identified two key focus areas for growth:

**EL Interventions and Reclassification Rates:** In Libertas' first two years of operation, the EL reclassification rate was at 0% due to the late timing of finalizing test scores to submit the full reclassification data. After 2016 -2017, we focused on this as a main area of improvement, and reassigned the roles of the testing coordinator to a team member who was able to ensure the timeliness of ELPAC testing. She also ensured the submission aligned with the finalization of CAASPP scores to ensure our reclassification rate was reflected accurately.

As seen in the data above, Libertas reclassified 20% of our EL population in the 2017- – 2018 school year, and 39% in 2018-19. Additional strategies to achieve this rate included implementing. Libertas implements LLI – Leveled Literacy Intervention literacy intervention during Guided Reading blocks Monday through– Thursday (described in more detail below). English Learners received are in a designated English Learner Development instruction in groups during this time block, group specifically aimed at improving their English acquisition. Additionally, ELD students are pulled from non-core subjects for individual fluency practice.



Students also have access to Rosetta Stone to add a third layer of practice with English Language acquisition. Libertas Acquisition. Libertas also implements multiple instructional strategies such as Control, Partner, Independent (CPI). For control, the teacher reads aloud the beginning of the passage to model strong fluency. Then EL student has a chance to practice with a fluent partner to hear another strong example. Last, the EL has time to read independently and is pulled to a small group to read and practice with a teacher. Teachers also meet in their departments on a weekly basis to create a re-teach or remediation plan to incorporate SDAIE strategies.

To accomplish our goal of increasing reclassification rates, teachers will continue to use these implement the strategies outlined above. Additionally, teachers and practices to keep our reclassification rate complete with the district staff will assess which methods are working most efficiently based on student assessment data and other local schools. observation. Then teachers will increase frequency of the most efficient and proven strategies during small group pull-outs. Teachers will also identify EL students who may need additional 1:1 fluency support based off of assessment data and observation.

**Suspension Rate:** As seen in the data above, Libertas’s suspension rate in the 2016-2017 school year was 7%. This has decreased each of the last two years, but we are still focusing our efforts on lowering this rate, ideally to 0%. Libertas’ suspension rate has also continuously been monitored by the Libertas Board as a key performance indicator. We have taken and will take the following steps to help lower the suspension rates and strengthen school climate/culture:

- Increasing the amount of Socio-emotional learning in all classrooms with SEL curriculum, Second Step, to be implemented in community circles on a weekly basis starting in the 2019 – 2020 school year.
- Partnering with the Beloved Community,<sup>9</sup> an organization focused on diversity and inclusion that works with schools to ensure we provide a voice for all students and members of our school, as our Diversity/Inclusion consultant.
- As an alternative to detention, hosting restorative circles two times a week with the Dean of Students and Social Worker, who is on campus twice weekly. As Libertas increases enrollment in the coming years we plan to increase Social Worker support by making this position full-time.
- Weekly group sessions with a representative from Our House Grief Support Center for students coping with loss.
- Boys and Girls groups with our Social Worker to assist students with socio-emotional skills and additional emotional coping mechanisms.

**Facilities:** Another ongoing challenge has been providing an optimal school environment for our student body at our Prop 39 site – Tom Bradley Elementary School. The classrooms for our 4<sup>th</sup> to 6<sup>th</sup> grades are approximately 670 square feet each, and were originally designed for

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<sup>9</sup> <https://www.wearebeloved.org/>

grades K-2, thus they are not ideal for our bigger adolescent students. Total availability of facilities has limited our enrollment – rather than the projected 360 students by the end of our first charter term, we will enroll a total of 280 students in 2019-20. Our lunch area can only accommodate 120 students per lunch period, so this can create logistical challenges with the schedule. There is also a challenge with being a middle school on an elementary school campus. While we have a positive co-location relationship with the other school, coordinating use of shared facilities can be a challenge. Our 120 7<sup>th</sup> and 8<sup>th</sup> graders must use a separate bathroom, and only have access to two single stall restrooms in the auditorium. However, at least one day a week the students have no access to these restrooms due to Tom Bradley’s use of the auditorium. Often times one is also out of order, which leaves 120 students using one single stall restroom. Being a middle school on an elementary school campus also poses challenges with space for sports and extracurricular activities. Students have access only to a small space on the blacktop and do not have consistent access to a basketball court, which is the most popular sport to play among Libertas students. Overall, logistical and spatial challenges have made it increasingly difficult to provide Libertas students with a complete middle school program and experience. We thus are prioritizing securing a private facility during the new charter term.

**African-American Subgroup:** As indicated in the data above, our African American students (16%) of enrollment, while still outperforming their peers at neighboring schools (with 47% Met/Exceeded in ELA and 39% Met/Exceeded in Math), show a gap in achievement compared to our other students. In order to address this gap, Libertas is continuing to increase subgroup data analysis to ensure growth across all subgroups, with a higher focus on African American student groups. Libertas’ work with Beloved Community, as mentioned above, will work to assist teachers and staff in analyzing this data and equip our team with various strategies to ensure inclusion among all students. In addition, Libertas will address this challenge through increased literacy interventions for all students. Along with an increased focus on guided reading and ELD intervention, teachers will keep an extra focus on students within the African American subgroup so they can receive targeted literacy interventions both during ELA classes and during the guided reading blocks. We are confident our teachers and staff’s efforts and focus on these students will lead to stronger outcomes in the years to come.

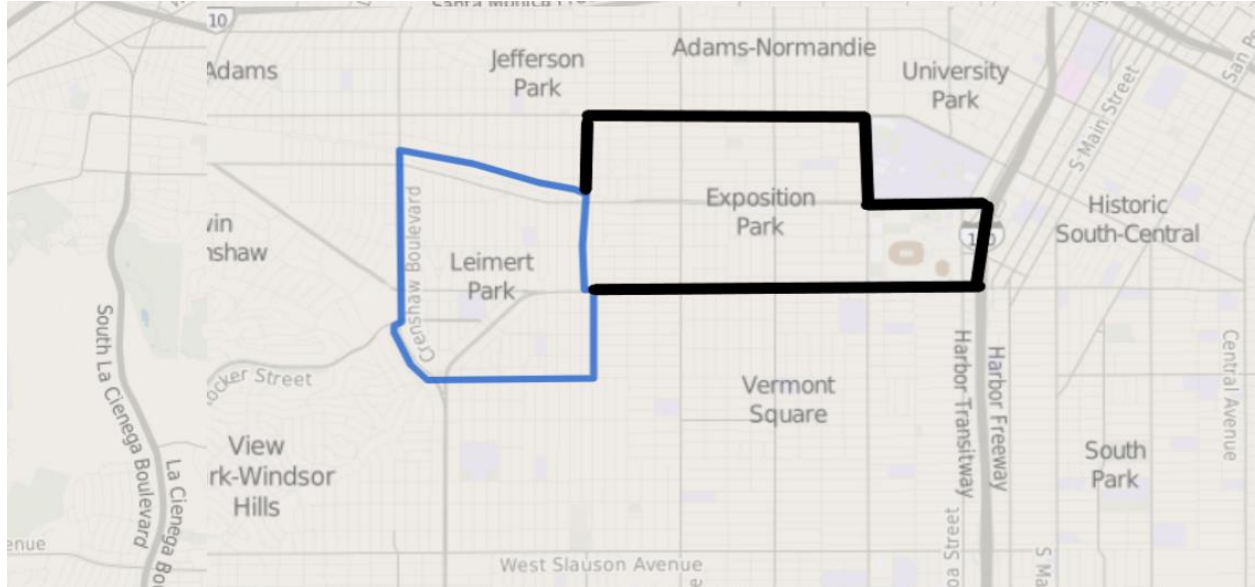
## STUDENT POPULATION TO BE SERVED

### Target Population

As noted, Libertas serves grades 4-8. Our neighborhoods of Exposition Park and Leimert Park are examples of Los Angeles’ intellectual and cultural wealth as well as examples of many of its challenges. Exposition Park and Leimert Park (roughly captured in zip codes 90037 and 90008, respectively) are often associated with the University of Southern California and with the California Science Center, Natural History Museum, and the California African American

Museum. Despite having a world renowned university within walking distance, only 7% of adults in Exposition Park hold a college degree.<sup>10</sup>

### Surrounding Community Map



Source: [maps.latimes.com/neighborhoods](https://maps.latimes.com/neighborhoods)

**Exposition Park (90037).** In Exposition Park, the LA Department of City Planning estimates that there are approximately 16,819 people per square mile, which is among the highest densities for the city of Los Angeles.<sup>11</sup> Once a historically African American neighborhood, Exposition Park is now 56% Hispanic, 38% African American, 2% Asian and 2% White.<sup>12</sup> This shift has caused increased racial tension as well as a transition for schools, which must be able to more effectively educate the rising numbers of ELs.<sup>13</sup> Residents of Exposition Park reside just outside of a renowned university yet 93% do not hold a Bachelor’s degree and 51% do not have a high school diploma. The median household income is \$33,999 and 27% of children in Exposition Park reside in single parent homes.<sup>14</sup> Increased levels of educational opportunity will significantly impact the future financial possibilities for families in Exposition Park.<sup>15</sup>

In a six-month period ending May 2019, the L.A. Times Community Mapping project ranked Exposition Park 16<sup>th</sup> out of 209 neighborhoods tracked for the rate of violent crimes, with 203 reported violent crimes that included two homicides, seven rapes, and 106 accounts of

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<sup>10</sup> <http://maps.latimes.com/neighborhoods/neighborhood/exposition-park/>

<sup>11</sup> <http://maps.latimes.com/neighborhoods/neighborhood/exposition-park/>

<sup>12</sup> <http://maps.latimes.com/neighborhoods/neighborhood/exposition-park/>

<sup>13</sup> Walker, Daniel E. *The Black Church Next: Challenges and Opportunities Facing African American Congregations in the 21<sup>st</sup> Century Los Angeles*. Center for Religion and Civic Culture. University of Southern California. May 2011. P.6.

<sup>14</sup> [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC\\_10\\_DP\\_DPDP1](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_DP_DPDP1).

<sup>15</sup> [http://factfinder2.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml](http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml) Based on American Community Survey 5-Year Estimates.

aggravated assault. Exposition Park also ranked 46<sup>th</sup> out of 209 LA neighborhoods during the same time period for property crimes, with 444 reported in a six-month period. <sup>16</sup>

**Leimert Park (90008).** Leimert Park shares many similarities with Exposition Park. Currently 22.3% of the residents of 90008 live below the poverty line.<sup>17</sup> It is also one of the most diverse populations in the city, with the population 23.2% Hispanic/Latino, 65.6% Black, 4.2% White, and 3.2% Asian.<sup>18</sup> In Leimert Park, of the residents in the neighborhood 25 years and older, 18% do not have a high school diploma, and 27.7% of families are headed by single parents, high for the city of Los Angeles and high for the county.<sup>19</sup>

In a six-month period ending May 2019, the L.A. Times Community Mapping project ranked Leimert Park 13<sup>th</sup> out of 209 neighborhoods for violent crimes, with 83 violent crimes that included one homicide, five rapes, and 43 accounts of aggravated assault. Leimert Park also ranked 5<sup>th</sup> out of 209 LA neighborhoods for property crimes, with 299 property crimes reported in the same six-month period. <sup>20</sup> In other words, the community we serve is enormously challenged by high crime rates and violence, which has a clear impact on the students and families we serve and their daily experience outside of school walls.

**Enrollment Plan**

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
<b>4</b>	45	45	45	45	45
<b>5</b>	55	55	60	60	60
<b>6</b>	64	90	90	90	90
<b>7</b>	60	60	85	85	85
<b>8</b>	60	60	60	80	80
<b>Total</b>	<b>284</b>	<b>310<sup>21</sup></b>	<b>340</b>	<b>360<sup>22</sup></b>	<b>360</b>

Goals and Philosophy

**Mission**

Through a structured and academically focused environment, Libertas equips middle school students in grades 4-8 with the academic skills and strength of character needed to thrive in and graduate from high-performing high schools and competitive colleges.

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<sup>16</sup> <http://maps.latimes.com/neighborhoods/neighborhood/exposition-park/>

<sup>17</sup> [http://factfinder2.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml](http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml).

<sup>18</sup> [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC\\_10\\_DP\\_DPDP1](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_DP_DPDP1).

<sup>19</sup> <http://maps.latimes.com/neighborhoods/neighborhood/leimert-park/>

<sup>20</sup> <http://maps.latimes.com/neighborhoods/neighborhood/leimert-park>

<sup>21</sup> This increase from 284 to 314 in 2021-2022 is assuming we acquire an additional classroom through Prop 39.

<sup>22</sup> In this year we plan to move to a private facility and will submit a Material Revision when our plans are finalized; for long-term planning/budget purposes we include the expanded enrollment projections here.

## Vision

Libertas is designed to support middle school students through the transition from elementary school to a high-performing high school, allowing them to eventually enter the college of their choice. Libertas is founded on the belief that all students, regardless of background or previous academic performance, can develop the foundational skills, content knowledge, and strength of character to build school success and graduate from college.

## What it Means to be an Educated Person in the 21<sup>st</sup> Century

Being an educated person in the 21<sup>st</sup> century is, more than ever, requiring students to earn degrees from recognized colleges. Young people need to know more than the previous generations to keep up with the rapid pace of the changing career environment. Historically, jobs such as automotive repair could be done well without formal education, but today even these jobs require mastery in at least algebra, and preferably, physics.<sup>23</sup> In short, college readiness equals work readiness.<sup>24</sup> Education today must empower students with the critical thinking skills, technological literacy, successful life habits, and interpersonal intelligence to thrive in college and in their careers. The Massachusetts Institute of Technology faculty defined “college readiness” through the framework of being a well-educated person in the 21<sup>st</sup> century.<sup>25</sup> Their qualities include:

- **Critical Thinking:** problem solving capability for “fuzzy” and well-structured problems, creativity, ability to work with multiple ways of representation
- **Intellectual Discipline:** ability to self-educate, intellectual independence, motivation to learn
- **Social Intelligence and Character Growth:** communication skills (oral, written, teamwork and interpersonal skills), global awareness and vision, a sense of human responsibility, a sense of ethics.

At Libertas, these indicators for successful college students are cultivated in a student’s education starting in fourth grade. The rigorous standards of the Common Core provide the academic framework for extensive problem-solving and comparative representation. Our FIRST core values of Focus and Self-Determination message and reinforce intellectual disciplines and celebrate students’ drive to determine their future through their hard work and commitment to daily success in school. Finally, our FIRST core values of Integrity, Respect, and Teamwork provide language to develop students’ social intelligence and character growth. As students work in teams, we reinforce positive social behaviors that create strong groups. During our advisory classes, we provide different ethical dilemmas for students to discuss and feel comfortable determining what it means to act with integrity and respect toward others.

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<sup>23</sup> “Preparing LAUSD High School Students for the 21<sup>st</sup> Century Economy: We have the way, but do we have the will?” The Education Trust-West, March 2005. <http://www.edtrust.org/west/publication/preparing-laUSD-high-school-students-for-the-21st-century-economy-we-have-the-way-b>.

<sup>24</sup> *Are California High Schools Ready for the 21<sup>st</sup> Century?* The Education Trust-West, June 2004.

<sup>25</sup> MIT Presidential Task Force on Student Life and Learning, 1997. <http://web.mit.edu/committees/sll/JrFacWkshp.html>.

## How Learning Best Occurs

The students we serve in University Park and Exposition Park are predominantly African American and Hispanic/Latino students. An achievement gap has persisted, not just in Los Angeles but across California. This gap prompted the California Department of Education to research how learning best occurs. Their research resulted in the report *Closing the Achievement Gap: Report of Superintendent Jack O'Connell's California P-16 Council* (California Department of Education 2007a). This report highlights the needs of universal access, culture and climate, expectations, and strategies.<sup>26</sup>

- **Access:** the extent to which all students have equitable access to basic conditions, such as qualified, effective teachers, rigorous, standards-aligned curriculum, and accelerated interventions.
- **Culture and Climate:** the extent to which the learning environment is safe, promotes a sense of belonging, and fosters strong, positive relationships among students, among school staff, and between the home/community.
- **Expectations:** the extent to which a culture of excellence exists for students and adults alike and for getting all to meet identified high standards. It is a responsibility embraced by the school community.
- **Strategies:** the extent to which evidence-based or promising teaching, leadership, and organizational practices are employed by practitioners at all levels in areas such as delivery of instructionally aligned programs, standards of professional practice, needs-based allocation of resources, collegial accountability and collaboration, articulation across grade spans, and leadership development.<sup>27</sup>

At Libertas, these elements exist across our design of a college preparatory school. The following components, informed by the research generated from California's P-16 Council and by successful practices from high poverty urban schools are essential to how our students' learning best occurs and are the foundation of our instructional program:

- High Expectations for All
- Parents as Partners
- Fourth Grade Start
- Small School Size
- Structured and Joyful School Environment
- Explicit Character Development
- Rigorous Academic Curriculum

### **High Expectations for All**

We believe that all students can be prepared to thrive in college, and that every child should have access to a high quality public education with a focus on college preparation. Students

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<sup>26</sup> *Closing the Achievement Gap: Report of Superintendent Jack O'Connell's California P-16 Council* (California Department of Education 2007a).

<sup>27</sup> *Ibid.*

meet whatever academic bar is set for them if provided with the structures and supports to get there. In Los Angeles and across the country, there are a growing number of urban schools proving that all students can achieve at the levels required for college success. Samuel Carter in *No Excuses: Lessons from 21 High-Performing, High Poverty Schools* comments that these schools share common beliefs and “they all are led by strong principals who hold their students and their teachers to the highest standards. Every single one of them believes that children of all races and income levels can meet high academic standard.”<sup>28</sup> It is our responsibility to ensure we set the highest of expectations and support nothing less than our students meeting that bar.

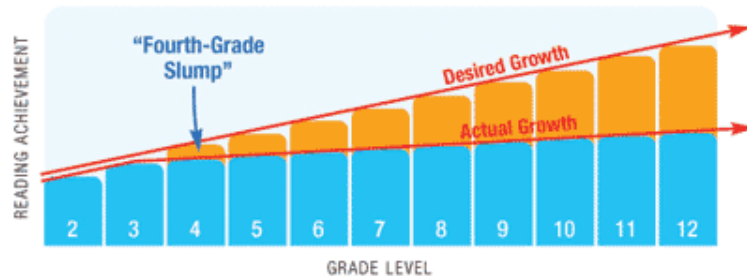
### Parents as Partners on the Path to College

At Libertas, we know that parents and guardians are students’ most influential role models. We believe that the best school environment is one where students hear consistent messages from all staff and from all parents. Central to our orientation process to the school is our shared commitment with parents that their children will go to college. We work together with parents so that students will hear this message as one voice from staff and families.<sup>29</sup>

Parent involvement is directly related to a student’s success in school, including grades, attendance, behavior, homework completion, and state test results.<sup>30</sup> With this in mind, Libertas strives to provide multiple outlets for parent/teacher communication, and is dedicated to ensuring that teachers maintain a constant flow of communication on at least a monthly basis (and in many cases weekly).

### 4th Grade Start

Consistent with the theme of access and accelerated interventions, Libertas is designed to specifically meet the needs of struggling readers through an innovative fourth grade start. As further outlined in our emphasis on literacy (see Success of the Key Features of



the Educational Program), our students master reading to truly be able to access the increased text complexity of the Smarter Balanced Assessment (SBAC), and ultimately to master academic texts in high school and college. Students in Exposition Park and University Park come from elementary schools in which our incoming cohort students in Leimert Park and Exposition Park came in at a level 28% and 25% proficient, for ELA and Math, respectively, based off of the 2017 – 2018 CAASPP scores. Many researchers have shown that reading struggles typically

<sup>28</sup> Carter, S. *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*. The Heritage Foundation, 2000. pg. 8

<sup>29</sup> Drawn from Coney Island Preparatory Charter school (BES school) Code of Conduct.

<sup>30</sup> Smith, J et al. Parent Involvement in Urban Charter Schools: New strategies for Increasing Participation. *The School Community Journal*, 2011, Vol. 21, No. 1



manifest in fourth grade in a phenomena called the “fourth grade slump” as depicted in the Figure above.<sup>31</sup> In order to adequately address early literacy challenges, we begin our enrollment in fourth grade, allowing students to have significant literacy support to prepare them to engage in rigorous college preparatory middle school curriculum.

The “fourth grade slump” refers to the struggle for students in the transition from “learning to read” in grades K to 3 to “reading to learn” in grades 4 through 12. The shift from decoding simple words in early elementary school to comprehending and synthesizing difficult content heavy texts in fourth grade is challenging for many students. Research shows this transition is especially difficult in low-income areas. In second and third grades, low-income students often perform comparably in reading with their more affluent peers, but in fourth grade, there is a noticeable decrease in relative performance.<sup>32</sup> One early indicator of this divergence in performance are students who demonstrate difficulty understanding new words which results in decreased comprehension as well as limited oral reading fluency. Students who experience the fourth grade slump fall further behind each year in reading, and in text-heavy content areas like science and social studies, unless they receive intensive reading interventions.

Libertas sees the fourth grade start as an innovative way to ensure that all students successfully make the transition from “learning to read” to “reading to learn.” We assess each student as they enter the school with a battery of reading diagnostics including the NWEA Measures of Academic Progress (MAP) and Accelerated Reader (AR) (for more detail see Formative Assessments) and for our most struggling students we remediate phonics and phonemic awareness with Leveled Literacy Intervention (LLI) to build strong foundations of reading fluency. Remediation coupled with our laser-like focus on literacy addresses the early struggles of the fourth grade slump and ensures that students are on a path to high performing high schools and colleges. Robert Balfanz supports this approach and asserts that “during the middle grades, students in high poverty environments are either launched on the path to high school graduation or knocked off-track.”<sup>33</sup> In his 2009 brief, Balfanz suggests that one of the best ways to increase high school graduation rates is to ensure students’ reading is proficient in middle school.<sup>34</sup> We start that path to success in fourth grade.

### Small School Size

At Libertas we believe it is essential that every student be known at a personal level. We are invested in each student’s intellectual success and character development. To do this effectively we employ two best practices supported by research and drawn from high performing urban charter schools: **small school size** and **slow growth model**.<sup>35</sup> Each staff member sees his or her self not as a classroom teacher, but as a Libertas teacher. Teachers

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<sup>31</sup> [http://teacher.scholastic.com/products/ReadAbout/overview/new\\_slump.htm](http://teacher.scholastic.com/products/ReadAbout/overview/new_slump.htm)

<sup>32</sup> “Why the Crisis in Adolescent Literacy Demands a National Response.” Alliance for Excellent Education. N.p. June 2006. 6-8. Web. 06 Aug. 2012.

<sup>33</sup> Balfanz, Robert. *Putting Middle Grade Students on the Graduation Path: A Policy and Practice Brief*. Association For Middle Level Education. P.7., June 2009. 3. Web. 06 Aug.2012.

<sup>34</sup> Ibid.

<sup>35</sup> <http://credo.stanford.edu/pdfs/CGAR%20Growth%20Volume%20I.pdf>.



know each student in the school by name and enforce our high standard of behavioral expectations even with students they do not teach directly. The small school size enables an intimate and personal student culture as well as an intimate and personal adult culture. The Head of School consistently spends time in all teachers' classrooms and provides consistent feedback. Our lean administration and use of teacher leadership maintains the constant connection between the academics in the classroom and the leadership in the building.

### **Structured and Joyful School Environment**

Students thrive when they are in an environment designed to eliminate distractions and focus on rigorous academics. Dr. Lorraine Monroe, a highly successful urban principal, explains that constancy and order allow learning to occur by reducing the amount of time lost on non-academic matters.<sup>36</sup> Libertas utilizes thoughtful procedures and routines to keep students consistently engaged in learning and moving safely throughout the building. Adults throughout the school share an ethos of "sweating the small stuff" in which we narrow in on small problems in order to prevent larger problems from developing.<sup>37</sup> Our students learn to be intentional about each choice they make such as paying meticulous attention to detail on completing homework, organizing binders, and using complete sentences each time they speak. Students are also required to wear a school uniform, which are provided free of charge to students with financial hardship. Teachers support students' growth by following a clearly defined Code of Conduct that outlines the expected behavior for students and the positive or negative consequences that correlate with their choices. We also maintain these high expectations in a warm, joyful environment. At Libertas we frequently celebrate student academic and character successes. Students take pride in their accomplishments through weekly paychecks that are sent home, sharing with parents the college bound disciplines they are showing in school.

### **Explicit Character Development to Drive Academic Achievement**

At Libertas, explicit character education is provided to teach habits, social skills, and ethical decision-making. Our focus on character is not an end in itself but the means to drive increased academic performance. Our core values are FIRST: Focus, Integrity, Respect, Self-Determination and Teamwork. These values are posted in every Libertas classroom, and messaged to the students on a daily basis by their teachers.

Our goal is not to teach the definitions of these words but to make these values visible through an emphasis on the student behaviors and actions that exemplify them. The indicators of our core values mature and become increasingly more challenging as students progress through to the upper grades (7-8). For example, in fourth grade, *Focus* is indicated as "I am someone who

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<sup>36</sup> Monroe, Lorraine, *Nothings Impossible*, New York: Public Affairs, 1997.

<sup>37</sup> Drawn from the article "Broken Windows," by James Q. Wilson and George L. Kelling. In that article, there is a section, which reads "disorder and crime are usually inextricably linked, in a kind of developmental sequence. Social psychologists and police officers tend to agree that if a window in a building is broken and is left unrepaired, all the rest of the windows will soon be broken. This is as true in nice neighborhoods as in run-down ones. Window-breaking does not necessarily occur on a large scale because some areas are inhabited by determined window-breakers whereas others are populated by window-lovers; rather, one unrepaired broken window is a signal that no one cares, and so breaking more windows costs nothing."

produces neat work,” and in sixth grade a *Focus* indicator matures to “I set an example for my peers by doing my homework well every night. I encourage my peers to do their homework instead of giving into temptations of video games, television, texting, or instant-messaging.” Each grade has a themed focus such as “Consider How Others View You” and “Habits Are What You Repeatedly Do.”<sup>38</sup> As students progress from the lower grades (4-6) into the upper grades (7-8), student behavior expectations and thus indicators mature with them, pushing students to achieve greater independence, ethical reflection, and leadership skills.

As of the 2017 – 2018 School year, Libertas has employed a Dean of Students that oversees student behavior and character development. The Dean of Students ensures that shared rituals, routines, structures, and systems that define Libertas support the highest level of safety, focus, academic achievement, and development of strong character, grounded in the FIRST values. Every Libertas teacher follows the same consequence ladder to ensure school-wide consistency in setting expectations and promote fairness to each student. The Dean of Students is responsible for ensuring that teachers are consistent with their implementation of the schoolwide behavior system. The Dean of Students is also responsible for helping students reflect and communicating with parents when a student does earn a larger consequence.

FIRST values are also taught through a weekly community circle. Each grade level uses a socio-emotional curriculum (Second Step, as outlined in Instructional Design) and reinforces core values as well as cover current events and lessons on different cultures.

### **Rigorous Academic Curriculum**

For all students to be able to succeed in Los Angeles’ best high schools they must graduate eighth grade at or above grade level in all subjects, reading on or above grade level, and with the transcripts and standardized test scores to demonstrate their readiness for a rigorous high school program. First, Libertas addresses the broad range of student skills when they enroll. We provide intensive supports for students in all grades with a particular focus on the foundations of literacy and numeracy in the lower grades (4-6), and college preparatory rigor in the upper middle school grades (7-8).

### **Requirements of Education Code § 47605(b)(5)(A)(ii)**

Libertas will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of schoolwide, 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 new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

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<sup>38</sup> These core values are modeled after the character education program used by Brooke Charter School in Roslindale, MA. For more detail, please see [www.ebrooke.org/](http://www.ebrooke.org/).

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

<b>LCFF STATE PRIORITIES</b>	
<b>GOAL #1</b>	
<p><b>CONDITIONS OF LEARNING</b></p> <p><b>All Libertas students will have access to a high-quality education program taught by highly qualified teachers.</b></p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1    <input type="checkbox"/> 4    <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2    <input type="checkbox"/> 5    <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3    <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p><b>Priority 1 (Basic Services)</b></p> <p><i>Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.</i></p> <ul style="list-style-type: none"> <li>- <i>Libertas will hire, supervise, evaluate and retain qualified teaching staff.</i></li> <li>- <i>Libertas will ensure verification of proper credentials and DoJ clearance prior to start of employment.</i></li> <li>- <i>Libertas will actively recruit qualified teachers reflecting student ethnic demographics</i></li> </ul> <p><i>Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.</i></p> <ul style="list-style-type: none"> <li>- <i>Libertas will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.</i></li> <li>- <i>Libertas budget will be reviewed every year to ensure adequate budget for instructional materials is in place.</i></li> </ul> <p><i>Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).</i></p> <ul style="list-style-type: none"> <li>- <i>Libertas facilities will be maintained and cleaned by custodial staff</i></li> <li>- <i>Libertas will do annual and monthly facility inspections to screen for safety hazards.</i></li> <li>- <i>Libertas will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff</i></li> </ul> <p><b>Priority 2 (Implementation of State Standards)</b></p> <p><i>Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.</i></p> <ul style="list-style-type: none"> <li>- <i>Libertas will participate in ongoing professional development on the implementation of CCSS and CCSS-aligned assessments.</i></li> </ul>	

- *Libertas will provide CCSS-aligned ELA and math instruction for all students, and use integrated and designated ELD instructional strategies for ELs.*
- *Libertas will provide PD to teachers examining CAASPP, Illuminate, NWEA and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.*

**Priority 7 (Course Access)**

*Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

- *Libertas will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.*
- *Libertas will provide 1:1 technology (Chromebook/iPads) to ensure access to web resources and curriculum tools.*

**Expected Annual Measurable Outcomes**

**Priority 1 Outcome 1:** All teachers will be properly certified and assigned.

**Metric/Method for Measuring:** % of classes and teachers at Libertas appropriately assigned and with appropriately credentialed personnel.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

**Priority 1 Outcome 2:** All Libertas students (including all statistically significant subgroups) will have access to standards-aligned materials and technology

**Metric/Method for Measuring:** % of Libertas students who will have sufficient access to standards-aligned instructional materials.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

**Priority 1 Outcome 3:** Libertas facilities will be maintained and cleaned through a contract with the custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d).

**Metric/Method for Measuring:** % of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all Significant Subgroups)	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

**Priority 2 Outcome 1:** Libertas will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.

**Metric/Method for Measuring:** Purchased textbooks/curriculum; curriculum pacing and lesson plans; teacher observations.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

Significant Subgroups)						
<b>Priority 7 Outcome 1:</b> All Libertas students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, Social Studies, Science, Health/PE, visual/performing arts and character education) outlined in the charter petition.						
<b>Metric/Method for Measuring:</b> % of access to all available programs and services outlined in charter petition.						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES	
GOAL #2	
<b>PUPIL OUTCOMES</b>	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
<b>Every Libertas student will participate in a rigorous instructional program designed to prepare students for success in high school, college and beyond.</b>	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<b>Priority 4 (Pupil Achievement)</b>	
<p><i>Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments such as the new state dashboard (or whatever comparable metrics are developed to replace API/AYP)</i></p> <ul style="list-style-type: none"> <li>- <i>Libertas will provide highly qualified instructional personnel and Special Education Coordinator to implement high-quality instruction with continuous monitoring by the Head of School.</i></li> <li>- <i>Libertas will provide comprehensive professional development to support student achievement.</i></li> <li>- <i>Libertas will analyze CAASPP, Illuminate, NWEA and other state and internal assessment scores at least quarterly to review progress towards annual targets.</i></li> </ul> <p><i>Priority 4 Outcome 2 – Share of English learners that become English proficient</i></p> <ul style="list-style-type: none"> <li>- <i>See above; plus: Libertas will implement the Libertas English Learner Master Plan.</i></li> <li>- <i>Libertas will provide qualified and experienced teachers with appropriate EL authorization who will continuously monitor both integrated and designated instruction and achievement of ELs</i></li> <li>- <i>Libertas will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.</i></li> <li>- <i>Libertas will provide professional development related to EL support, including ELPAC training and re-designation criteria.</i></li> <li>- <i>Libertas will ensure re-designated ELs will continue to be supported via a Leveled Literacy Intervention (LLI) including support for struggling readers.</i></li> </ul> <p><i>Priority 4 Outcome 3- English learner reclassification rate</i></p> <ul style="list-style-type: none"> <li>- <i>Same as Priority 4 Outcome 2 above, plus:</i></li> </ul>	

- *Libertas budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.*
- *Libertas will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs*

**Priority 8 (Other Pupil Outcomes)**

*Priority 8 Outcome 1 - Libertas will offer all students, including all subgroups, a rigorous, high-quality, and broad course of academic study and character education.*

- *Libertas, in partnership with Relay Graduate School of Education, will provide targeted professional development to department chairs.*
- *Libertas will provide resources, time and materials for all students to engage in meaningful, hands-on learning in STEM activities via Amplify Science curriculum.*
- *Libertas will provide teachers with character education curriculum, Second Step, to provide students with socio-emotional learning skills.*

**Expected Annual Measurable Outcomes**

**Priority 4 Outcome 1:** Libertas students, including all significant subgroups, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics.

**Metric/Method for Measuring:** Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.

APPLICABLE STUDENT GROUPS	Baseline (2017-18 CAASPP Scores)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	CAASPP ELA, 57.34%  CAASPP Math, 51.18%	<i>School-wide students will meet or exceed annual targets for growth on the CAASPP in ELA and Math.</i>	<i>School-wide students will meet or exceed annual targets for growth on the CAASPP in ELA and Math.</i>	<i>School-wide students will meet or exceed annual targets for growth on the CAASPP in ELA and Math.</i>	<i>School-wide students will meet or exceed annual targets for growth on the CAASPP in ELA and Math.</i>	<i>School-wide students will meet or exceed annual targets for growth on the CAASPP in ELA and Math.</i>
English Learners	CAASPP ELA, 41.51%  CAASPP Math, 32.08%	<i>The CAASPP rates will be equal or less than that of the comparison schools</i>	<i>The CAASPP rates will be equal or less than that of the comparison schools</i>	<i>The CAASPP rates will be equal or less than that of the comparison schools</i>	<i>The CAASPP rates will be equal or less than that of the comparison schools</i>	<i>The CAASPP rates will be equal or less than that of the comparison schools</i>

				son schools		son schools
Socioecon. Disadv./Low Income Students	CAASPP ELA, 57.57%  CAASPP Math, 50.00%	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools
Students with Disabilities	CAASPP ELA, 16.67%  CAASPP Math, 8.00%	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools
African American Students	CAASPP ELA, 47.27%  CAASPP Math, 39.28%	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools
Latino Students	CAASPP ELA, 62.26%  CAASPP Math, 57.33%	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools	The CAASPP rates will be equal or less than that of the comparison schools

**Priority 4 Outcome 2:** EL students will advance at least one level on the ELPAC each year.  
**Metric/Method for Measuring:** EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
English Learners	<i>TBD with 2020 ELPAC results.<sup>39</sup></i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>

**Priority 4 Outcome 4:** Libertas will ensure EL reclassification rate will meet or exceed the District’s reclassification rate.  
**Metric/Method for Measuring:** EL reclassification rates

APPLICABLE STUDENT GROUPS	Baseline (2018-19 Reclassification Rate)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
English Learners	38.9%	<i>Percentage of students reclassified each year will meet or exceed District rate.</i>	<i>Percentage of students reclassified each year will meet or exceed District rate.</i>	<i>Percentage of students reclassified each year will meet or exceed District rate.</i>	<i>Percentage of students reclassified each year will meet or exceed District rate.</i>	<i>Percentage of students reclassified each year will meet or exceed District rate.</i>

**Priority 8 Outcome 1:** All Libertas will participate in a rigorous, high-quality, and broad course of academic study and character education).  
**Metric/Method for Measuring:** % of access to Second Step curriculum; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
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<sup>39</sup> A current baseline cannot be determine because there was no prior comparative data; 2018-19 was the first administration of the ELPAC.



All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%
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<b>LCFF STATE PRIORITIES</b>	
<b>GOAL # 3</b>	
<b>ENGAGEMENT</b>	Related State Priorities:
<b><i>Libertas will facilitate active parent engagement in the support of their students' achievement and school operations.</i></b>	<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
	Local Priorities:
	<input type="checkbox"/> :
	<input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<p><b>Priority 3 (Parental Involvement)</b>  <i>Priority 3 Outcome 1 – Efforts to seek parent input in decision making.</i></p> <ul style="list-style-type: none"> <li>- <i>Libertas will engage parents in a series of relevant and interesting workshops related to their child's success (parent liaison)</i></li> <li>- <i>Libertas will maintain school website as a communication tool for the community.</i></li> <li>- <i>Libertas will communicate the most important website items via a monthly newsletter that is sent home via a hardcopy.</i></li> </ul> <p><b>Priority 5 (Pupil Engagement)</b>  <i>Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism</i></p> <ul style="list-style-type: none"> <li>- <i>Libertas parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day</i></li> <li>- <i>Libertas' School Parent Coordinator will help improve attendance and decrease habitual truants through home calls, meetings with students and families, home visits, and positive reinforcement incentives.</i></li> <li>- <i>Libertas will maintain a low middle school dropout rate.</i></li> </ul> <p><b>Priority 6 (School Climate)</b>  <i>Priority 6 Outcome 1 - pupil suspension rates</i></p> <ul style="list-style-type: none"> <li>- <i>Libertas will provide training and support for restorative justice practices</i></li> <li>- <i>Libertas will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</i></li> <li>- <i>Libertas will provide boys groups, girls groups and grief and loss groups for students who need emotional coping mechanisms.</i></li> <li>- <i>Libertas' Dean of Students will lead restorative justice and reflection circles twice a week.</i></li> <li>- <i>Libertas will provide every teacher with Second Step character education curriculum for weekly community circles.</i></li> </ul> <p><i>Priority 6 Outcome 2 – pupil expulsion rates</i></p> <ul style="list-style-type: none"> <li>- <i>Libertas will provide training and support for restorative justice practices</i></li> <li>- <i>Libertas will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</i></li> </ul>	

Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

- Libertas will implement annual surveys to assess stakeholder satisfaction

**Expected Annual Measurable Outcomes**

**Priority 3 Outcome 1:** Libertas will provide at least 10 opportunities for parents to participate in school related events, meetings, and conferences, including Back to School Night, 2 cultural events, 3 school site council meetings, 2 cultural events, and at least 2 parent meetings or cafecitos. (specific goal to be set annually in LCAP).

**Metric/Method for Measuring:** # of parents attending 2+ events annually

APPLICABLE STUDENT GROUPS	Baseline (2018-19 parent attendance)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all Significant Subgroups)	At least 10 opportunities	12 opportunities	12 opportunities	12 opportunities	12 opportunities	12 opportunities

**Priority 3 Outcome 2:** Libertas Parent and Family Association and School Site Council will be promoted, and supported to be fully operational and self-sustaining

**Metric/Method for Measuring:** analysis of attendance, Sign In sheets, consistent membership.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

**Priority 5 Outcome 1:** Libertas maintain a high attendance rate and low rate of students who are chronically absent

**Metric/Method for Measuring:** Attendance and chronic absenteeism rates

APPLICABLE STUDENT GROUPS	Baseline (2017-18 ADA and Chronic Absenteeism Rates)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	ADA, 94.75%  Chronic Absenteeism, 17.2%	Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism

		<i>target of 1-2% annually)</i>	<i>annually as needed (estimated target of 1-2% annually)</i>	<i>eism or decrease annually as needed (estimated target of 1-2% annually )</i>	<i>annually as needed (estimated target of 1-2% annually)</i>	<i>eism or decrease annually as needed (estimated target of 1-2% annually )</i>
English Learners	ADA*  Chronic Absenteeism, 19.6%	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>
Socioecon. Disadv./Low Income Students	ADA*  Chronic Absenteeism, 18.1%	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>
Students with Disabilities	ADA*  Chronic Absenteeism, 8.0%	<i>Chronic Absenteeism rates will be equal or</i>	<i>Chronic Absenteeism rates will be equal or</i>	<i>Chronic Absenteeism rates will be</i>	<i>Chronic Absenteeism rates will be equal or</i>	<i>Chronic Absenteeism rates will be</i>

		<i>less than, ADA equal to or more than, that of the comparison schools</i>	<i>less than, ADA equal to or more than, that of the comparison schools</i>	<i>equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>less than, ADA equal to or more than, that of the comparison schools</i>	<i>equal or less than, ADA equal to or more than, that of the comparison schools</i>
African American Students	ADA*  Chronic Absenteeism, 10.0%	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>
Latino Students	ADA*  Chronic Absenteeism, 19.8%	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>	<i>Chronic Absenteeism rates will be equal or less than, ADA equal to or more than, that of the comparison schools</i>
<b>Priority 5 Outcome 2:</b> Libertas will maintain a low middle school dropout rate $\leq 0\%$ <b>Metric/Method for Measuring:</b> Dropout rates						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-25

	(2017-18 Dropout Rates)					
All Students (Schoolwide)	0%	≤ 0%	≤ 0%	≤ 0%	≤ 0%	≤ 0%
English Learners	0%	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>
Socioecon. Disadv./Low Income Students	0%	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>
Students with Disabilities	0%	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>
African American Students	0%	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>	<i>The dropout rate will be equal or less than that of the comparison schools</i>
Latino Students	0%	<i>The dropout rate will be equal or less than that of the</i>	<i>The dropout rate will be equal or less than that of the</i>	<i>The dropout rate will be equal or less than that</i>	<i>The dropout rate will be equal or less than that</i>	<i>The dropout rate will be equal or less than that</i>

		<i>compariso n schools</i>	<i>compariso n schools</i>	<i>of the compariso n schools</i>	<i>of the compariso n schools</i>	<i>of the compariso n schools</i>
<b>Priority 6 Outcome 1:</b> Libertas will maintain a low suspension rate that is $\leq 5\%$ .						
<b>Metric/Method for Measuring:</b> % of student suspensions						
APPLICABLE STUDENT GROUPS	Baseline (2017-18 Suspensio n Rates)	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 25
All Students (Schoolwide)	3.4%	$\leq 5\%$	$\leq 5\%$	$\leq 5\%$	$\leq 5\%$	$\leq 5\%$
English Learners	3.4%	<i>The suspension rate will be equal or less than that of the compariso n schools</i>	<i>The suspension rate will be equal or less than that of the compariso n schools</i>	<i>The suspensi on rate will be equal or less than that of the compari son schools</i>	<i>The suspension rate will be equal or less than that of the compariso n schools</i>	<i>The suspensi on rate will be equal or less than that of the compari son schools</i>
Socioecon. Disadv./Low Income Students	3.2%	<i>The suspension rate will be equal or less than that of the compariso n schools</i>	<i>The suspension rate will be equal or less than that of the compariso n schools</i>	<i>The suspensi on rate will be equal or less than that of the compari son schools</i>	<i>The suspension rate will be equal or less than that of the compariso n schools</i>	<i>The suspensi on rate will be equal or less than that of the compari son schools</i>
Students with Disabilities	3.8%	<i>The suspension rate will be equal or less than that of the compariso n schools</i>	<i>The suspension rate will be equal or less than that of the compariso n schools</i>	<i>The suspensi on rate will be equal or less than that of the compari son schools</i>	<i>The suspension rate will be equal or less than that of the compariso n schools</i>	<i>The suspensi on rate will be equal or less than that of the compari son schools</i>
African American Students	4.8%	<i>The suspension</i>	<i>The suspension</i>	<i>The suspensi</i>	<i>The suspension</i>	<i>The suspensi</i>

		<i>rate will be equal or less than that of the comparison schools</i>	<i>rate will be equal or less than that of the comparison schools</i>	<i>on rate will be equal or less than that of the comparison schools</i>	<i>rate will be equal or less than that of the comparison schools</i>	<i>on rate will be equal or less than that of the comparison schools</i>
Latino Students	2.4%	<i>The suspension rate will be equal or less than that of the comparison schools</i>	<i>The suspension rate will be equal or less than that of the comparison schools</i>	<i>The suspension rate will be equal or less than that of the comparison schools</i>	<i>The suspension rate will be equal or less than that of the comparison schools</i>	<i>The suspension rate will be equal or less than that of the comparison schools</i>
<b>Priority 6 Outcome 2:</b> Libertas will maintain a low expulsion rate that is $\leq 0.5\%$ .						
<b>Metric/Method for Measuring:</b> % of student expulsions						
APPLICABLE STUDENT GROUPS	Baseline (2017-18 Expulsion Rates)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide)	0.00%	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$
English Learners	0.00%	<i>The expulsion rate will be equal or less than that of the comparison schools</i>	<i>The expulsion rate will be equal or less than that of the comparison schools</i>	<i>The expulsion rate will be equal or less than that of the comparison schools</i>	<i>The expulsion rate will be equal or less than that of the comparison schools</i>	<i>The expulsion rate will be equal or less than that of the comparison schools</i>
Socioecon. Disadv./Low Income Students	0.00%	<i>The expulsion rate will be equal or less than that of the comparison schools</i>	<i>The expulsion rate will be equal or less than that of the comparison schools</i>	<i>The expulsion rate will be equal or less than that of the comparison schools</i>	<i>The expulsion rate will be equal or less than that of the comparison schools</i>	<i>The expulsion rate will be equal or less than that of the comparison schools</i>

				son schools		compari son schools
Students with Disabilities	0.00%	The expulsion rate will be equal or less than that of the comparison schools	The expulsion rate will be equal or less than that of the comparison schools	The expulsion rate will be equal or less than that of the comparison schools	The expulsion rate will be equal or less than that of the comparison schools	The expulsion rate will be equal or less than that of the comparison schools
African American Students	0.00%	The expulsion rate will be equal or less than that of the comparison schools	The expulsion rate will be equal or less than that of the comparison schools	The expulsion rate will be equal or less than that of the comparison schools	The expulsion rate will be equal or less than that of the comparison schools	The expulsion rate will be equal or less than that of the comparison schools
Latino Students	0.00%	The expulsion rate will be equal or less than that of the comparison schools	The expulsion rate will be equal or less than that of the comparison schools	The expulsion rate will be equal or less than that of the comparison schools	The expulsion rate will be equal or less than that of the comparison schools	The expulsion rate will be equal or less than that of the comparison schools

**Priority 6 Outcome 3:** Libertas will have high student, parent, and staff participation rates in the school experience survey and high approval rating on school experience surveys of students, parents, and staff.

**Metric/Method for Measuring:** % of participation in school climate survey and survey results

APPLICABLE STUDENT GROUPS	Baseline (2018-19 survey results)	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All Students (Schoolwide and all Significant Subgroups)	10%	Increase rate of participation (overall)	Increase rate of participation (overall)	Increase rate of participation	Increase rate of participation (overall)	Increase rate of participation



		and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	(overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	(overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)
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\*Data not available at this time

**Goals for Enabling Pupils to Become and Remain Self-Motivated, Competent, and Lifelong Learners**

At Libertas the high expectations for student behavior, positive reinforcement, and explicit character development will help students build *intrinsic motivation*. Ultimately, students learn best when they are interested in or inspired by what they are learning. We will provide a structured environment that allows the true joy of learning to occur inside the classrooms. Thought-provoking questions, reading excellent literature, and digging deep into conceptual mathematics are the long-lasting motivators that will turn students into life-long learners.

Intrinsic motivation and intellectual independence start with the type of tasks students are expected to master. Using the Common Core State Standards (CCSS) as a launching point, there are key tasks a self-sufficient student must be able to do for college and career success. Intellectually independent students can “comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker’s

key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary."<sup>40</sup> The ultimate vision of a Libertas scholar is that of a self-directed learner who pursues information and answers from all available resources including peers, teachers, other adults, and library or internet references. These are the academic mindsets that will translate to a life of learning.

This independence within the classroom is cultivated through a gradual increase of student-led projects in the upper grades (7-8) and increased emphasis on the school's FIRST core value of Self-Determination. Students are acknowledged in their advisories for taking more ownership over their academic performance and for showing leadership initiative in and out of the classroom. In order to further prepare students for the independence they will experience in high school and college, many of the structures that form the culture of high expectations in the lower grades are systematically reduced in seventh and eighth grades. In their place, we provide instruction on the habits and disciplines of successful students, strategies to handle increased responsibilities, enrichment options, and student leadership opportunities.

Instructional Design

### **Curricular and Instructional Design of the Education Program: Key Educational Theories and Research**

At Libertas, we approach curriculum with our mission in mind - all of our students are being prepared to enter high-performing high schools and thrive in college. Therefore, college preparation starts in middle school, and for students at academic risk, an early entry point of fourth grade allows interventions needed to prepare for the rigors of a strong middle school curriculum and academic program.

Informed by the research-proven methods of *Understanding by Design*, we identify desired results, determine acceptable evidence, and plan learning experiences and instruction.<sup>41</sup> As a successful school, we plan backwards from our end goal – standards and curriculum align with each test, assessments gauge our progress toward the goal, and strong teaching with accountability for results ensure that we get there. Having a clear goal and reliable metrics focuses all planning to guide action toward the necessary results.<sup>42</sup> All elements of our program are created through this instructional framework.

To successfully prepare them for college preparatory high school curriculum, we draw heavily from best practices of high performing charter schools who serve a similar population of students.

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<sup>40</sup> California CCSS for Literacy (2013) pg. vii. <http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

<sup>41</sup> Wiggins, Grant, and Jay McTighe, *Understanding by Design*, Association for Supervision and Curriculum Development: Alexandria, VA. 2005

<sup>42</sup> Ibid.

## **Curriculum**

Libertas' has fully adopted the Common Core State Standards for ELA, Math, Next Generation Science Standards (NGSS) and Literacy Standards for the Social Sciences and Technical subjects in all grades 4-8. All curriculum maps, unit plans, lessons and assessments are 100% aligned to the CCSS for each grade level and content area. Science and History are required to incorporate CCSS Literacy Standards for each daily lesson. The guiding principles from the *Curriculum Frameworks for California Public Schools: Kindergarten Through Grade Twelve* are incorporated by each of the core content areas.

### ***English Language Arts (Core)***

English Language Arts engage in novel study through Uncommon curriculum, which is supplemented by teacher create materials. Each year, teachers receive a model unit to start the year as well as interim assessments and a scope and sequence for the year. Teachers have time to plan during Summer PD, weekly department meetings, and during their preps. While most whole-class reading skills instruction takes place with a class novel or a shared text, students practice reading strategies using their own independent reading book. All classrooms have a class library with books labeled according to their Lexile level, ensuring that all students are able to practice the class objectives at their own differentiated level.

All grades use the computer-based assessment program Accelerated Reader to track their independent reading mastery. Students choose either a fiction or a nonfiction book at their independent reading level and take a quiz on the computer when they have finished reading it. Teachers use the data from these quizzes to conference with students about choosing a "Just Right" book and varying the genre to include more nonfiction or historical fiction and increasing the Lexile level and length of book.<sup>43</sup>

Further use of technology includes the expectation of computer-based performance tasks. Starting in fourth grade, students type published essays. By eighth grade, students use the internet to research and cite sources for persuasive essays and research reports and use basic Office or Google applications like PowerPoint to present information to the class.

### **Literacy is Essential**

To truly access the content of and excel in the new CCSS, students must have a thorough and comprehensive mastery of literacy. Torlakson and Kirst explain that the Standards "lay out a vision of what it means to be a literate person in the twenty-first century...Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature...They actively seek wide, deep, and thoughtful engagement with high-quality literary and information texts that builds knowledge, enlarges experience, and broadens worldviews."<sup>44</sup>

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<sup>43</sup> A "Just Right" book is a term that describes a book a child can read and comprehend independently and also introduces new challenging vocabulary or content. Students are taught different strategies in how to pick out "Just Right Books" for themselves including gauging if a book is too easy for them or too hard because there are more than five words on a page they don't understand.

<sup>44</sup> California CCSS for Literacy (2013) pg. iv. <http://www.cde.ca.gov/be/st/ss/documents/finaledaccsstandards.pdf>.

The nuanced mastery of language explicitly required by the CCSS poses a challenge to many students from lower income families. Research shows that families' language usage varies depending on their socioeconomic status, and that children from low-income families are exposed to a third of the number of words as children from more affluent backgrounds.<sup>45</sup> Based on our students' needs, including the needs of our ELs (22% of total enrollment) Libertas prioritizes literacy as the critical lever for our students' school and life success.<sup>46</sup> Our students benefit from increased literacy instruction and practice each week. Especially in fourth and fifth grades, students focus on the basics of literacy development.<sup>47</sup>

Our comprehensive literacy plan includes the following:

- **Fluency and decoding.** All students at and entering Libertas take the NWEA Map Assessment to assess their individual reading skills. Students are then placed in Guided reading groups based off of their lexile number, with teachers working with small groups arranged by student level/need. Students who need it are placed in fluency and/or decoding small groups during the Guided Reading/Literacy block. NWEA Map Assessments are taken three times throughout the course of the year, and Guided Reading groups are then adjusted.
- **Comprehension.** In supporting the needs of struggling readers, teachers explicitly teach students to employ strategies to comprehend the texts.<sup>48</sup> Teachers model these metacognitive reading strategies through intentionally planned "think-alouds."<sup>49</sup> Students also become independent readers by reading their Independent Reading book for at least 30 minutes each day. Teachers closely monitor student progress through their books, ensuring that students are reading at their appropriate Lexile levels as well as at an appropriate pace according to their computerized test results from Accelerated Reader.
- **Vocabulary.** The development of academic vocabulary is a school-wide focus. Teachers in all content areas receive explicit Professional Develop on vocabulary instruction, and incorporate vocabulary in grammar lessons, HW, Do-Nows, and weekly assessments.
- **Writing and Grammar.** Similar to the emphasis on fundamental skills in reading classes, students in fourth through sixth grade begin with the foundations of grammar and genre writing. Students diagram sentences beginning with simple subject and predicate identification and quickly ramp up to complex sentences, prepositional phrases, and intransitive sentences.

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<sup>45</sup> Hart, Betty, and Todd R. Risley. "The Early Catastrophe: The 30 Million Word Gap by Age 3."

[http://www.gsa.gov/graphics/pbs/The\\_Early\\_Catastrophe\\_30\\_Million\\_Word\\_Gap\\_by\\_Age\\_3.pdf](http://www.gsa.gov/graphics/pbs/The_Early_Catastrophe_30_Million_Word_Gap_by_Age_3.pdf).

<sup>46</sup> The California ELA Curriculum Framework recommends two hours or two period of English Language Arts instruction. In order to best serve the learning needs of our proposed community, the majority of whom are not proficient in ELA, we are increasing the recommended minutes in literacy from 120 minutes to 175 minutes. Additionally we dedicated two periods each day to small group instruction to allow targeted intervention to occur whether it is a Guided Reading group or English Language Development.

<sup>47</sup> As students enroll into the upper grades they will receive similar literacy intervention through leveled reading groups, targeted tutoring time, and skilled phonetic interventions from English Language Arts teachers trained in Reading Mastery.

<sup>48</sup> Beer, Kylene. *When Kids Can't Read: What Teachers Can Do*. Heinemann: Portsmouth, 2003.

<sup>49</sup> Keen & Zimmerman, *Mosaic of Thought*, Heinemann: Portsmouth, 1997.

In keeping with the CCSS, our focus on literacy holds the expectation that a student’s literacy skills are a shared responsibility for all members of our staff. English Language Arts teachers collaborate with teachers of other academic content subjects for an integrated model of literacy across the curriculum.”<sup>50</sup> Students practice their reading and writing in all subjects and a school-wide writing rubric reinforces the consistency of school expectations.

**Fourth Grade English Language Arts.** As outlined in our reasoning behind starting *Libertas* in fourth grade (see *How Learning Best Occurs*), this year typically marks the transition from learning to read to reading to learn. The beginning of fourth grade addresses explicit third grade reading instruction including foundational decoding skills, phonics, and basic features of language. Instruction emphasizes vocabulary acquisition through vocabulary lessons as well as utilizing context clues to independently learn new words. Given the gaps which enrolled students bring with them, third grade writing conventions of subject and verb agreement and communicating in complete sentences are spiraled into the fourth grade curriculum and assessed through their writing assignments.

**Fourth Grade Reading.** Fourth Grade Reading standards address student mastery of literature, informational texts, and foundational skills. Students in fourth grade are expected to apply reading strategies to a number of fictional genres including stories, dramas, poems, as well as imaginative literature like myths, legends, and fairy tales. Students are expected to describe the structural differences between these genres as well as analyze the elements of literary works. This includes describing the elements of a narrative, analyzing character thoughts and motivations, and comparing themes between different genres or settings. Fourth grade also consists of nonfiction and informational texts. Students are taught how to read informational texts to learn new content and ideas. This is done through explicit instruction on the structure and organization of nonfiction texts including identifying main idea and key details, cause and effect, relevant and irrelevant information, and fact and opinion. Students begin the critical analysis of informational texts by comparing primary sources to secondary sources, evaluating the evidence provided by an author, and interpreting information presented in charts, statistics, and diagrams. Students who enter the year far behind a third grade level receive targeted instruction with programs like LLI – Leveled Literacy Instruction in small groups during Guided Reading (50 minutes) in the morning.

**Fourth Grade Writing.** In fourth grade all students use the full writing process which consists of brainstorming, prewriting, drafting, revising, editing, and publishing. Their writing tasks are structured to address purpose and audience. Keeping in line with Common Core, students learn to write in the genres of opinion pieces, informative texts, and narratives. They also write at least one informative text as a research project that requires them to use library and internet-based research. Fourth grade students produce five-paragraph essays with main ideas, supporting details, and concluding paragraphs. Students type and print published essays.

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<sup>50</sup> California CCSS for Literacy (2013) pg. iv. <http://www.cde.ca.gov/be/st/ss/documents/finaledaccsstandards.pdf>.

**Fifth Grade Reading.** Fifth Grade Reading continues to develop students' word analysis, fluency, comprehension, and vocabulary acquisition. As needed, students may continue in leveled decoding and fluency groups. All students use word origins to understand new words, understand antonyms, synonyms, and homographs, know Greek and Latin roots and affixes, and explain the figurative and metaphorical use of words in context.

The comprehension focus in fifth grade continues a detailed study of nonfiction material, including:

- Analysis of multiple accounts of the same topic
- Comparing and contrasting the overall structure of two or more texts
- Nonfiction text features – format, graphics, sequence, diagrams, illustrations, charts, and maps
- Analysis of sequence and chronological organization
- Identification of main idea and supporting evidence in two or more texts
- Distinguishing of facts, opinions, and inferences within text

Fifth grade also includes literary analyses of historically and culturally significant works of literature. Students identify and analyze characteristics of poetry, drama, fiction, and nonfiction. They continue to analyze conflict and resolution within a story's plot and the actions, motives, and appearances of characters. Students understand the concept of theme and identify archetypal patterns, common literary devices, and various author techniques.

Similar to fourth grade, fifth grade reading standards are taught using a variety of texts, including short stories, picture books, informational articles, poems, and books appropriate for the grade level.

**Fifth Grade Writing.** Fifth Grade Writing builds on the foundations learned in fourth grade and continues to develop students' competencies with grammar, conventions, and the writing process.

Grammar study includes:

- Use of prepositional phrases, appositives, and dependent and independent clauses
- Correct use of often misused verbs
- Use of colons and quotation marks
- Correct capitalization
- Correct spelling of roots, suffixes, prefixes, contractions, and syllable constructions

Writing class continues to develop students' competency for writing both narrative and expository essays of 500 to 700 words in length. Students use the writing process to write multi-paragraph compositions with strong introductions, supporting evidence, and conclusions. In keeping with Common Core, these include explanatory, opinion, and narrative texts, as well

as research building on several sources. Students also begin a great emphasis on revising and editing to improve their writing's content and clarity.

**Sixth Grade Reading.** Sixth Grade Reading includes word study focused on multiple-meaning words, commonly used foreign words, the use of context to understand new words, and shades of meaning in related words.

The Sixth Grade Reading course includes work on nonfiction text, including:<sup>51</sup>

- Structural analysis of popular media (newspapers, magazines, and websites)
- Analysis of compare-and-contrast organization
- Identification of main idea and relationships to other sources
- Clarification of meaning through outlines, note-taking, summaries, and reports
- Evaluation of the adequacy and appropriateness of evidence and various techniques

The study of literature in sixth grade includes analysis of various fictional genres. With a variety of fictional texts, students will analyze the effect of character traits and the influence of setting on the plot of a story. They identify types of narration, explain the effects of common literary devices, analyze features of themes, define how tone or meaning is conveyed, and critique the credibility of a story's plot.

**Sixth Grade Writing.** Sixth Grade Writing continues the focus on both conventions and the writing process. Students are expected to write and speak with a command of standard English conventions appropriate to the sixth grade level.

Grammar instruction includes:

- Use of simple, compound, and compound-complex sentences
- Indefinite pronouns
- Present perfect, past perfect, and future perfect verb tenses
- Subject-verb agreement
- Use of colons, semi-colons, and commas
- Correct capitalization
- Correct spelling of frequently misspelled words

Sixth Grade Writing advances student proficiency with the writing process and word processing skills, and students compose narratives, expository compositions, research reports, responses to literature, and persuasive essays. Students become well-versed in the use of revising and editing checklists and the use of rubrics to self-assess.

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<sup>51</sup> Focus on nonfiction texts is in line with CCSS. <http://www.cde.ca.gov/be/st/ss/documents/finaletaccsstandards.pdf>.

**Seventh Grade English.** Seventh Grade English continues to build students' vocabularies and both nonfiction and fiction comprehension skills and integrate writing skills as students develop a stronger sense of writing for a specific audience and increased opportunities for formal writing.

Students identify analogies, idioms, metaphors, and similes. They use Greek, Latin, and Anglo-Saxon roots and affixes to learn new content-area vocabulary. They clarify the meaning of new words using definition, restatement, example, and contrast.

Seventh graders analyze the difference in various nonfiction texts, locate information in a variety of documents, and analyze text written in cause-and-effect format. They trace an author's point of view, argument, or perspective, and assess the quality of evidence to support a claim. Students use technical directions to explain the use of simple mechanical devices. This class begins to assign many more texts to be read and analyzed independently. Nonfiction selections support the historical and cultural contexts of the fiction selections.

Seventh Grade English includes the correct use of modifiers and active voice. Students correctly use infinitives, participles, pronouns, and antecedents. They identify and correctly use all parts of speech and sentence structures and use hyphens, dashes, brackets, and semicolons correctly. Their mechanics and spelling reflect standards for grade-level proficiency.

Students use the writing process and grade-level appropriate revising and editing strategies to compose:

- Fictional and autobiographical narratives with a clear plot line, defined setting, major and minor characters, and a variety of authors' techniques
- Responses to literature that exhibit careful reading and thorough comprehension, organized interpretation around several clear ideas, and justified interpretations through examples and textual evidence
- Research reports based on a relevant question, formal research, a clear perspective, accurate evidence, and documented references
- Persuasive compositions that state a clear position, employ well-articulated evidence, and address the reader's concerns and counterarguments
- Summaries of reading materials that include the text's main idea and significant details, use quotations and the student's own words, and reflect a deep understanding of the text

Seventh Grade English continues the use of checklists and rubrics for self-assessment and have an increased focus on the use of mentor texts to develop one's own writing. Students continue to experience both self-selection of topics and responding to assigned prompts. They also continue to develop word processing skills with Office and Google Applications.

**Eighth Grade English.** Eighth Grade English integrates reading and writing skills in a single class. This course prepares students for high school English courses by demanding advanced levels of rigor, critical thinking, research, and increased independence. In keeping with the Common



Core, the class also incorporates nonfiction texts from science and social studies to prepare students for high levels of reading and writing in the content areas, just as science and social studies classes continue to integrate appropriate nonfiction texts.

Eighth Grade English includes a complex study of words, designed to ensure a precise understanding of new words, idioms, analogies, metaphors, and similes. Students begin a study of the history of the English language and the influence of common word origins.

Students analyze nonfiction texts using compare and contrast and proposition and support patterns. They find similarities and differences in texts and compare texts to summaries to determine accuracy and underlying meaning. Students use a variety of consumer, workplace, and public documents and technical directions to explain the use of complex mechanical devices. Students evaluate the unity, coherence, internal consistency, and structural patterns of a text.

Eighth grade students study different forms of poetry – elegy, ode, sonnet, ballad, couplet, epic, and lyric. They use their previous knowledge of plot to analyze more complex structures of subplots and parallel episodes and the degrees to which conflicts are resolved. Students analyze character motivations and actions, themes, significant literary devices, and the cultural impacts of literary works.

Most of the assigned texts in Eighth Grade English have historical significance, and many tie in with the United States history standards.

Students in Eighth Grade English continue to write clear, coherent, and focused essays that also reflect the author’s personal style. Greater emphasis is placed on the quality of thesis statements, smooth transitions, effective use of evidence, and original ideas. English class also integrates technology and public speaking, as students create presentations, using such applications as Microsoft PowerPoint.

Students write:

- Biographies
- Autobiographies
- Short stories
- Narratives
- Responses to literature
- Research reports
- Persuasive compositions

It is expected that students at this level will have mastered standard English conventions of spelling, capitalization, punctuation, and grammar. New grammar skills will include

subordination, coordination, apposition and other devices to show the relationship between ideas.

### ***English Language Development (Core)***

In order to support all learners, and specifically our students that are English Learners, Libertas uses both an integrated and designated approach to ELD. The integrated approach supports students that are both newcomer and long-term English Learners through use of scaffolds and supports.

Designated instruction for ELD is a critical component of Leveled Reading time built into the schedule each day. Students at ELD Level 1 and Level 2 receive ELD small group instruction during Guided Reading for a total of 40 minutes each regular school day. Pending the needs of the students, additional time is available during Focus time at the end of the school day, as well as pull-outs during non ELA/Math classes. Teachers use a program like Systematic ELD.<sup>52</sup> Additionally, Libertas teachers use the California English Language Development Standards to differentiate instruction for English learners. These are fully aligned with Common Core; therefore, Libertas’s Common Core-aligned curriculum addresses English learners’ needs on an everyday basis.

Through both the integrated and designated approaches, Libertas teachers use the ELD standards to design lessons and supports for our English Learners. (See section on English Learners below for more details.)

### ***Mathematics (Core)***

Mathematics must be taught with increased emphasis on conceptual understanding and the ability to express such understanding in writing. Libertas rises to this challenge by providing an increased amount of math instruction to students each week; this instruction focuses specifically on math procedures and problem-solving, using both as a platform for students to practice and internalize the habits of mind of a productive math thinker.

In the fourth through sixth grades, students have Math twice a day for 50 minutes, and complete Math-related “Brain Breakfasts” every morning during Advisory. The CCSS notes that “[m]athematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.”<sup>53</sup> Both math blocks are taught by the same math teacher to maintain consistency of content and to ensure that procedures and mindsets practiced in one class seamlessly carry over to the other class. In general, the two math classes focus on the following:

By doubling the number of math periods and explicitly focusing on both foundational and conceptual mathematics we equip students with the skills necessary to reason through multi-step, challenging problems that prepare them to address 21<sup>st</sup> century challenges in college and

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<sup>52</sup> <http://syseld.elachieve.org/> Strong consideration of this program is drawn from the best practices of Camino Nuevo Charter Schools.

<sup>53</sup> Common Core State Standards for Mathematics. (2013) [http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf).

in the work place. A 2009 study done by Mark Long of the University of Washington discovered that “students’ eighth-grade test scores have a larger effect on both highest [level] math course taken and college readiness than any other characteristic.”<sup>54</sup> Over five years, our comprehensive math program builds student skills and reasoning from fourth grade math to eighth grade math in order to put students on the track to succeed in high school and ultimately, college.

**Fourth Grade Math.** We spend the beginning part of the year explicitly teaching mathematical habits of mind, setting expectations about meticulously showing computational work, and practicing automaticity. Based on third grade standards, students entering Libertas should demonstrate mastery of:

- Place value and rounding whole numbers to the nearest 10 or 100
- Automaticity with products of 1 through 9, able to fluently divide within 100 and add and subtract within 1000
- Use of a number line to order and compare positive fractions
- Fractions in measurement with rulers and in geometry as pieces of shapes
- Measurement of liquid volume and area of plane figures
- Area of a rectangle and compare common geometric shapes

At the beginning of the year students are assessed on these standards using the NWEA MAP for math. Based on this diagnostic in combination with Weekly Assessments, key standards are retaught as a whole class.

Fourth grade students master the following standards:

- Multi-digit arithmetic
- Fluency with addition and subtraction of large whole numbers
- Fluency with multiplication and division with large numbers including quotients with remainders
- Fraction equivalents, addition and subtraction with fractions and multiplication of fractions by whole numbers
- Classification of geometric shapes based on properties (i.e. parallel or perpendicular sides, angle measurements, and symmetry)

**Literacy in Mathematics.** To support ELs and adhere to Common Core, an additional focus on mathematical vocabulary and interpreting text-rich word problems is a grade-wide focus. Students practice precision of language and semantics, and how to translate the words of a problem into symbolic representation. Students are taught to engage in mathematical discourse by correctly using math vocabulary in spoken and written explanations of their

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<sup>54</sup> Mark Long, Patrice Iatarola, and Dylan Conger, “Explaining Gaps in Readiness for College-Level Math: the Role of High School Courses.” p. 25 <http://www.mitpressjournals.org/doi/pdf/10.1162/edfp.2009.4.1.1>.

process or solutions. All prerequisite mathematical vocabulary such as sum, difference, solve, length, height, more and equal are explicitly taught, practiced, and assessed. We ensure that the conceptual and linguistic foundations are established to allow students to build toward complex reasoning.

**Fifth Grade Math.** Fifth Grade Math focuses on three critical areas: developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and developing understanding of volume.

Time is spent to increase students' skills with the four basic arithmetic operations applied to whole numbers, fractions, decimals, and negative numbers. They use standard measurement tools and units to find length, area, and volume of basic geometric figures. Students use protractors, compasses, and concepts of angle measurement. They also use tables, grids, graphs, and charts to record and analyze data. Students construct viable arguments in writing, and critique the reasoning of others.

**Sixth Grade Math.** In keeping with Common Core ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking.

Students are expected to apply their computation skills to solve a variety of problems. The class addresses concepts of statistics and probability and calculation of the mean, median, mode, and range of a set of data. Students analyze data and sampling processes to determine validity. They work with probabilities, ratios, proportions, and percentages. Students know formulas for the area and circumference of a circle and use letters for numbers involving geometric shapes and the variable in an expression. They solve one-step linear equations.

**Seventh Grade Math.** Seventh Grade Math focuses on four key instructional areas: developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

By the end of seventh grade, students are skilled at manipulating numbers (constants and variables) and solving equations. They factor numerators and denominators and use exponents. They use the Pythagorean Theorem to solve problems, and computing the length of an unknown side of a triangle. Students convert units of measurement and compute the

surface area and volume of basic three-dimensional objects, understanding how area and volume change with scale. Students convert between fractions, decimals, and percents. They continue to practice with ratio and proportion, compute percents of increase and decrease, and compound interest. Students graph linear functions and understand the concept of slope.

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

### ***Science (Core)***

As outlined in CCSS/NGSS, students study the Earth Sciences, Life Science, and Physical Science at appropriate grade levels.

Students in all science classes learn to express themselves in academic language and presentation. Fourth grade students compose select scientific writing such as lab reports. By eighth grade, students use the internet to research and cite sources for research reports and basic Office or Google applications like PowerPoint to present information to the class.

While our mathematics classes reinforce problem-solving habits of mind that serve them throughout high school, college, and into their careers, our science classes teach the habits of observation and inquiry.

These classes are strategically designed to give opportunities for students to make observations as a means of building accurate student understanding of key scientific ideas. We recognize that changing student conceptions is extremely difficult, and creating cognitive dissonance between what students observe and what they thought they knew is one of the best ways to help them develop key scientific ideas. Students practice and acquire key academic vocabulary to access scientific literature and to provide precise observations of their inquiry lessons.

Writing and reflection are key components of the science classrooms. Students are prompted to reflect on, articulate, and explain key scientific ideas by asking cognitively complex questions, which may not have clear and immediate correct answers. Teachers ask questions that challenge students to develop hypotheses, to weigh multiple options and draw a conclusion, to defend their rationale or solution method, and to pose their own

questions. Teachers are trained in how to scaffold learning by beginning with low-level questions and providing supportive graphic organizers or guided notes that build to open-ended, high-level Blooms questioning.

Science teachers at Libertas collaborate closely with ELA teachers to reinforce literacy standards using content-specific materials and activities. Overarching outcomes of the science curriculum are the following:

- **Mindsets.** Students use time urgently to build an understanding of scientific knowledge and processes, because they believe that science matters and that they are capable of being successful in science with hard work and persistence. Students recognize that science is everywhere, that it is an essential tool for understanding the world (including the food they eat, their health, sports, etc.), and that mastering science skills and understandings open pathways to opportunities in a STEM career.
- **Connections.** Students actively make connections between new content and their existing knowledge, concrete applications of the content, and other scientific topics as appropriate. Students recognize patterns and relationships and use underlying concepts as organizing schema. Students build on their existing scientific knowledge to explain observations or to evaluate competing claims, and to apply scientific knowledge to draw conclusions especially in novel situations or contextualized applications.
- **Discourse.** Students talk and write about science in ways that demonstrate a deep understanding of underlying concepts. Students shoulder the burden of thinking in a class period, engaging with the teacher and peers on questions and problems that are just out of reach, and determining the best approach for moving forward. As they take notes during traditional instruction and take part in exploration activities, students explain a diverse range of observations, engage in discourse to evaluate and defend scientific claims, independently pose questions and generate reasonable hypotheses using scientific knowledge, and use scientific language purposefully, accurately, and independently.

**Fourth Grade Science.** Fourth Grade Science is a survey of physical, life, and earth science. Students study electricity, magnetism, food chains, ecosystems, rocks and minerals, and the forces that shape the earth's surface. They build simple electrical circuits and electromagnets, observe the ways in which electrically charged objects attract and repel other objects, and see that electrical energy may be converted into heat, light, and motion. Fourth graders study food chains and webs, producers, consumers, and decomposers, and learn about other ecological relationships. They also analyze rocks, minerals, and the process of erosion and weathering. Students use the scientific method to formulate and justify predictions, make observations, conduct experiments, and collect and report data.

In keeping with Common Core, reading and writing are an emphasis in science, as in all classes. Students work with nonfiction texts to summarize and explain main ideas, compare and

contrast primary and secondary sources, and integrate information from two texts to write about a subject.

**Fifth Grade Science.** Fifth Grade Science is a survey of physical, life, and earth science. Students study elements, matter, chemical reactions, plant and animal structures, water, and the solar system. Students learn about chemical reactions and the special properties of metallic elements. They distinguish between atoms, molecules, mixtures, and compounds, and study the organization of the periodic table. Fifth graders continue their study of ecosystems as they learn about plant and animal adaptations and the basic principles of physiology. They learn about the human digestive system and blood circulation, as well as respiration and the excretion of wastes in plants and animals. Students study photosynthesis, the impact of the water cycle, and the solar system. The fifth grade use of the scientific method include students developing their own test questions and beginning to plan their own investigations.

In keeping with Common Core, students work with nonfiction texts to strengthen their textual analysis skills, including quoting accurately from two or more texts, explaining the interaction between two or more concepts in a text, and integrating information from several texts to write about a subject knowledgeably.

**Sixth Grade Science.** Students in sixth grade focus on Earth Science. Sixth graders study plate tectonics and their importance for major geologic events, including earthquakes, volcanoes, mid-ocean ridges, and the distribution of fossils, rock types, and climatic zones. They learn the basic of topography, erosion, the effect of the oceans' waves, and the impact of earthquakes, volcanic eruptions, landslides, and floods on the habitats of people and wildlife. Students also study heat energy, fuel consumption, conduction, convection, and radiation. They learn about the sun and solar energy and the differences in pressure, heat, air movement, and humidity. Students learn about various energy sources and natural resources and how to classify them as renewable or nonrenewable. Sixth graders also revisit the life science concepts of ecosystems, as they learn how to categorize organisms and their ecological roles. At this grade level, students, with guidance from their teacher, perform science investigations with increased independence.

In keeping with Common Core, students engage in increasingly complex analysis of scientific and technical texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure an author uses to organize a text, and comparing and contrasting information gained from experiments with that gained from reading a scientific text.

**Seventh Grade Science.** Students in seventh grade focus on Life Science. Students know the role of cells in living organisms and be able to distinguish plant and animal cells. They study the role of the nucleus, mitochondria, and chloroplasts, and study cell division. Students study the anatomy and physiology of plants and animals, including cells, tissues, organs, organ systems, and the whole organism. They learn how organ systems, bones, and muscles work together and the functions of animal and plant reproductive organs. Seventh graders learn about

genetics, sexual and asexual reproduction, and the role of DNA. They study evolution and Darwin's theories. Students in seventh grade also look to earth science for evidence of the evolution of life, as they study slow geologic processes, major catastrophic events, the rock cycle, fossils, radioactive dating, and the extinction of plants and animals. They study properties of light, levers, and simple machines. Seventh graders gain a deeper understanding of the scientific method, as they select appropriate tools and technology, construct scale models and diagrams, and communicate results in written and oral presentations.

In keeping with Common Core, students engage in increasingly complex analysis of scientific and technical texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure an author uses to organize a text, and comparing and contrasting information gained from experiments with that gained from reading a scientific text.

**Eighth Grade Science.** Students in eighth grade focus on Physical Science. Students study motion, velocity, and speed, and they learn to solve problems and interpret graphs related to distance, time, and average speed. They identify forces and their impact on objects, while taking into consideration an object's mass. Students learn the role of gravity and gravity's role in the solar system. They know the structure and composition of atoms, the ways compounds are formed, and the differences in states of matter. They are able to use the periodic table to identify elements and classify them based on their atomic characteristics. Students study simple compounds, chemical reactions, and the conservation of matter. They study buoyancy, density, and displacement and are able to predict whether objects will sink or float. Students know the central role of carbon and other key elements in living organisms. Eighth graders continue their study of earth science as they learn more about stars, galaxies, astronomical units, light years, planets, planetary satellites, comets, and asteroids.

In keeping with Common Core, students engage in increasingly complex analysis of scientific and technical texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure an author uses to organize a text, and comparing and contrasting information gained from experiments with that gained from reading a scientific text.

### ***Social Studies/History (Core)***

All units of study are based on the 2016 California History Social Science Framework. We align with the ELA/Social Science Common Core Standards by focusing instruction to develop reading, writing, and analysis skills.

History-social sciences, as a content area, is an opportunity to strategically build students' investment in and enthusiasm about critically analyzing the world around them. Social sciences promotes learners' enthusiasm about how to tackle the problems of the world, ranging from lack of access to resources for all people, to building fair and stable governments. At Libertas we use social sciences to motivate students around solving problems on both a micro and



macro scale and show them how to personally effectuate change within their neighborhoods, communities, state, and country.

Students are exposed to the rich and compelling environment that social sciences provides for high level thought and critique. They consider social sciences as a key lever for and gateway to powerful societal change founded upon a deep knowledge of how governments function and an understanding of how to learn from and capitalize on the successes and failures of prior generations. Critical to becoming 21st century learners, Libertas students develop intellectual independence through the ability to analyze classroom texts as well as by becoming informed consumers of our social media, news, and internet information.

History-social sciences curriculum follows the scope and sequence as outlined in the 2016 California History-Social Science Framework.<sup>55</sup> Teachers use CCSS Reading Standards for Informational Texts in combination with the content framework. Students master the key concepts and vocabulary, analyze primary sources, debate different points of view, and make cause-and-effect connections.

Social sciences build skills across a variety of areas including literacy, map reading, comparison and contrast of documents, statistical analysis, and persuasive and expository writing. As students build their skills and capacity in these areas, they apply their knowledge and newly formed capabilities to a variety of disciplines, thereby opening up their interests and opportunities in a number of fields and career options, resulting in lifelong, transformational change.

History-social sciences teachers at Libertas collaborates closely with ELA teachers to reinforce literacy standards using content-specific materials and activities. Overarching outcomes of the history-social sciences curriculum are the following:

- Students grapple with complex content, asking and answering evaluative and analytical questions related to history, government, and economics while making connections between thematic elements and historic eras in the history-social sciences curricula, ultimately leading to high levels of mastery.
- Students write coherent, logical, organized essays based on their analysis of a variety of historical documents and supported by well-formed arguments and evidence. They respond to both Document Based Questions (DBQs) and Thematic questions.
- Students effectively utilize a variety of skills including statistical analysis, map reading, and historical document critique to move from lower level tasks such as identification and explanation to more rigorous assignments involving evaluation and creation.

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<sup>55</sup> <https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>

Libertas students are able to move beyond rote memorization and simple facts to complex and critical analysis through building of skills in literacy, public speaking, and writing and document analysis. Our students learn that social sciences is about not just content knowledge, but development of crucial interdisciplinary skill sets.

**Fourth Grade History-Social Sciences - California: A Changing State.** Students in fourth grade are introduced to the physical, cultural, and historical complexity of our state. Students primarily focus on the people and events that have shaped Californian history. Beginning with pre-Columbian California and a focus on the original inhabitants, the year addresses the multiple waves of immigration and California's rich diversity. The varied geography of the state are analyzed with map skills and key geographical vocabulary. Students learn early exploration and colonial history, the rise of missions and the Mexican War for Independence, the Gold Rush and California Statehood and the following rapid population growth that led to large scale agriculture and California's current industries and metropolitan centers.

Keeping in line with the CCSS, literacy is integrated into all content classes. History-social sciences teachers teach social science content while explicitly teaching the Reading Standards for Informational Texts.

**Fifth Grade History-Social Sciences - U.S. History and Geography: Making a New Nation.** Fifth grade students study American History up to 1850. Study begins with Native American cultures and how residents came to be in North America. Students learn about European exploration, Colonialism, the Enlightenment, the Revolutionary War, and Westward Expansion. The class studies the foundations of government, democracy, and the Constitution. Fifth grade students also memorize the 50 U.S. states and their capitals.

In keeping with Common Core, students work with nonfiction texts to strengthen their textual analysis skills, including quoting accurately from two or more texts, explaining the interaction between two or more concepts in a historical text, and integrating information from several texts to write about a subject knowledgeably.

**Sixth Grade History-Social Sciences - World History and Geography: Ancient Civilizations.** Sixth grade students study Western and Non-Western ancient civilizations. The course emphasizes the everyday lives of people and their problems and accomplishments. Students study archaeology, geography, social and political structures, economics, and the spread of ideas. They examine Mesopotamia, Egypt, Kush, the Ancient Hebrews and Greeks, India, China, and Rome. Students also analyze the interactions and influences of various cultures.

In keeping with Common Core, students engage in increasingly complex analysis of nonfiction texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, comparing and contrasting two authors' versions of an event, and determining an author's purpose in a text.

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

In keeping with Common Core, students continue to analyze nonfiction texts through a variety of methods, including citing several pieces of textual evidence to support analysis of what the text says explicitly and implicitly, tracing and evaluating the argument and specific claims in a text, and analyzing author’s purpose, including how that author differentiates his viewpoint from that of others.

**Eighth Grade History-Social Sciences - U.S. History and Geography: Growth and Conflict.** Eighth grade students study American history from the framing of the Constitution up to World War I. Students study the foundations of our Judeo-Christian heritage and the influence of British parliamentary procedure on the foundation of our democracy and Constitution. Students trace the development of American politics, society, culture, and the economy and also study regional differences within the country. They study the causes, course, and consequences of the Civil War and the Industrial Revolution. Throughout the course, students make connections to contemporary social, political, and economic conditions.

In keeping with Common Core, students continue to analyze nonfiction texts through a variety of methods, including citing the evidence that most strongly supports the analysis of what the text says explicitly and implicitly, tracing and evaluating the argument and specific claims in a text and assessing whether the argument is sound, and analyzing a case where two or more texts provide conflicting information on the same topic.

### ***High School and College Preparation***

Libertas’ High School preparation program starts with students in 7<sup>th</sup> grade. Both 7<sup>th</sup> and 8<sup>th</sup> graders take a High School Prep course that allows students to research high-performing high schools in the area and prepares them for the academic and social culture of High School. In 7<sup>th</sup> grade, students create a High School Portfolio of at least 7 schools that they wish to apply to – including charter, magnet and merit-based options. In 8<sup>th</sup> grade, students receive support in applying to high schools and researching potential classes and electives. High School Prep allows students to assess their interests, consider the best options based on their skills and interests, and complete the required paperwork for the high-performing high school of their choice, whether it is completing a charter lottery form, private school application, or the magnet CHOICES application.

The High School preparation program is led by the Director of Libertas Partnerships, who meets with families 1:1 for support in the High School Application process, hosts meetings, and

informs families and students of the best high school options. The Director of Libertas Partnerships also creates partnerships with local high schools, magnet, charter and merit-based, to ensure Libertas students have a variety of strong options with different factors such as size, extracurriculars and academic courses. Examples of Schools that Libertas has created relationships with include King Drew Medical Magnet, Ednovate Schools, Hamilton Humanities Magnet, Downtown Business Magnet, Math and Science College Prep, Orthopaedic Medical Magnet, and Los Angeles County High School of the Arts.

Libertas also partners with A Better Chance and the Independent School Alliance for students who wish to apply to independent schools and have met the academic requirements to do so. This includes completing an application that is similar to that of a college application. Students also prepare for the ISEE exam to enter independent schools. The High School Opportunity program is designed for students who are prepared and would like the extra challenge of completing extensive school applications that require them to ask for recommendations, as write an essay.

### ***Physical Education/Health (Non-Core)***

Our physical education classes, depending on the availability of appropriate facilities, are based to the extent possible on the *Physical Education Model for Content Standards for California Public Schools* and the new *2019 Health Education Curriculum Framework for California Public Schools, Transitional Kindergarten Through Grade Twelve (Health Education Framework)*, (when published). Our P.E. program aligns with the five key physical education standards:

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply the learning and performance of physical activities.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

We believe that physical education classes should develop students' fitness skills and knowledge, while also providing a wonderful opportunity to build a positive school culture and reinforce the strong individual character we strive to develop in our students.

Key objectives of our physical education program also include:

- encourage and promote physical development and growth through exercises in agility, strength, and hand-eye coordination
- promote individual physical self-confidence through the accomplishment of individual physical goals and through team activities

- strengthen a sense of unity, accountability, and responsibility through physical team building exercises and athletics
- expose students to life activities that helps them to develop healthy lifestyles as an adult
- discuss health and physical issues pertinent to youth in a supportive forum.

### ***Visual/Performing Arts (Non-Core)***

Each unit is aligned to the *California State Standards for Visual and Performing Arts*. Starting in 2019-20, Libertas will begin to implement the new *2019 California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards)*.

#### **Art Grades 4-6**

Students in grades 4-8 engage in teacher-created arts curriculum. Art in 4<sup>th</sup>- 6<sup>th</sup> grade focuses on using many different types of mediums (ex. paint, clay, chalk) to create art pieces that reflect cultures from around the world. Final products range from paintings and bead work, to pottery and masks. Students also work in groups to produce short film segments. They write their own script, build the scenery, act, and record their scenes. They then participate in a screening of their own work.

#### **Art Grades 7-8**

In 7<sup>th</sup> and 8<sup>th</sup> grade, students are exposed to multiple forms of the arts as they relate to the curriculum they study in their core subjects of Math, ELA, History and Science. An example of a project in Math is building a bridge by researching architectural designs and using equations to ensure the accuracy of the bridges measurements. In History students may create a map over time of the Roman Empire and trade routes.

#### **Reader's Theater**

Students in the upper grades also engage in readers theater, where they take a deeper dive into a text, such as Shakespeare. In the weeks prior to Reader's Theater, students at Libertas engage in a multitude of activities to expand their ability to comprehend and analyze challenging poetry. They gather a holistic view of grim/gothic poetry. Reader's theater is a chance for scholars to dabble in theatrics and bring their learning to life. Students are assigned a character or ensemble member in a play. Students perform the following play forms of texts: *Masque of The Red Death*; *The Bells*; *The Oval Portrait*; and *The Raven*. Through creative emoting, costumes and props, students delve into an activity that both builds their confidence while sparking creativity.

#### **Character Education**

Libertas College Prep incorporates a system of FIRST values and character education throughout the entire school day. At Libertas we believe that strong character is extremely important in the success of our students as they matriculate to high school and then college. Through daily advisory, weekly community circles, and continuous reinforcement from teachers and staff, Libertas students are constantly learning and practicing the values of strong character.

### **Morning/Afternoon Advisory**

During morning and afternoon advisory periods, Libertas scholars have the opportunity to bond as a team and set a strong and positive mindset for their days. For many students, this includes a daily check-in with the Dean of Students to encourage them to be engaged and set their day up for success. Each afternoon is reserved for shout-outs, during which peers have the opportunity to recognize a peer for showing a strong example of a core value during that day. Teachers model shout-outs at the beginning of the year by naming the core value shown by the student and stating the specific example of how they exemplified the value.

### **Community Circle**

Weekly community circles are led by advisory teachers using Second Step curriculum. Targeted to teach students essential life skills in socio-emotional learning topics, students will learn to develop a growth mindset, craft personal goals, how to make decisions based of strong moral values, and create positive friendships. Students also learn about how to avoid and identify conflict and strategies for controlling different emotions.

### ***Additional Enrichment Offerings***

**Coding:** Using 9 Dots' coding curriculum, students in grades 4-8 have the opportunity to learn the fundamentals of coding and create their own projects and programs. Students have created their own emojis and have created characters through multiple programming languages. The curriculum is aligned with Next Generation and Common core standards.

**Yoga:** The Yoga program allows students to reduce stress and learn the fundamentals of yoga and meditation. Students learn different poses and also have the opportunity to lead the class in various poses and practices.

**Music:** Students have the opportunity to learn to play the guitar, as well as practice their vocal abilities by singing along to their favorite songs.

### **Innovative Components of the Curricular Program**

As noted throughout the preceding sections, Libertas teachers work hard to ensure all students have multiple access points to the standards-aligned curricula and demonstrating their learning. Our focus on college prep starting in grade 4 helps our students envision themselves as college students and graduates, and plan challenging goals for their future. Exposure to the arts and technology, an engaging physical education/health program, character education and other components work to develop the "whole" child and provide opportunities our students would not otherwise have in this underserved community.

### **Intervention and Enrichment Programs**

In order to master the rigorous academic curriculum at Libertas, we have structured opportunities for individualized instruction to support students as they rise to a high bar of academic expectations. Critical to this approach is providing key interventions during the day for all students in which there are opportunities for small group instruction. Research on the

effectiveness of class size reduction shows that reducing the size of a class by two to three students has minimal impact. The greatest impact occurs when the class size is around 16 students.<sup>56</sup> This research informed our model of a literacy intervention period, each day when students receive instruction in group sizes ranging from 6-8 students.

Depending on their previous educational experiences, some students are not ready to decode sentences while others are at or above grade level in reading. According to the Reading and Language Arts Framework for California Public Schools (K-12), effective language arts programs provide interventions in grades four through twelve for students who do not demonstrate mastery of the skills and knowledge required in kindergarten through third grade. Students should be systematically assessed and interventions should be provided for necessary prerequisite skills, including phonemic awareness, decoding and phonics, fluency, vocabulary and language development, and comprehension strategies.<sup>57</sup> During the morning Leveled Reading class students break into leveled reading groups. The lowest group works with the RSP teacher using Wilson Reading Intervention to develop phonemic awareness before moving on to fluency and comprehension.<sup>58</sup> All students are clustered into flexible groups and work on reading skills with short texts at their reading level. While primarily geared toward accelerating student reading levels up to grade level, Leveled Reading also provides the opportunity to push the students coming in with advanced reading levels to read selections from challenging classics.<sup>59</sup> Math Block is offered one day per week for math fluency and automaticity drills and math extension challenge puzzles.

At the end of each day we offer a Focus block to provide 50 minutes each day of targeted tutoring. Two teachers work with students pulling groups when needed in response to their analysis of the weekly assessments in ELA instruction or Math instruction. This period allows teachers to be immediately responsive to students who are not demonstrating mastery on Exit Tickets or are consistently struggling with foundational skills. Consistent with our emphasis on increased independence in the upper grades, the Focus period offers small group tutoring initiated by student assessments of their own instructional needs. Finally, additional tutoring and homework support is available to students during our after-school program (along with a variety of engaging enrichment activities).

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<sup>56</sup> <http://www.edweek.org/ew/issues/class-size/>

<sup>57</sup> <http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf>

<sup>58</sup> <http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf> pg. 18

<sup>59</sup> All students will gain exposure to classic literature during whole-class novels. As students progress into higher level reading groups they will begin to read more of the classics. This approach will guide students in as early as fourth grade through books that will be required for the high school AP Literature exam.

### Curricular and Instructional Materials

The following text and online curricula are aligned with the CCSS/NGSS and frameworks, and subject to change based on the availability of new textbooks and ongoing internal evaluation.

Content Area	Curriculum/Programs Used
ELA	Uncommon Reading Reconsidered Novel Units and Teacher-created materials 4 <sup>th</sup> Grade Novels: Tales of a Fourth Grade Nothing, Troublemaker, The Magician's Nephew 5 <sup>th</sup> Grade Novels: One Crazy Summer, Esperanza Rising, Yolonda's Genius, Number the Stars 6 <sup>th</sup> Grade Novels: You Don't Know Me (Klass), Warriors Don't Cry, Anne Frank 7 <sup>th</sup> Grade Novels: The House on Mango Street, 12 Angry Men, The Absolutely True Diary of a Part-Time Indian, Haroun and the Sea of Stories, The Pearl, The Narrative of the Life of Frederick Douglas 8 <sup>th</sup> Grade Novels: Fahrenheit 451, Autobiography of Malcom X, Night, Animal Farm, Lord of the Flies
ELD	Rosetta Stone; Reading A-Z, Wilson reading intervention
Math	Achievement First, Teacher-created materials, Prodigy
Science	Foss Kits (4 <sup>th</sup> -5 <sup>th</sup> grades) Amplify Science (6-8 <sup>th</sup> grades)
Social Studies/History	A People's History by Howard Zinn (7-8) My World (4-6) Pearson
P.E./Health	Teacher-created materials & Prevention Plus
Visual and Performing Arts	Teacher-created materials
Character Education	Second Step Teacher-created materials

### Comprehensive Course List

Within our overall core subjects, we allot additional time and focus on ELA and Math in the bell schedule each week, as informed by the research-proven practices from high performing urban charters schools. We believe that additional time in literacy is essential for college preparatory success in all subject areas and that double blocks of math is fundamental to all future success in high school and college math and science courses.

### Instructional Method and Strategies

In addition to the overall instructional approaches and strategies described above, Libertas employs a variety of specific instructional practices in the classroom, including:



## Direct Instruction

Libertas implements research-based instructional methods from top performing charter schools. There is significant research about the benefits of Direct Instruction for students entering school below grade level. Direct Instruction (DI) is an explicit, scientifically-based model of effective instruction.<sup>60</sup> The essential principles of DI are that every child can learn if we teach him or her carefully and teachers can be successful when given effective programs and instructional delivery techniques. Teachers own the responsibility for student learning and develop the mindset that if students did not master a standard, it is the role of the teacher to present the information more clearly. Critical to the success of DI is the “faultless” communication by the teacher. Students learn best from presentations designed for clarity and draw predicted conclusions from the lessons.

We have chosen to utilize DI so we can accelerate the pace of acquiring the necessary vocabulary, prior knowledge, and schema to facilitate effective student-guided discussion and inquiry based lessons which increasingly becomes the method of lesson delivery into the upper grades. The goal of DI is to “do more in less time” by controlling the curriculum design and instructional delivery. Teachers use explicit instruction and structured guided and independent practice activities to quickly bring students up to grade level. This form of instruction helps students access the “culture of power” by directly teaching them the content and skills they need in order to be successful.<sup>61</sup> Because explicit instruction has been proven effective in quickly developing students’ knowledge and skills, it is the primary pedagogical approach at Libertas, particularly in the lower grades (4-6) as students develop the schema to be successful in varied forms of inquiry and problem based learning.<sup>62</sup>

DI program design relates to: (a) careful content analysis that promotes generalization (teaching the “big ideas” of instruction); (b) clear communication (the “wording of instruction” as well as how instruction is sequenced and examples are introduced); (c) clear instructional formats (specifies what teachers are to do/say and what responses students should produce); (d) sequencing of skills (prerequisites are taught before a strategy is taught; easy skills are taught before more difficult skills; strategies/information likely to be confused are separated; instances consistent with a rule are taught before exceptions); and (e) track organization (activity sequences are targeted that teach skills over multiple lessons to ensure firm responding).<sup>63</sup>

Organization of instruction centers on: (a) instructional grouping (using flexible skill grouping as compared to “tracking”); (b) instructional time (increasing academic learning time—the time

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<sup>60</sup> <http://www.newhorizons.org/spneeds/inclusion/teaching/marchand%20martella%20ausdemore.htm>.

<sup>61</sup> Delpit, Lisa. (1988). “The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children.” *Harvard Educational Review*, 48(3), 280-298.

<sup>62</sup> McGuinn, P. and Berger, L., “Incentives, Information, and Infrastructure: Race to the Top, i3, and the Federal Role in Educational Innovation,” in Frederick M. Hess and Andrew P. Kelly, eds. *Carrots, Sticks, and the Bully Pulpit: Lessons from a Half-Century of Federal Efforts to Improve America’s Schools* (Harvard Education Press, 2011).

<sup>63</sup> Ibid.

students are engaged with high success rates); and (c) continuous assessment (providing ongoing in-program assessments to inform instructional practice).<sup>64</sup>

Teacher-student interactions include: (a) active student participation (increasing opportunities for students to respond and receive feedback); (b) unison responding (increasing students' responding by having them chorally respond); (c) signals (providing a cue to evoke unison oral responses); (d) pacing (promoting active student engagement with brisk teacher pacing); (e) teaching to mastery (ensuring firm responding over time); (f) error corrections (minimizing student errors by carefully sequencing instruction; when errors do occur, using careful error correction procedures—model, lead, test, retest); and (g) motivation (enhancing motivation through high levels of student success).<sup>65</sup>

### **How the School's Instructional Methodologies and Curriculum will Ensure Student Mastery of the California CCSS and Other State Content Standards**

As detailed above, our program is intentionally designed to ensure our students are mastering CCSS/NGSS and other standards; our success is evidenced in the CAASPP results compared to the Resident Schools our students otherwise would attend. Extra time devoted to ELA and Math each day, pull-out intervention time for ELs, SpEd and students who are struggling, our LLI intervention program and ongoing data review and differentiation all work to ensure student content mastery. We continuously self-evaluate and work to improve our programs to meet the needs of the students we serve and ensure their success.

### **How the Instructional Program will Support Student Development of Technology-Related Skills and Student Use of Technology**

Students at Libertas have daily access to computers and have frequent access to practice turning in computer based assignments using Google applications, and computer based testing through the NWEA MAP, Accelerated Reader and Illuminate. For the CAASPP to be a fair measure of student knowledge, students must feel confident with the testing format as well as the content of the test. By integrating more computer based assessments into instruction, we will normalize the format of the state test.

Each Advisory is equipped with a Chromebook cart with a 1:1 student to Chromebook ratio. These Chromebooks will be utilized for daily use and will be available for school use during testing periods and other whole class computer needs.

#### **Technology based assignments**

Content classes like English Language Arts and Science include research components and final projects that are submitted fully typed. Understanding that not all families have full computer or internet access at home, these projects are conducted primarily during the school day. It is up to the teachers' discretion whether they opt to use their classroom set of Chromebooks to

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<sup>64</sup> <http://www.newhorizons.org/spneeds/inclusion/teaching/marchand%20martella%20ausdemore.htm>.

<sup>65</sup> Ibid.

maintain a writing workshop and small groups or whether they utilize other classroom carts for whole class composition.

**Graduation Requirements – N/A**

**Transferability of Courses – NA**

Academic Calendar and Schedules

**Academic Calendar**

The Libertas school year is similar to a traditional single-track calendar. We have 185 instructional days, divided into three trimesters. Teachers have an additional days devoted to professional development, in preparation for the school year and strategically placed throughout the year to analyze and action plan from interim and comprehensive assessment data. There is no school Labor Day, Veteran’s Day, Martin Luther King, Jr. Day, President’s Day, or Memorial Day and we have short breaks for Thanksgiving, winter holidays, and spring vacation. Early release days occur every Friday, as well as in November and March for Parent-Teacher conferences (students released at 2:00pm), and minimum days occur on the last week of school (students released at 12:00pm).

A draft 2020-21 school year calendar is included below.

**Libertas College Prep Calendar 2020 - 2021**

August 2020 (11)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020 (20)						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020 (21)						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020 (16)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020 (14)						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021 (17)						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021 (19)						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021 (19)						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021 (20)						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021 (20)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021 (8)						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### Key Dates: 2019 – 2020

<b>Aug 17</b>	First Day of School	<b>Nov 25 - 27</b>	Thanksgiving Break	<b>Mar 29 – Apr 2</b>	Spring Break
<b>Sep 7</b>	Labor Day	<b>Dec 21 – Jan 5</b>	Winter Break	<b>May 31</b>	Memorial Day
<b>Sep 28</b>	Data Day	<b>Jan 18</b>	Martin Luther King Day	<b>Jun 10</b>	Last Day
<b>Oct 23</b>	Data Day	<b>Feb 15</b>	Presidents' Day	<b>Jun 11</b>	PD Day (no students)
<b>Nov 11</b>	Veteran's Day	<b>Mar 12</b>	Data Day	<b>Jun 28 – Jul 9</b>	Closed

### Sample Daily Schedules

The daily schedule of Libertas is constructed to maximize academic instruction. With an extended year of 185 days and more than 65,000 minutes of instruction each year, we exceed the 54,000 minutes of annual instruction set forth in Education Code § 47612.5. The number of minutes included in our totals is based on instructional totals from 145 full instructional days, 39 Early Release Days, and 1 minimum. Students attend school from 7:30 am to 3:15 pm Monday through Thursday, and Friday from 7:30am - 2:00 pm.

### Fourth, Fifth, and Sixth Grades (Lower School)

The fourth through sixth grade schedule has additional literacy and math periods to set a strong foundation created with the intention of being able to catch student up to grade level in reading, writing, and math and ensure the students are prepared for the rigor of college preparatory seventh and eighth grade classes. Students have two Advisory teachers and remain in the same classroom for all of their core classes. Each week students have the following number of fifty-minute classes for their core subjects: eight ELA classes, eight math classes, four

science classes, and four history-social sciences classes. In addition to their reading class, students participate in leveled small group guided reading classes four times per week.

Fourth through sixth grade students participate in health/physical education or an enrichment class four days per week. Enrichment offerings vary based on teachers’ interests but are intended to expose students to a wide array of arts, music, and fitness activities. Focus class again divides students into smaller groups to best meet students’ needs. Community Circle on Wednesdays allow students to gather as grade-level or whole-school teams. Community Circle is a time to build community and reinforce school culture as we celebrate students exemplifying the FIRST core values and achieving academic success.

Students start and end the day in advisories that have both a functional and relational purpose. During AM Advisory, students arrive, eat breakfast in the classroom, turn in homework (HW), and get ready for the day. It is also the time for the advisory teacher to set academic and character goals for the class that day.

#### Sample Fourth through Sixth Grade Schedules

<b>4th &amp; 6th Grade Bell Schedule</b>			
	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
<b>AM Advisory</b>	7:30 AM	7:55 AM	25
<b>Guided Reading/Designated ELD</b>	7:55 AM	8:35 AM	40
<b>1st Period ELA</b>	8:40 AM	9:40 AM	60
<b>2nd Period Math</b>	9:40 AM	10:40 AM	60
<b>Independent Reading</b>	10:40 AM	11:10 AM	30
<b>Lunch</b>	11:10 AM	11:40 AM	30
<b>3rd Period Math</b>	11:40 AM	12:40 PM	60
<b>4th Period PE</b>	12:40 PM	1:40 PM	60
<b>Math Fluency</b>	1:40 PM	2:00 PM	20
<b>5th Period Social Studies</b>	2:00 PM	3:00 PM	60
<b>PM Advisory</b>	3:00 PM	3:15 PM	15
Instructional Minutes:			<b>390</b>

<b>5th Grade Bell Schedule</b>			
	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
<b>AM Advisory</b>	7:30 AM	7:55 AM	25
<b>Guided Reading/Designated ELD</b>	7:55 AM	8:35 AM	40
<b>1st Period Social Studies</b>	8:40 AM	9:40 AM	60
<b>Math Facts</b>	9:40 AM	9:55 AM	15
<b>2nd Period ELA</b>	9:55 AM	10:55 AM	60
<b>3rd Period Math</b>	10:55 AM	11:55 AM	60
<b>Lunch</b>	11:55 AM	12:25 PM	30

### 5th Grade Bell Schedule

	Start Time	End Time	Length
Independent Reading	12:25 PM	1:00 PM	35
4th Period Math	1:00 PM	2:00 PM	60
5th Period Science	2:00 PM	3:00 PM	60
PM Advisory	3:00 PM	3:15 PM	15
Instructional Minutes:			<b>390</b>

#### Sample Seventh and Eighth Grade Schedules

### 7<sup>th</sup>/8<sup>th</sup> Grade Bell Schedule

	Start Time	End Time	Length
AM Advisory	7:30 AM	7:55 AM	25
Guided Reading/Designated ELD	7:55 AM	8:35 AM	40
1st Period ELA	8:40 AM	9:45 AM	65
2nd Period Humanities	9:45 AM	10:50 AM	65
3rd Period Math	10:50 AM	11:55 AM	65
Lunch	11:55 AM	12:25 PM	30
Independent Reading	12:25 PM	12:55 PM	30
4th Period PE/Health	12:55 PM	2:00 PM	65
5th Period Science	2:00 PM	3:00 PM	60
PM Advisory	3:00 PM	3:15 PM	15
Instructional Minutes:			<b>390</b>

### Friday Schedule (Early Release)

#### 4<sup>th</sup> and 6<sup>th</sup> Grade Bell Schedule

	Start Time	End Time	Length
AM Advisory	7:30 am	8:00 am	30 min
Community Circle	8:00 am	8:40 am	40 min
1 <sup>st</sup> Period	8:40 am	9:30 am	50 min
Break	9:30 am	9:45 am	15 min
2 <sup>nd</sup> Period	9:45 am	10:35 am	50 min
3 <sup>rd</sup> Period	10:35 am	11:25 am	50 min
Lunch	11:25 am	12:05 pm	40 min
Independent Reading	12:05 pm	12:30 pm	25 min
PM Advisory	12:30 pm	12:50 pm	20 min
Enrichment	12:50 pm	1:50 pm	60 min
Dismissal	1:50 pm	2:00 pm	10 min

## 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade Bell Schedule

	Start Time	End Time	Length
<b>AM Advisory</b>	7:30 am	8:00 am	30 min
<b>Guided Reading/Designated ELD</b>	8:00 am	8:40 am	40 min
<b>1<sup>st</sup> Period</b>	8:40 am	9:30 am	50 min
<b>2<sup>nd</sup> Period</b>	9:30 am	10:20 am	50 min
<b>Break</b>	10:20 am	10:35 am	15 min
<b>3<sup>rd</sup> Period</b>	10:35 am	11:25 am	50 min
<b>Independent Reading</b>	11:25 am	11:45 pm	20 min
<b>Lunch</b>	11:45 am	12:30 pm	45 min
<b>PM Advisory</b>	12:30 pm	12:50 pm	20 min
<b>Enrichment</b>	12:50 pm	1:50 pm	60 min
<b>Dismissal</b>	1:50 pm	2:00 pm	10 min

*Content periods consist of core classes: Reading, Writing, Science, Social Studies, Math, and Physical Education. All students have at least three Physical Education or Art classes each week.*

### Total Days and Minutes

Libertas significantly exceeds the required instructional days and minutes for all grade levels.

Grade s	Number of Regular Days	Number of Instructional min per Regular Day	Number of Early Dismissal Days	Number of Instructional Minutes per Early Release Days	Number of Minimum Days	Number of Instructional Minutes Per Minimum Day	Number of Instructional Days	Minutes required by State Law	Total Instructional Minutes	Number of Instructional Minutes Above State Req't
4	145	390	39	275	1	195	185	54000	67470	13470
5	145	390	39	275	1	195	185	54000	67470	13470
6	145	390	39	275	1	195	185	54000	67470	13470
7	145	390	39	275	1	195	185	54000	67470	13470
8	145	390	39	275	1	195	185	54000	67470	13470

Early College and Middle College – N/A

## PROFESSIONAL DEVELOPMENT

### Professional Development

Libertas devotes a significant amount of time to staff professional development. Teachers engage in three weeks (17 days) of Summer PD immediately preceding the start of the school year. Summer PD is highly structured, and is devoted to curriculum development, culture building, and staff norming around expectations, behavior, and student work. We also use this time to practice Libertas' systems and procedures, and to give teachers the opportunity to prepare their classrooms for the beginning of the school year.

Summer PD Topics Include:

- School culture
- Teacher taxonomy techniques – starting with Strong Voice, Positive Framing, Do It Again, and 100%
- Character development – norming language around FIRST core values
- Classroom management
- State content standards and assessments
- Long-term lesson planning
- Daily lesson design
- Effective implementation of Direct Instruction
- Informal and formal assessment
- Teacher collaboration
- Differentiated instruction
- Mental Health and Mandated Reporter Trainings
- Human Resources Trainings
- Emergency Protocols
- English Learner strategies and compliance
- Special Education strategies and compliance
- Integrating literacy in the content areas
- Integrating technology
- Health and safety

Teachers continue to engage in professional development over the course of the year; staff and leadership meet every Friday, from 2:30 to 4:30 pm, for dedicated professional development time. These sessions provide the opportunity to analyze data, modify instruction, examine student work, plan targeted interventions, and model instructional best practices. We offer thirteen professional development days, inclusive of our four Data Days, over the course of the year for a total of 104 additional hours of annual training that is spent observing at other schools, analyzing interim assessment data, and engaging in ongoing learning. School observations are a vital part of our staff's professional development. We analyze trends in our own school's data through interim assessments and through classroom observation data to highlight key areas of growth for our staff.



## Professional Development Calendar (Draft): 2020 - 2021

Week	August
1	SpEd: Accommodations and Modifications
2	
3	

Week	September
1	NWEA Data PD
2	Hispanic Heritage Month Planning
3	Guided Reading/ELD

Week	October
1	Grade Level Culture
2	Operations/Safety and Emergency Procedures
3	Parent/Teacher Conferences

Week	November
1	Interim Data Day
2	Parent/Teacher Conference Follow-up
3	Grade Level Culture

Week	December
1	Holiday Celebration Planning

Week	January
1	Aggressive Monitoring
2	Guided Reading/ELD

Week	February
1	NWEA Map & AR Data
2	Department/Curriculum PD
3	Interim Data Day

Week	March
1	Parent/Teacher Conferences
2	Joy/Positive Framing
3	Illuminate Training

Week	April
1	Department/Curriculum PD
2	Habits of Discussion
3	Character Development

Week	May
1	Data Day
2	

Finally, the Head of School and Department Chairs conduct regular classroom observations and give actionable feedback to teachers that can be implemented immediately. Research by Kim Marshall indicates that the Head of School is “the person with the best access to classrooms and the greatest opportunity to orchestrate improvements in teaching,”<sup>66</sup> by facilitating classroom observations that are:

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<sup>66</sup> As reported by Kim Marshall, author of *Rethinking Teacher Supervision and Evaluation*, in the *Boston Globe*: [http://www.boston.com/news/education/k\\_12/articles/2011/03/25/visit\\_classrooms\\_early\\_and\\_often\\_and\\_give\\_new\\_tools\\_to\\_principals/](http://www.boston.com/news/education/k_12/articles/2011/03/25/visit_classrooms_early_and_often_and_give_new_tools_to_principals/).

- Unannounced, allowing observers to see a true (and not “glamorized”) snapshot of classroom instruction;
- Short, systematic, and frequent, to allow for multiple visits to observe every component of instruction;
- Followed each time with a short, face-to-face conversation to focus on immediate next steps; and
- Summed up in mid-year evaluations that are tied to a detailed evaluative rubric.<sup>67</sup>

This “in the moment” coaching allows teachers to make meaningful adjustments; school leaders follow up with additional observations, longer coaching conversations, and student data analysis.

### **Teacher Recruitment**

Excellent teachers are paramount to Libertas’ success, and we prioritize the recruitment, selection, training, development, and support of our teachers, creating a group of professionals who celebrate successes, recognize target areas for growth, and constantly seek to improve on their own practices. Lead Founder and Head of School Anna Carlstone is a proven urban educator, with a deep and wide network of teachers from whom she strategically draws in support of the Libertas’ mission and vision.

Libertas is committed to finding and developing excellent teachers. Teacher recruitment begins upon authorization, with job listings posted on a number of sites and through a variety of alumni networks, including Teach For America, Ed-Join, Indeed and the California Charter School Association. We also post and attend hiring fairs at local universities, including the University of California Los Angeles, the University of Southern California, Pepperdine University, Occidental College, Loyola Marymount, California State University Northridge, and California State University Los Angeles.

The teacher application and selection process is rigorous, as we are committed to developing a deep understanding of each candidate’s beliefs, competencies, proven past successes, and ability to work with the Libertas team to drive dramatic student achievement. The teacher application process, particularly at the hiring stage, is also fully aligned with all regulatory requirements for teaching in a Los Angeles public school. The application process includes the following steps:

- Resume and cover letter screening
- First round phone interview with the Director of Partnerships
- Tour and observation of Libertas
- Demo lesson in a Libertas classroom
- Group interview with the instructional team

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<sup>67</sup> Ibid.

- Reference checks, securing of transcripts, and completion of background checks<sup>68</sup>
- Offer letter

### Meeting the Needs of All Students

Instructional urgency is seen in the way all students are held to high academic standards and in the way teachers and leaders make no excuses about providing the type of support needed for Exposition Park and University Park’s diverse populations to succeed in middle school and be prepared for the challenges and opportunity of a rigorous college preparatory high school.

Libertas is committed to meeting all students’ needs and we actively recruit students with disabilities and limited English proficiency. In our small school environment, student supports are designed to meet individual student’s needs and specifically address the needs of English Learners (ELs), socioeconomically disadvantaged students, high achieving students, students achieving below grade level, and special education students. Our student supports are designed to intervene early for struggling students and accelerate learning for all students. All subgroups are monitored regularly by the Head of School and the Academic Achievement Committee of the Board of Directors using the Academic Dashboard which compiles the subgroup data from the state assessment, MAP, and interim assessments.

The teaching methodologies have been drawn from the best practices of high performing charter schools and have been shown to be successful with our target student population. As a charter school, utilizing a small school design, we have the ability to use innovative ways to meet our students’ specific academic needs especially those often classified as “at-risk”:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Extended time for math (problem solving and procedures) instruction in fourth through sixth grades
- Systematic reading strategies and textual analysis instruction
- Extensive independent reading at each student’s level
- Word Walls to reinforce and extend academic vocabulary
- Phonics, decoding, and fluency groups during Focus
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Use of scaffolded notes in fourth through sixth grades to teach organizational strategies

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<sup>68</sup>In full accordance with *California Ed. Code 44237* and *45125.1*, background checks, fingerprinting, and medical clearances will all be obtained prior to the start of the school year.

- Reinforcement of reading and writing across the content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication and engagement with parents in supporting expectations

Additional strategies target students who may have additional needs: students performing far above or below grade level, students with low socioeconomic status, ELs, and students with special needs. These additional supports are incorporated within the school day.

Tutoring is a key component of Libertas, and take place during our extended day program. During Focus class, students are able to access additional tutoring with teachers. Students who appear to be struggling are in an ELA or math tutoring group until the next interim assessment. Depending on that student’s level of mastery on the interim assessment, the student may be moved out of the tutoring group or the student may continue in the group until the data shows that he or she does not struggle with those standards.

### **Student Support and Progress Team**

A Student Support and Progress Team (SSPT) uses a systematic, problem-solving approach to assist students who, despite a variety of supports, are failing to make adequate progress. The SSPT reviews the effectiveness of previous and current interventions, clarify problems and concerns, develop strategies and organize resources, provide a system for school accountability, and serve to assist and counsel the parents, teachers, and student.

An SSPT is a general education function. All students can benefit from an SSPT, including but not limited to, those students achieving below or above grade level, ELs, students with suspected special education needs, and students who have experienced emotional trauma or behavioral issues.

Anyone who has on-going concerns about a student’s achievement or social concerns can refer that student for SSPT consideration; anyone who is connected with that student can participate in the SSPT meeting. These people may include, but are not limited to, teachers, parents, counselors, doctors, administrators, social workers, and law enforcement representatives. The meeting is designed to allow all parties involved to work together to create the best possible plan of action to support the child’s unique needs.

The Libertas SSPT meetings include the following steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed

6. Pertinent information and accommodations are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

The plans created by an SSPT include additional instructional supports, a timeline for implementation, goals for the student, and means for assessment and re-evaluation.

### **English Learners**

Libertas 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.

All incoming students to Libertas receive a home language survey in their enrollment packet. Students with a home language other than English take the English Language Proficiency Assessment for California (ELPAC) within 30 days of starting school and annually each year afterward until they are re-designated. The school notifies parents of the school's responsibility to conduct the ELPAC and informs parents within 30 days of the results of the ELPAC. In line with our belief that parents are partners in their child's education process, parents and guardians are informed of their rights and are encouraged to participate in the reclassification process. If we have over 21 students who qualify as ELs, we have an English Language Advisory Council (ELAC) and parents of ELs are encouraged to join. In 2018-19, Libertas served a large percentage (21.7%) of ELs.

### ***Process for Identifying English Learners***

Libertas' EL program adopts the LAUSD English Learner Master. Libertas' EL program is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports (including both integrated ELD throughout core subject learning as well as designated ELD during specific time periods in the bell schedule) in order to achieve grade-level CCSS mastery and English-language proficiency.

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 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 Coordinator of Special Projects 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 new Performance Level Descriptors (PLDs) approved by the State Board of Education:<sup>69</sup>

Level	Description
4	English learners at this level have <b>well developed</b> 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 <b>moderately developed</b> 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 <b>somewhat developed</b> 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

<sup>69</sup> 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>

Level	Description
	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 <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 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.

***Educational Program(s) for English Language Acquisition***

All EL students learn with all other students in the classroom during instructional time. In addition, EL students have designated ELD instruction in small groups daily during ELD time. Teachers use modeling, graphic organizers and visuals to support students’ recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student.

All Libertas teachers are trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model used by Libertas places a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. Libertas’ philosophy of personalizing instruction for all students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student’s needs.

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:<sup>70</sup>

- 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.
- 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 instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered.

#### ***How the Program Will Meet the New State ELD Standards and Use the Results of the ELPAC to Support and Accelerate Student Progress***

Libertas bases its English Learner support program on the new 2012 California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, were replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which are aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, Libertas teachers provide integrated ELD instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELD level annually. Our ELD Coordinator partners with classroom teachers to include ELD goals on students' learning plans, including specific goals to meet during dedicated ELD instruction. Additionally, our ELD Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

If students are not making sufficient academic progress as indicated through ELPAC data, we modify our EL program as needed.

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<sup>70</sup> 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).



Libertas ensures that teachers are qualified and supported to meet the needs of ELs. We hire teachers that are CLAD/BLAD certified and place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. During ongoing professional development, we address instructional effectiveness, review assessment data and revise curriculum to meet our EL students' needs.

Parents are notified regarding their child's English Language Development along with ELPAC scores every progress report or every trimester and/or as often as needed.

### ***Proficiency Levels with Meaningful Access for English Learners, Including Instructional Strategies and Intervention***

See above. Teachers have access to ELD assessment results to inform program placement, reclassification, and instruction. Libertas uses assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

Libertas provides high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. 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 School's English Learner Program***

The Head of School at Libertas is responsible for ensuring the quality and success of all instructional programs and reports to the Board on progress towards academic goals, including serving EL students. The Head of School conducts regular classroom observations and provides feedback and coaching. In addition, the Head of School works with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs improve at least one ELD level annually as measured by the ELPAC.

Teachers are expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to change their

instructional practices to better serve each student. In order to document progress, all teachers receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders include the new ELD standards by level 1-4. Teachers use these folders to collect student work samples, and check of mastery towards each ELD standard.

### ***Process and Specific Criteria for Reclassification***

Libertas monitors student mastery of the ELD standards through the use of ELD folders. The ELD folder is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program as defined by the 2012 LAUSD English Learner Master Plan. Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student's best work are replaced with more representative samples. By the time an ELD portfolio is complete, it contains at least one sample for each domain. The ELD Coordinator reviews ELD folders at the end of each reporting period and EL students receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of ELD folder evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Head of School, collaborating with the ELD Coordinator, to work with classroom teachers to carry out the EL Master Plan. The ELD Coordinator maintains ELD portfolios, monitors classroom instruction, updates ELD levels in the Libertas Student Information System, places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The ELD Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

EL student reclassification criteria includes:

- California Education Code Section 313[f] required criteria for reclassification:
  - Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
  - Teacher evaluation, including but not limited to, a review of the student's curriculum mastery

- Parent opinion and consultation
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age
- LAUSD English Learner Master Plan reclassification requirements for English Learners:
  - Annual ELPAC
  - Teacher evaluation based on student grades/progress report marks
  - Parent consultation and approval
  - Basic Skills Assessment

Students scoring Level 3 or 4 on the ELPAC and at least level “3” on the CAASPP are considered for possible reclassification. If a student scores below Level 3 on any subtest (Listening, Speaking, Reading, Writing), he/she are no longer considered for reclassification despite an overall score of Level 3 or Level 4. Teachers submit ELD folders and work samples for each student that was administered the ELPAC regardless of score.

Annual Review of Student Progress begins mid spring, after ELPAC scores become available and just after the second submission of ELD folders and work samples. All student ELD folders are initially reviewed by the ELD coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student move forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team discusses if the student has met sufficient goals and consults with the parent/guardian for their input. If a student has satisfied all of these requirements, they are then recommended for reclassification pending the release of CAASPP scores for that year. If a student Meets or Exceeds standards on the ELA test, he/she is officially reclassified, and their file is updated to reflect Reclassified Fluent English Proficient in that academic year. A student continues to be monitored by the reclassification team for two years after official reclassification, as required by ESSA.

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

In order to meet the individual needs of each English learner, the ELD Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the ELPAC are provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that Libertas provides for all students.

Students are monitored in conjunction with the new CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide Libertas teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas<sup>71</sup>:

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

English learners continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). Libertas sets a demanding reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process. The ELD Coordinator serves as the ELPAC testing coordinator and meets weekly with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator continues to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

### ***Process for Monitoring Progress and Supports for Long Term English Learners (LTELs)***

Under California law, Long Term English Learners (LTELs) are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for six years or more, have remained at the same English language proficiency level for two or more consecutive prior years, or have regressed to a lower English language proficiency level, and, for students in grades 6-9, have scored Far Below Basic or Below Basic (or new equivalent) on the state testing in ELA. (Cal. Ed. Code § 313.1) If students are classified as LTELs after enrolling at

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<sup>71</sup> <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

Libertas, the ELD Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. Libertas prioritizes resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents are made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

### **Gifted and Talented (GATE) Students and Students Achieving Above Grade Level**

Charter School is committed to supporting gifted and highly capable students in a safe, caring environment that promotes a college preparatory education, with additional enriching opportunities available for students who are ready for advanced learning. Within all classes, teachers differentiate curriculum by making adjustments of content through depth, complexity, and pacing as appropriate to the needs of each learner. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the Charter School GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group. School site academic administrators monitor student progress through our SIS system.

Charter School's identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. Charter School understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, Charter School includes teacher and/or administrator recommendations as well as work samples in its identification process.

In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

Data may include the following:

- School, class, and individual pupil records
- State and benchmark examinations
- Student portfolios or work products
- Interviews and questionnaires (teacher, parent, and others related school personnel)

Teachers, parents, and school administrators may submit referrals. Additionally, students at the middle school levels may refer themselves.

Students referred for assessment work in partnership with the LAUSD Gifted and Talented Program to take the *Otis- Lennon School Ability Test ("OLSAT")* or to assess

their previous state examinations. The OLSAT is a multiple-choice test that is comprised of both verbal and nonverbal questions used to measure a child's critical thinking and reasoning skills. Students will need to perform well in the following areas:

- Following directions
- Detect similarities and differences
- Recall of words and numbers
- Classification of items
- Establishing sequences
- Solving arithmetic problems
- Completing analogies

GATE teams, comprised of the Special Education Coordinator, Director of Libertas Partnerships, Assistant Principal, and/or a general education teacher, review all pieces of data and then submit their recommendation to the LAUSD Gifted and Talented office to make a determination of eligibility. All students will be monitored by our school site academic administrators through the SIS.

Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. Curriculum and instruction are designed to extend and enrich student learning through best practices. Classes are intended to engage and challenge learners to investigate, use problem-based learning, and research.

In addition, enrichment activities supplement learning for our advanced students both within and outside the regular classroom and expose students to STEAM programs early on in their educational careers. Activities may include but are not limited to Science Fairs, Coding Programs through 9dots, and the USC Viterbi Engineering Partnership.

We also assist students and their families in applying to rigorous magnet programs for high school, including Gifted/Highly Gifted and Schools of Advanced Studies. This program is overseen by the Director of Libertas Partnerships.

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

While most students' needs are met by the wide variety of school-wide supports already in place, Libertas works with students who are achieving below grade level in order to help them achieve at expected levels. Our incoming cohort students in Leimert Park and Exposition Park come in at a level of 28% and 25% proficient, for ELA and Math, respectively, based off of the 2017 – 2018 CAASPP scores; our instructional program, as described above, is designed to address incoming gaps to ensure that students are prepared for our rigorous college preparatory curriculum.

A student at Libertas is considered low-achieving if s/he meets the following criteria:

- Performing more than one level below his/her actual grade level on class assignments and assessments, including a score of Not Met or Nearly Met on the SBAC, and equivalent

scores on the NWEA Map Assessment .<sup>72</sup>

- Earning below 70% in one or more core subjects, therefore signifying the danger of failing the grade and qualifying for retention.
- Not on track to make at least one grade level of growth in reading, writing, and math according to NWEA Benchmarks.

Students with skills below grade level benefit from the following components of our school's design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction in grades four through six
- Extended time for math (problem-solving and procedures) instruction in grades four through six
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student's level
- In-school tutoring time to meet students' academic/developmental needs at each grade-level
- Phonics, decoding, and fluency groups during Focus
- Systematic writing and grammar instruction
- Word Walls to reinforce academic vocabulary
- Frequent use of "think-pair-share" and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with/engagement of parents on academic/behavioral expectations

In addition to the supports offered to all students, low-achieving students are strategically grouped for small-group instruction during the Focus period and are offered (though not required to attend) afterschool tutoring one to four days per week to receive additional academic help. This allows students full access to all core and non-core content while meeting the students' needs. Students' progress is monitored weekly by their core academic teachers; students who are not making progress toward grade-level standards are referred to the SST for further consideration. Parents of low achieving students are notified and a conference with parents and guardians is held to discuss the student's current grade level performance, the program supports available at Libertas, and how the families can be a part of the support process.

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<sup>72</sup> We recognize that with the transition to the California Assessment of Student Performance and Progress (CAASPP), there may be different nomenclature regarding performance levels. We will adjust according to the categories designated by the state.

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

Libertas identifies students classified as socio-economically disadvantaged or low-income through the information provided by parents on the federal lunch application. Every year, parents complete a new application for the National School Lunch Program and those families indicating they earn below the income eligibility are classified as socio-economically disadvantaged or low-income.

The majority of our students qualify for free or reduced lunch, and our program is explicitly designed to meet the needs of these students. Our small school with small class sizes, interventions to support struggling students, and after-school tutoring all benefit low-income students as well. The progress of students individually and as a subgroup are monitored by school leaders and teachers through benchmark testing, state testing, and other formative and summative assessments.

In order to meet the unique needs of the Charter School's low-income students, Libertas provides families with information on where to receive free or reduced medical, vision, dental, and mental health care. Upon enrollment, parents are given applications for reduced bus passes/TAP cards and enrollment forms for students to participate in our after-school program. Our comprehensive after-school program ensures that students of working parents that do not have childcare available can remain on campus until 6:00 PM, participating in a variety of clubs and activities based on student interest, such as coding sports, arts and more. There are no fees associated with our after-school program and students that participate receive free snack.

## **Students with Disabilities**

See District Required Language at start of Element 1.

## **Students in Other Subgroups**

Libertas offers a variety of support for students with extraordinary needs, such as foster youth and homeless students. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources. The Head of School serves as the Charter School designee responsible for monitoring foster and homeless students' growth, support services and achievement of Charter School and individual goals. If a parent or student indicates they are living in a situation that would qualify as homeless the Charter School informs them of their rights under the McKinney-Vento Act. Libertas adheres to the McKinney-Vento Act and provides all required supports to its homeless youth.

LLI and students' teachers collaborate closely with a student's wrap around team (social workers, etc.) and ensure close communication with external service providers (as appropriate) regarding a student's welfare and progress in school.



As detailed above, our RTI process and teacher training ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations. (See below.)

## A Typical Day

All elements of the school day at Libertas are designed to develop college-ready academic preparation, time-management strategies, and intellectual perseverance. For students to thrive in college they must also be able to connect to others and engage in activities that cultivate their interests and leadership abilities.

**7:30** Students arrive for the school day. Some parents drop off students in front of the school, while others walk their students to the front gate. The office manager stands in front of the school entrance greeting students and is accessible to parents if they have any questions. As the office manager greets parents, students line up single file along the side of the building facing in the same direction. Students in line take out their Independent Reading books and read to themselves as they have been taught.<sup>73</sup>

**7:35** The front door of the school, unadorned except for the sign *Libertas College Preparatory Charter School*, opens to welcome students inside. Students in line quickly put their books in their bags. The Head of School and the Director of Operations greet every student with a hand shake, greeting, and a uniform check.

Both lines move quickly as students shake hands and show the school leaders their grey collared shirts, navy pants, and belts. After uniform check, students walk with purpose down the hallway and grab milk, cereal, and a banana from the breakfast bins while the Monday parent volunteer checks off each student.

**7:43** A sixth grader walks to UCLA 6, his college-themed advisory. A John Wooden quote is displayed on the door: “Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are.” He is greeted a second time by his Advisory teacher. “Good morning, Khaleel!” Ms. Abramson says as they shake hands.<sup>74</sup> “I know you have been working on **self-determination** lately, did you make smart decisions last night about choosing a quiet place where you could **focus** on your work?”

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<sup>73</sup> Federal labor requirements for nonexempt employees require that employees not be employed for more than 40 hours a week without receiving overtime pay. <http://www.dol.gov/whd/regs/compliance/whdfs22.pdf>

<sup>74</sup> All names of students, teachers, and staff are fictionalized and are included solely for the illustrative purposes of “A Typical Day.”

“I did!” Khaleel said proudly. “I chose to do my homework in my room where I couldn’t hear the TV.”

“Knowing where you can **focus** is an important skill for doing well in high school and in college. The smart study habits you choose now will be the ones that you continue when you graduate from Libertas. Super **self-determination!**”

Khaleel walks quickly to his seat, a smile on his face. He hangs his backpack behind his chair and looks up at the Advisory instructions on the board. Following the instructions, he places his breakfast, two pencils, one pen, an Independent Reading book, and his HW Binder on his desk. Then he opens Anthony Horowitz’s *Stormbreaker* and reads eagerly while finishing his breakfast.

With two minutes remaining before Advisory begins, a teacher returns with the large trash can on wheels from down the hall. She rolls it to the end of each row and as she approaches the row students silently pass down their extra trash from breakfast and tidy up their desk getting their homework out onto their desk.

**7:50-8:00**

“Good morning, UCLA!” the teacher calls enthusiastically to the class. “Good morning, Ms. Abramson!”

“I see you all are making an excellent impression by showing me your energy and enthusiasm as well as your excellent posture.” Three students sit up just a little bit straighter. “Let’s get ready to pass your homework in quickly so I can share some fantastic news with my voracious readers.”

Students nod eagerly and sit with their homework in a stack ready to pass forward.

“Social studies homework, confident arms!” All 36 students shoot their arms up in the air, straight arms touching their ears with their social studies homework sheet in their hand. “Now, flow them forward!” Students quickly pass the papers forward. Ms. Abramson repeats this and files each subject’s homework into bright folders labeled with the subject and places them in a wall-mounted file holder outside the door.

“Now...” Ms. Abramson whispers conspiratorially, “I can share my amazing news.” The sixth graders lean in. “Suzanne Collins is writing a new series!” A slight gasp is heard from students and they wriggle their hands from excitement.

**8:00-8:50**

It is Guided Reading time. Two different groups of 7-8 students are each led by teachers.<sup>75</sup> The rest of the students in the class complete reading quizzes. Ms. Cosgrove, the fourth grade ELA teacher, is leading the lowest level reading group in triple letter blends. The pace is moving quickly as students chant back the sounds after her. “S-p-l-at, spl-at, splat!” she sounds out holding up a card with the word written on it. The semi-circle of students in front of her repeat the vowel sounds back quickly.

Across the room Mr. Tabora is working with the highest level reading group of fourth graders on a chapter pulled from Sojourner Truth’s *Ain’t I a Woman?* In the small group students practice reading with fluency and expression. Rosalia gets stuck on the name “Sojourner” and Mr. Tabora prompts her to sound it out, giving her the time to make the sounds “So – jour – ner” and then asks her to say it together, “Sojourner,” and continue reading.

**8:50-9:40**

UC Davis 5 starts with a fifth grade reading class, and Ms. Bailey sits on a stool at the carpet with 36 fifth graders sitting cross legged in front of her with their hands in their laps.<sup>76</sup> In her hands is Lois Lowry’s *Number the Stars*, “...her laughter stopped. Her heart seemed to skip a beat. ‘*Halte!*’ the soldier ordered in a stern voice.” Ms. Bailey lowered the book and asked the students, “A change just happened in the text. In your library voice using your new vocabulary words, complete this sentence with your partner: The mood in the story changed from \_\_\_\_\_ to \_\_\_\_\_. You have 25 seconds.” Students feel the sense of urgency. They turn and whisper to their partners until the timer beeps and they immediately face forward.

“Who can make an excellent impression using thoughtful and specific language?” All the hands shoot up in the air.

“Track Genesis.”<sup>77</sup>

The arms drop and everyone shifts to face Genesis as she answers, “The mood in the story changed from **joyful** to **frightening**.”

“Wonderful, specific language, Genesis. Rosalia, give me one clue that supports Genesis’ answer.” The class continues.

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<sup>75</sup> During Leveled Reading all teachers are teaching to create small groups. Students are grouped according to their Scholastic Reading Inventory Lexile Level. This allows teachers to lead Guided Reading with targeted minilessons to a smaller group of students

<sup>76</sup> The class size of 36 students is modeled after Endeavor College Prep. The Leveled Reading period and Focus class are co-teaching periods in which student receive targeted small group instruction. More information regarding class size can be found under Intervention Plans on page 46.

<sup>77</sup> “Track Genesis” is another way of saying “all eyes on Genesis.”

**9:40-9:55**

Nutrition is served in CalPoly 5. Each fifth grader is seated next to a partner or in threes with their snacks on their desks. A bathroom list is written on the board and students use the male or the female bathroom passes to walk with purpose to the bathroom and make it back to their Advisory, and hand it off to the next student.

Mr. Wright is leading the rest of the students in guided conversation groups. "Would you rather... be able to walk through walls or be able to jump twenty feet in the air? Quick, talk amongst yourselves."

Students laugh and talk at "Restaurant Level" as they discuss with their partners the benefits of these super powers. Mr. Wright calls on two students to share out and then prompts them with, "Would you rather...only be able to see or only be able to hear, and why?!" The fifth graders launch into another serious discussion as they finish up their snack.

**9:55-10:45**

Students in eighth grade social studies are seated in a fishbowl discussion. Mr. Thompson emphasizes that as they prepare for the new Common Core tests and for seminar discussions in high school and college that they will need to be able to support their ideas with evidence from a variety of texts. Each student has three documents in front of them – a poem, a primary source, and a secondary source – to answer the questions "What are the causes and consequences of Islamic expansion?" and "What are the motivations, realities, and effects of warfare?" Students begin leading the discussion while Mr. Thompson takes notes on participation and level of analysis.

At one point Mr. Thompson interjects, "I want to remind you that you all are engaging respectfully and using specific thoughtful evidence but your score is also based on teamwork and everyone's participation. Some members of our team haven't yet shared their brilliance and some of you are dominating with your brilliance. Let's be more cognizant of whose voices we still need to hear from more."

The students open the discussion back up, this time with the more vocal students pausing to write down their questions and letting others start to share their evidence.

**10:45-11:35**

In the seventh grade math class, Ms. Lucas is walking around the room watching students working with their partners on the challenge problem. Ms. Lucas stops in with different partners, asking them a question or pushing them in their process and moving on to the next pair.

Juan shakes his head, “Ms. Lucas, I’ve never seen this math before!” Ms. Lucas nods and says, “I know, it is new, but when you take the SAT you will come across problems that appear overwhelming at first. You make the choice whether to give up quickly or show self-determination and start by figuring out the parts you do know.” Juan and his partner turn back to the problem and begin pulling out the information from the word problem to try it a new way.

**11:35-12:05** Students walk silently in lines to the lunchroom with their teachers. Students sit together with their Advisory and talk to each other in “Restaurant voice.” Two parent volunteers and three teachers oversee lunch.<sup>78</sup> Immediately after monitoring student lunch, these teachers will have 30 minutes of duty free lunch before engaging in instructional or planning responsibilities. Students raise their hands when everyone at their table is finished eating and one student is dismissed to roll the trash over and clear the trash off the table. When tables are cleared, students are allowed to check out equipment for recess games, to sit at the reading table and take out their book, or to walk the track around the lunch yard.

When the Director of Operations blows the whistle two times at the end of lunch all students stop where they are and line up at their Advisory’s specific mark on the ground where their Advisory teacher waits. Everyone walks silently back into the building.

**12:05-12:30** Students move from lunch into their Advisories. In Berkley 5 the fifth graders move quickly and silently to their seats and take out their Independent Reading books for Independent Reading. The seven students who had perfect scores on their homework that week get a nod from Mr. Simoni and get to choose where they sit - whether it is on the carpet or in the bean bag chairs near the classroom library. One student raises his hand and is dismissed to the computer to take an Accelerated Reader (AR) comprehension quiz for *The Tale of Winn Dixie*. Nearby Mr. Simoni is conferencing with Garrett about the data from his last three AR quizzes. In a low voice Mr. Simoni shares that he is proud of Garrett for getting 100% on his last three comprehension quizzes but that he also thinks Garrett should be challenging himself more on the books he is choosing. Together they decide that his next book should be a level V book and Mr. Simoni suggests *Cirque de Freak*. Garrett checks out the first book in the series, smiles proudly at Mr. Simoni, and settles in happily for the rest of Independent Reading.

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<sup>78</sup> Teachers rotate responsibilities overseeing the student lunch as a part of their non instructional duties. If a teacher is responsible for overseeing student lunch he or she will have 30 minutes for a duty-free personal lunch before or after student lunch. This is reflected on the teacher schedules on page 58.

**12:30-1:20**

Down the hallway, fourth graders are heard diagraming a sentence through call and response with their teacher. Projected on the white board is the sentence: "The tired children collapsed on the sofa." It is projected from that day's "Do Now," along with two other sentences beneath it.

"Who collapsed on the sofa?" the teacher calls out a quick and rapid question, keeping the pace with her hand.

"Children – subject noun." All the students match her pace and call loudly back.

"What is being said about children?"

"Children collapsed – verb."

"On?"

"Preposition!"

"On what?"

"Sofa – object of the preposition."

"What kind of children?"

"Tired – adjective."

In less than a minute the chant is completed and the teacher moves up the paper under the document camera to the next sentence drawn from a student's "Do Now" as each fourth grader checks his or her own work.

"Jaime! Excellent enthusiasm. Lead us in our next example using your college voice!"

Jaime stands proudly and in the same quick, clear pace as his teacher leads the next round of grammar questions.

**1:20-1:35**

During PM Break, Cal Poly 6 is standing up behind their desks. Their two advisory teachers are standing in front of them modeling their class cheer for next week's community circle. The two teachers go through three motions in complete unison, making each motion clear and sharp.

"Now you!" calls Ms. Torrey.

All students in Cal Poly 6 do the three motions, some slower than others and not as sharp as the teachers.

“I don’t know, Ms. Garcia, did that look like *precise* movements to you?” Ms. Torrey calls out.

“Those steps struck me as *sluggish* and *discombobulated*,” Ms. Garcia says, nodding knowingly to the words she is using on the Word Wall. Ms. Garcia ramps up her voice, “I think this calls for a competition; I bet you *this* half of the class can do it better than *that* half, if I work with them.”

“Challenge, accepted!” Ms. Torrey says and all students shake their hands in support. The advisory teachers splits the class in two, students walks to opposite sides of the classroom and work on their class cheer.

At the end of PM Break the two sides face off, determining the Break winner based on which side was the most crisp in timing, movements, and clapping.

**1:35-2:25**

UC Davis 5 lines up outside on the concrete to begin Physical Education. Students are wrapping up their basketball unit and cones are set up to mark off the basketball court to create two separate courts. Students track Mr. Hurst with their eyes and with their arms at their sides. At the sound of the whistle the students begin two laps around the outdoor P.E. area. As they run their laps Mr. Hurst keeps an eye out urging students to keep pace and all students maintain two arm lengths distance from the student in front of him or her. UC Davis 5 is working toward getting all fives on their class tracker for the day and Mr. Hurst calls out positive effort he sees different students making to push themselves to run quickly and show strong teamwork to help them reach their goal of all fives for the day.

**2:25-3:15**

Stanford 4 is finishing up their afternoon math class. Ms. Cronin claps twice and all eyes look immediately at her. “I want to affirm the strong **scholarship** I saw in our class today. I saw numerous students making excellent impressions by being **focused**, showing **integrity**, treating each other with **respect**, persevering through problems with **self-determination** and showing excellent **teamwork**. I know several of you had a lot of help from your teammates today, too. We are going to do three shout-outs for our teammates today who are showing the habits necessary to be successful in college.”

Almost everyone in the class raises their hands and the three share that a classmate showed **focus** by checking his work to make sure it was right, **self-**

**determination** by choosing to ask for a different seat when a classmate was being distracted by a friend, and **teamwork** by explaining how to use a different method to think about a difficult problem. After each shout-out the class does a firecracker round of applause or a rollercoaster applause.

**3:15-4:05**

Looking into the Focus class, a visitor sees students doing work in small groups with two teachers in the room. One teacher is leading a small group of students in phonics sounds while the other small group is at desks using a guided typing program to increase the speed and accuracy of their typing skills. On the wall next to them is a bulletin featuring “Gearing up for the Smarter Balanced Assessment!” with the “20 Words per Minute Club” and each milestone up to the “60 Words per Minute Club.” At the start of the year only three students have made it to the 30 words per minute club. After 15 minutes the groups switch and the teacher takes out a new lesson for the next group. The math teacher has similar groups working simultaneously. The three groups are divided up based on skill levels and each group is in different stages in mastering their math facts. One student waits excitedly for the teacher to grade his last mastery quiz and finds out he got 100%! After a high five from the teacher the student runs over to mastery board and moves his popsicle stick up to the next level.

**4:05-4:15**

Back in the UCLA 6 Advisory students are packing up their bags and making sure all of their homework assignments are recorded for the day. Once all their things are together students take out their Independent Reading book and read as Ms. Bailey walks by and checks each agenda to make sure the homework is written correctly.

“Everyone, please stand up! Tuck in your chairs. First row, please line up. Second row. Third. Jhamil, please stop the line at the door. Thank you, UCLA 6, for your hard work and **focus** today! Remember, you are the ones who determine your future because *you* make the choices that set you on the path to college.” Ms. Bailey moves to the front of the line and leads them to afterschool.



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

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

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

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

Measurable Goals of the Educational Program

Please see Element 1, Section 10, *The Requirements of California Education Code § 47605(B)(5)(A)(ii)*.

Measurable Pupil Outcomes: Summative Assessment Performance Targets  
 Please see Element 1, Section 10, *The Requirements of California Education Code § 47605(B)(5)(A)(ii)*.

Method for measuring pupil progress toward outcomes: Formative Assessments

Informed by the research proven methods of *Understanding by Design*, it is essential to identify desired results, determine acceptable evidence, and plan learning experiences and instruction. Consistent with the principles of *Understanding by Design*, we determine acceptable evidence to accurately gauge whether students have learned the required curriculum standards. We use a combination of summative and formative assessments to drive instruction and maintain transparency with students and parents.

We believe that the transparency of information, when assessments align with rigorous State Standards, assist in creating accountability structures keeps our students on track to meet the demands of college. Furthermore, measurable results enable teachers and school leaders to focus on areas where more time might be required for students to gain proficiency.

**SUMMATIVE ASSESSMENTS**

Libertas uses several school-wide summative assessments to gauge the school’s progress according to external assessments. The following table outlines all assessments used:

Assessment	Frequency	Purpose/Description	Grade(s) Tested
<b>California Assessment of Student Performance and Progress (CAASPP)</b>	1x/year	Measure proficiency with state content standards in English Language Arts and Mathematics	4 to 8
<b>California Science Test (CAST)</b>	1x/year	Measure proficiency with state content standards in Science and History/Social Studies	Science: 5 and 8
<b>English Language Proficiency Test (ELPAC)</b>	1x/year	Measure proficiency of English Languages Learners and reclassify if appropriate	All – based on student’s previous ELD level Repeated annually until student is reclassified
<b>California Alternative Assessments (CAA)</b>	1x/year	Measure achievement in ELA and Math	Available grades 4 and 5;

Assessment	Frequency	Purpose/Description	Grade(s) Tested
			determined by IEP
<b>Physical Fitness Testing (PFT)</b>	1x/year	Measure physical fitness against six key fitness areas	
<b>MAP/NWEA Assessments</b>	3x/year	Externally created computer adaptive assessments that provide nationally normed data on student performance.	4-8
<b>Interim Assessments</b>	4x/year	Internally created assessments developed to test student progress in core content areas.	4-8
<b>Accelerated Reader</b>	Weekly	Reading assessments with 10 questions per book to gauge individual student comprehension.	4-8
<b>Performance Assessments</b>	Each Unit	Research papers, scientific demonstrations or exhibits, enactments, unit tests	4-8
<b>Weekly Assessments</b>	Weekly	Short quizzes that align with the objectives taught over the course of the week. Assess mastery of the week's objectives.	4-8
<b>Exit Tickets</b>	Daily	One to four questions at the end of each lesson that assess the objective for that day. Should take no longer than six minutes.	4-8

The NWEA MAP exam functions as both an initial diagnostic of student ability and a national normed accountability tool. It is administered during the first week of the school. As a computer based assessment, the results of the exam provide immediate diagnostic information. At the beginning of the year the MAP assesses our baseline level of students' knowledge and skill; it is administered to both incoming and returning students. The summative administration of the exam at the end of the year allows school leadership to gauge our annual growth on a nationally normed assessment.

Internally, we create our own standards-aligned interim exams in each subject area to be administered four times over the course of the year. The exams are comprised of questions from PARCC exams and teacher-created materials. The comprehensive exams are modeled after the CAASPP and written to ensure comprehensive assessments address all state standards with fidelity.

Internal assessments are only as valuable as the validity and usability of the data drawn from their exams. We create a comprehensive list of standards that appear on each of the internal assessments. Our curriculum is inclusive of these standards prior to the internal assessments to ensure that we are assessing the standards we taught. Finally, the data from interim assessments are immediately analyzed within content departments during staff Data Days and turned into actionable lessons.<sup>79</sup> Data Days are professional development days in which staff is taught to effectively analyze the test, determine trends in student results, and create action plans and lessons to reteach necessary skills or standards the following week. The week following each interim assessment has flex periods set aside for whole class reteach options.<sup>80</sup>

Accelerated Reader provides frequent data about student reading level, comprehension and stamina. Teachers use this data in individual conferencing or, if larger trends develop, to address whole class instruction.

Internally developed formative assessments such as the performance assessments, weekly assessments, and Exit tickets ascribe to the following criteria:

- Be aligned with specific standards and learning targets;
- Have adequate breadth and depth;
- Affect what is important for students to know and be able to do;
- Be fair and equitable for all students (that is, not reflect cultural, gender, ethnic, or other biases);
- Be aligned with instruction;
- Have appropriate rubrics or scoring criteria attached that already distinguish between levels of performance;
- Be doable within the specified timeframe;
- Be valid and reliable for the purposes for which they are to be used (that is, measure what they say they are measuring and provide consistent results over time and across groups);
- Be readily understood by students; and
- Give information that is useful for student or instructional improvement.

Professional development sessions throughout the year are broken out into content departments and devoted to maintaining high quality formative assessments. The Head of School and Department Chairs provide monthly feedback on formative assessments.

### Data Analysis and Reporting

Data is irrelevant without critical analysis. As Paul Bambrick-Santoyo writes in *Driven by Data*, “effective data-driven instruction is almost always premised by...assessment, analysis, action, and culture.”<sup>81</sup> After the assessments detailed above, data is collected and shared with teachers for rigorous analysis.

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<sup>79</sup> For schedule of Data Days, please see designated PD Days on School Calendar.

<sup>80</sup> The data cycle and schedule are drawn from Paul Bambrick-Santoyo’s *Leverage Leadership*.

<sup>81</sup> Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass, 2010.

The NWEA MAP exam is administered as a diagnostic assessment at the start of each school year, as well as during the school year, as needed, for students entering off the waiting list. These results determine a baseline for students in English Language Arts (ELA) and Math. Assessments are administered by teachers, and data will be entered into a school-wide database by the Office Manager. The Head of School and Department Chairs review the data and share it with the teachers. These data points then help teachers plan daily, unit, and yearlong plans, and further inform their differentiation and small group instruction.

Interim assessments are administered in the middle of each trimester<sup>82</sup> and comprehensive exams at the end of each trimester. Three school-wide Data Days are set aside to allow teachers and school leaders to meet and closely analyze the data. (These dates can be found on the Libertas Academic Calendar) These days, eight (8) hours each session, provide 40 annual hours of data analysis training and professional development. A week is allocated after each interim assessment as a flex week for teachers to adapt lessons and to immediately integrate the high leverage reteach lessons to get every student to mastery. This analysis informs a variety of school-based decisions:

- Instructional decisions (how to teach) – for example, using data to determine the efficacy of small group versus whole group instruction, and planning accordingly.
- Curricular decisions (what to teach) – for example, re-teaching and reordering objectives in an upcoming unit to better meet students’ needs based on scores from interim assessments.
- Professional development decisions (how to support teachers) – for example, teaching staff how to create both homogeneous and heterogeneous small groups based on students’ assessment scores.
- Differentiation decisions (how to support students) – for example, determining which students are to be assigned to after school tutoring for an upcoming six-week period based on interim assessment scores.

Specifically, data allows us to strategically create both class-wide and individual action plans to address areas of strength and weakness on an ongoing basis. These plans identify:

- Skills and concepts to be retaught to the entire class
- Skills and concepts to be retaught to small groups during class
- Skills and concepts to be retaught to individual students
- Adjustment to existing small groups for reading and math instruction during morning Literacy blocks and Focus periods
- Opportunities for teachers to strengthen instructional techniques during professional development

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<sup>82</sup> With the exception of the third interim assessment when the state test are taken instead of the interim assessment.

Teacher-created formative assessments inform daily and weekly lesson planning. Teachers meet in content-area and grade-level teams at least once weekly to review data generated from daily student work: Do Nows, Homework, Exit Tickets, and Weekly Assessments. These meetings take place during the school day and after school, and are guided by the Head of School. This data analysis helps ensure that all students are progressing toward mastery, and allows teachers to make adjustments to instructional plans and delivery to address students' needs.

## Grading, Progress Reporting and Promotion/Retention

### **Progress Reporting**

An essential part of data is communication with parents. All parents and guardians know their child's reading level, academic performance, and behavioral performance at Libertas. Following the beginning-of-year diagnostics, parents receive phone calls from their child's advisory teacher explaining the student's incoming reading and math levels and what interventions the school uses to work with their child. Parents also receive cumulative information on weekly paychecks, along with report cards (once per trimester). These reports highlight student successes, areas of growth, and provide a clear window into a student's daily experience at school. Furthermore, all grade books are linked to Illuminate, an online gradebook, where parents have unique login information to get live updates when teachers update scores.

Frequent collection of data also informs Libertas oversight by the Board of Directors. Academic dashboards including interim assessment data are reported to the Academic Achievement Taskforce. This provides the Board a comprehensive picture of school performance throughout the year to go along with the summative performance reports from the MAP assessment and state testing.

Academic performance transparency is a manifestation of Libertas' mission to equip all students with the academic skills and strength of character to thrive in and graduate from high-performing high schools and competitive colleges.

All student achievement data and student information data kept in Illuminate is available for reporting purposes including the School Accountability Report Card (SARC). Student achievement data is disaggregated annually to clearly identify the academic performance of students by numerically significant subgroups including but not limited to ethnicity, gender, English Learner, socioeconomically disadvantaged students, and students with disabilities.

Students and families receive frequent communication regarding student academic progress. Teachers call parents of students who are not yet demonstrating mastery to discuss their child's progress. Student report cards are distributed at the end of each trimester.

## Grading

The grading policy is based on demonstration of mastery of the Common Core State Standards (CCSS). Grades include student performance on in-class work, homework, assessment, and other components as applicable to each content area.

The table below indicates the way in which letter and percentage grades are used at Libertas and what these grades mean in terms of a student's level of mastery of the CCSS.

### Grade Scale

Letter Grade	Percentage	Meaning
<b>A+</b>	98-100%	A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.
<b>A</b>	93-97%	
<b>A-</b>	90-92%	
<b>B+</b>	88-89%	A student earning a B in a course is consistently demonstrating proficiency with the content standards.
<b>B</b>	83-87%	
<b>B-</b>	80-82%	
<b>C+</b>	78-79%	A student earning a C in a course is consistently demonstrating basic competency with the content standards
<b>C</b>	73-77%	
<b>C-</b>	70-72%	
<b>NY</b>	Below 70%	A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit is earned.

There are school-wide standards for grading. Teachers are trained on the school's policy and work with the Head of School and Grade Level Teams and Department Chairs to ensure that grades are assigned in a fair and consistent manner that correlates with each student's mastery of the CCSS.

### Promotion and Retention

Libertas adheres to strict promotion criteria. In order to advance to the next grade level each student must earn promotion by demonstrating mastery of essential knowledge and skills.

Promotion to the next grade is dependent upon sufficient mastery of all subjects. Sufficient mastery of a subject is indicated by a grade of 70% or higher. All grades are calculated based on a student's achievement in five areas: homework, tests and quizzes, interim assessments and comprehensive end-of-trimester exams. While teachers have some flexibility in determining the exact percentage of the total grade that each carries, the percentages must fall within school guidelines.

A student's final annual grade is calculated as the average of their three trimester grades.

Retention: There are two possible ways that a student at Libertas will be retained.

1. A student may be retained if they receive a final annual grade of “Not Yet” or “NY” in at least one of their core classes. An “NY” is earned if a student receives below 70%. If a student has earned one “NY” then the student has the opportunity to raise their grade through summer tutoring hours. If two or more “NY”s are earned, then a student will automatically be retained.

2. A student will be retained if they are absent more than ten times over the entire school year.

Any student in danger of retention will be notified as early as Trimester 1 parent conferences. If the student is still likely to be retained based on the criteria listed above by Trimester 2 conferences, then parents will be asked to sign a letter stating so. The letter will include the students’ grades from Trimesters 1 & 2, as well as the grades needed in Trimester 3 to be promoted to the next grade. In the event that parents or guardians are not able to attend conferences, a certified letter will be sent home with the aforementioned information. Final retention decisions are made by the Head of School or Principal once Trimester 3 grades are released and retention conferences are held with families.



## Element 4 – Governance

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>83</sup>

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

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

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<sup>83</sup>The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

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

#### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

## **RESPONDING TO INQUIRIES**

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

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

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

## **NOTIFICATION OF THE DISTRICT**

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

## **STUDENT RECORDS**

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

## **PARENT ENGAGEMENT**

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

## **FEDERAL PROGRAM COMPLIANCE**

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

### Governance Structure

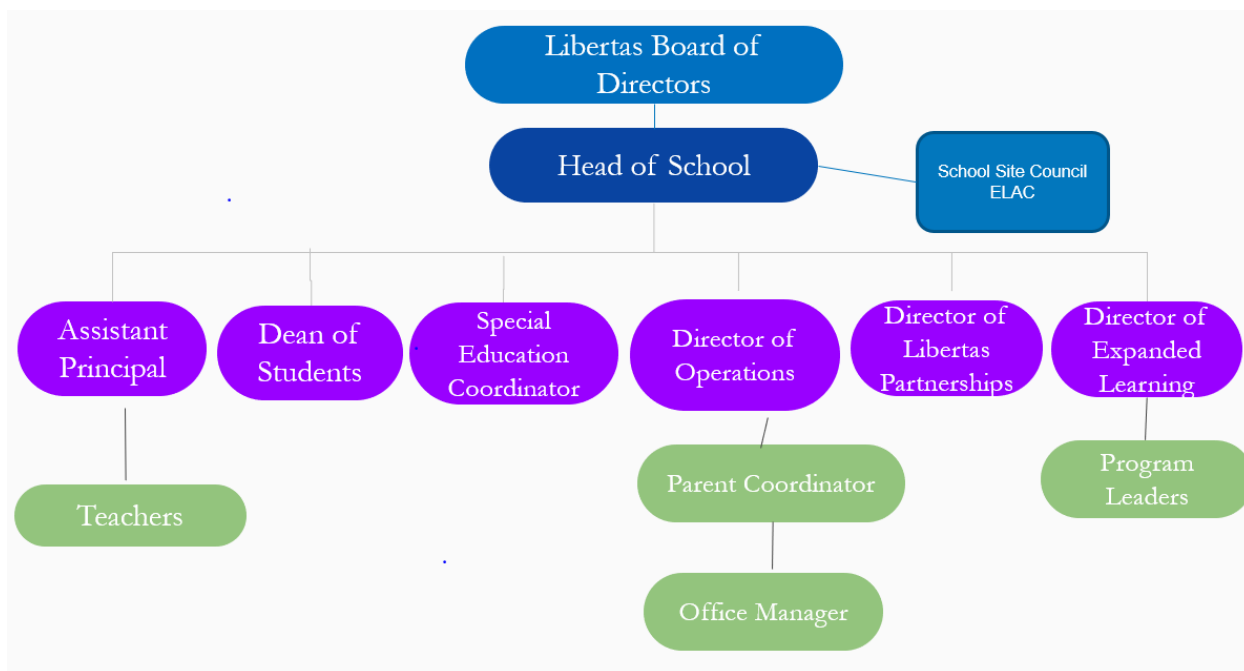
Libertas is a direct-funded independent charter school operated by Libertas College Preparatory (LCP), a California Non-Profit Public Benefit Corporation with 501(c)(3) designation from the IRS.

Attached, in Tab 3, please find the Libertas Articles of Incorporation, Corporate Bylaws, and Conflicts of Interest Code. Libertas is governed by the LCP Board of Directors, which maintains active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

### **Organizational Chart**

The governance structure and internal organization of participation and leadership at Libertas has been designed to ensure that, through ongoing communication and collaboration, the entire school community fully achieves Libertas' mission. The organizational structure of Libertas meets all legal and District mandates. Details about the LCP Board of Directors' role and specific job responsibilities for employees are included in the following sections and Element 5.

The following illustrates our Organizational Structure:



## **Major Roles and Responsibilities**

### ***Board of Directors***

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

- Ensure Libertas meets its mission and goals;
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the Head of School;
- Engage in ongoing strategic planning;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Libertas in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Libertas;
- Approve all contractual agreements in excess of \$20,000; the Head of School approves all other contracts.
- Approve and monitor Libertas’ annual budget, budget revisions, and monthly cash flow statements and ensure compliance with all fiscal policies;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support Libertas;
- Execute all applicable responsibilities provided for in the California Corporations

- Code;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report; and
- Take action on recommended student expulsions as needed.

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

The LCP Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it, and, in accordance with Corporations Code Section 5210, the Board may delegate the management of the activities of the corporation -- with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies -- to “any person or persons, management company, or committee however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the board.”

Such delegation will:

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

### **Head of School**

Reporting to the LCP Board of Directors, the Head of School is responsible for the operational and educational success of Libertas. The Head of School is responsible for hiring, supporting and evaluating all Charter School staff. In addition to managing the Charter School staff and implementing the day-to-day program of Libertas, the Head of School is responsible for communicating frequently with the LCP Board of Directors who govern the school. Each month the Head of School reports back to the Board through written management reports, financial dashboards, and academic dashboards provided at all meetings which are publically announced and held in full compliance with the Brown Act. To enable the LCP Board to carry out their duties, the Head of School provides:

- Metrics to support fiduciary duties (summarized balance sheet, monthly income statement and projections, statement of cash flow and current Average Daily Attendance)
- Quarterly achievement data
- Capital investment plan and budget

The complete job description for the Head of School is included in Element 5, below.

## Governing Board Composition and Member Selection

### **Composition of the Board**

The LCP Board of Directors consists of not less than seven (7), nor more than fifteen (15), as set by resolution of the Board, unless changed by amendment to the bylaws. The directors shall include but not be limited to members with expertise in education, law, finance, non-profit management, and more. Each member of the LCP Board must demonstrate: dedication to education, professional expertise in an area of need/relevance to Libertas' operations, service to the community, and ability to support the vision and mission of Libertas. Board terms are renewable upon mutual consent between the LCP Board and the director. The terms of the initial LCP Board of Directors were staggered, and current directors are appointed for a term of three (3) years. The District may choose to appoint a single member to the Board for a one (1) year term. If the District chooses to do so, Libertas may choose to appoint an additional director to maintain an odd number of directors.

Subsequent Board members can be nominated by any current board member; all directors are elected by a simple majority of current Board members. In accordance with its Bylaws, the Board appoints new members upon the resignation or removal of any director, or any change in the stated number of Board members (e.g., expanding the size of the Board to increase fundraising capacity).

As indicated in applicable governance documents, Libertas shall comply with conflict of interest laws related to public entities including Govt. Code 1090 and Political Reform Act.

### **Governance Procedures and Operations**

The Board of Directors shall meet every six weeks 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. At an annual meeting the Board sets the calendar for upcoming Board meetings for the year and publish the schedule via the school's website and newsletter. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and are posted near the entrances of the Libertas campus, at the entrance of the Libertas' main office, and on the Libertas' website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings are posted at least 24 hours before the meeting.

The Board of Directors attends an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

Decisions of the Board are by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of the

directors present at a meeting duly held at which a quorum is present is an act of the board. In accordance with the Brown Act, directors may participate in meetings via teleconference, so long as a minimum of a quorum of directors participates within the jurisdictional boundaries of LAUSD, that all votes are taken by roll call, and other proscribed requirements for teleconference participation detailed in the Brown Act are met.

The Board of Directors may, in its discretion, form committees, each consisting of two or more directors, in accordance with the Bylaws and applicable law, and charter petition to accomplish the objectives and responsibilities of the Board and to ensure that the school meets achieves its mission and goals, including, but not limited to, a Governance Committee, a Finance Committee, an Audit Committee and an Academic Achievement Committee. Committee meetings shall be held in accordance with the Brown Act, as detailed in the Bylaws.

#### Stakeholder Involvement

Parents provide critical input to the Board and to the Charter School's management. It is essential that parents and families are involved and invested in the success and growth of the Charter School, and that their input is noted by the Head of School and the Board of Directors from the broadest family involvement possible.

Libertas provides a multitude of opportunities for families to stay involved in their child's education. We communicate frequently with parents through sent-home flyers, posts on Instagram and Facebook, and messages sent through ParentSquare, which sends notifications to parents via both text message and email.

Forums for gathering familial input include:

#### ***Monthly Parent Meetings***

Parent Meetings/Workshops are held at least once a month in both English and Spanish. Monthly parent workshop topics include how to identify and help your child handle stress, effective communication styles with your child, the importance of structure at home, general meetings on general state of the Charter School, preparing the students for testing and updates with parents on school changes and initiatives.

#### ***English Learner Advisory Council (ELAC)***

Our ELAC is comprised of parents of English Learners, who meet quarterly with the Principal (or his/her designee) during the school year to review the EL program and outcomes. These parents provide helpful input on the success of our EL strategies and ways to further engage families of children who are ELs.

***Helping Hands (Manos Amigas):*** This group of parent volunteers provides a forum for advocacy and planning of in-school events such as the Hispanic Heritage Month Event, the Winter Extravaganza, and Black History Month. Other events include graduation ceremonies for 5<sup>th</sup> and 8<sup>th</sup> grade promotions.



## **School Site Council**

### ***Choices Meetings***

Meetings are also held in the fall for parents to learn more about LAUSD's magnet program and to give parents a tutorial on how to apply to LACES, a strong magnet option in close proximity to Libertas. Parents are encouraged to submit an application to LACES to earn magnet waitlist points, which can then be used to increase the chances of getting into a strong magnet program for high school.

Family events provide another avenue for parent involvement; parents act as volunteers and bring food to our Hispanic Heritage Month event and Black History Month event. Libertas also holds graduation ceremonies for our 8<sup>th</sup> and 5<sup>th</sup> grade students to celebrate the promotion to high school and middle school, respectively.

The **School Site Council** includes the Head of School, and elected representatives of the teachers, staff, parents and students. The council shall be made up of no fewer than 12 members, with equal numbers of parents/students and teachers/staff. The School Site Council shall carry out the following duties:

- Develop and approve the Single Plan for Student Achievement for the Board's final approval, soliciting stakeholder input in drafting the plan.
- Assist the Head of School in soliciting stakeholder input in drafting the annual Local Control Accountability Plan (LCAP) updates and goal setting, including recommendations about resource allocations.
- Provide ongoing input to the Head of School regarding implementation of the Single Plan for Student Achievement and LCAP, and recommend modifications to the Board for their approval.
- Review and evaluate school improvement plans, budget, and other school-related tasks.

## Element 5 – Employee Qualifications

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

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

### **Employee Positions**

Regardless of their role in the Charter School, every person hired by Libertas is expected to promote Libertas’ mission, instructional program, and the organizational core values. Libertas is committed to recruiting and hiring a community of professionals who are dedicated to the mission of the Charter School. Employees' job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the Charter School and its students. The comprehensive job descriptions and compensation structure are based on the job duties and work bases as outlined in individual employee contracts.

### **Qualifications of Employees**

The following job descriptions, which outline the key positions at the school, including their qualifications and responsibilities, are revised as necessary to reflect the needs of the school.

### **Head of School**

The Head of School of Libertas is directly accountable to the Board of Directors for the academic success, mission advancement, financial stability, and organizational health of Libertas. The Head of School oversees the Director of Operations, Dean of Students, Assistant

Principal, Special Education Coordinator, Director of Libertas Partnerships, and Director of Expanded Learning.

### **Qualifications**

- Master's Degree preferred, and a minimum of 3 years of teaching experience, instructional expertise with meeting the needs of similar student populations in urban areas
- California teaching certification and Administrative credentials are favorably considered though not required
- Demonstrated classroom success on both internal and national assessments
- Knowledge of applicable education laws and regulatory compliance
- Knowledge of school finance, budgetary planning, and accounting principles
- Training or relevant experience in school management
- Experience having led teachers preferred
- Experience having developed and led professional development preferred
- Detail-oriented, organized professional with ability to manage multiple priorities
- Student-focused leader committed to working directly with the development and implementation of a standards-based curriculum that uses data to drive instructional decisions toward student achievement and success
- Reflective leader, able to recognize strengths and weaknesses and proactively works to address weaknesses
- Strong communicator capable of effectively addressing various stakeholders within the Los Angeles community
- Critical thinker, problem solver, committed to realizing the school's mission and success

### **Job Expectations**

The Head of School must be prepared to successfully carry out many different tasks, including, but not limited to the following:

- Provide daily school leadership, including all instructional, operational, and financial components
- Work with the Board of Directors and its Committees to ensure academic, financial, and organizational success
- Work with the Board to conduct fund development work as needed
- Provide timely reports to the Board and all external entities as required
- Conduct student recruitment and oversee enrollment and implementation of a public lottery, when needed
- Recruit, hire, supervise, train, and evaluate high quality staff
- Lead high quality professional development for teachers and support staff
- Develop and manage the leadership team
- Analyze student achievement data to maximize student achievement
- Monitor progress of students with special needs and EL students
- Monitor implementation of IEPs and evaluate effectiveness of Special Education and EL Program
- Build and sustain a school culture based on the school's FIRST values

- Communicate effectively with all stakeholders
- Create structures for and oversee meaningful parental involvement
- Ensure the physical and emotional safety of all students and employees
- Develop internal and external goals
- Engaging in professional growth opportunities
- Evaluate school performance on multiple measures and adjust programs accordingly to maximize achievement
- Serve as the school's primary spokesperson
- Ensure that the school follows all applicable District policies and State and Federal laws

### **Director of Operations**

The Director of Operations manages day-to-day operations for Libertas with responsibility in the areas of human resources, student data, compliance, and working closely with a back office provider. The Director of Operations reports to the Head of School and works to support the Charter School's mission and culture of achievement.

#### **Qualifications:**

- 3-5 years experience in operations, human resources, and/or administration
- Excellent project management, organizational, and budgeting skills
- Comfort with working in a fast-paced, entrepreneurial environment and for a non-profit
- High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook required
- Extraordinary attention to detail
- Results-oriented team player who is dedicated to getting the job done
- Initiative and leadership skills
- Excellent ability in multi-tasking
- Bachelor's Degree required
- Experience in non-profit/education field a plus
- Unquestioned integrity and commitment to Libertas mission

#### **Job Expectations**

- Ensure all human resource tools, practices, and policies are updated and consistent with legal requirements
- Work closely with back-office provider
- Coordinate federal forms, checks, payroll and benefits for Libertas staff
- Maintain an organized, highly detail-oriented account of all invoices, receipts, and transactions.
- Manage student and financial data for all reporting entities and requirements, including but not limited to: Special Education; the National School Lunch Program
- Manage information technology systems to ensure complete and up-to-date data
- Ensure compliance with all requirements of Los Angeles Unified and the Charter Schools Division
- Develop and maintain relationships with the school's banking partners and vendors
- Coordinate the food services for the school
- Prepare vendor checks

- Manage all members of the school's operations team
- Manage federal programs, including the application, management, and reporting on the use of public funds
- Serve as a full-time and engaged member of Libertas' staff, including accompanying students on field trips, assisting with student recruitment and enrollment and enrichment activities, and working with other staff members to ensure fulfillment of Libertas' mission

### **Dean of Students**

The Dean of Students will work to ensure that the shared rituals, routines, structures and systems that define Libertas support the highest levels of safety, focus, academic achievement, and development of strong character. This role is a great opportunity for a results-driven team player who seeks to fulfill Libertas' mission by providing strong vision for great culture at a college preparatory middle school, by building the vision for students of strong character, and creating the systems and structures to operationalize this vision, and by providing the relentless coaching and follow-up with adult team members, students, and parents to ensure that this vision is carried out consistently and sustainably at Libertas.

### **Qualifications**

- Two or more years of urban teaching experience preferred
- Knowledge regarding California Middle School State Standards and Common Core
- Experience in education, strategic planning, and staff development
- Marked success with quantifiable and objective student performance gains that surpass state and local district averages
- Bachelor's Degree required; Master's or advanced degree preferred

### **Job Expectations**

- Create a positive, achievement-oriented, and structured learning environment that excites and invests students
- Motivate students to realize high academic and behavioral standards
- Build school community by investing families in students' academic success and development of strong character and leadership traits
- Hold all students accountable through implementing school's code of conduct and behavior management systems during class, transitions, meals, trips, and school events
- Exemplify Libertas core values in all interactions with students, families, and adult team members
- Implement with fidelity all shared systems at Libertas (homework policy, behavior management system, uniform policy, etc.)
- Ensure that every student shows dramatic achievement gains and that the Charter School meets its ambitious performance goals
- Develop and ensure implementation of a year-long calendar of rituals and routines for recognizing student achievement and positive behavioral choices in order to constantly positively reinforce positive and structured college-going culture at Libertas

- Work with Head of School to develop protocols for student, teacher, and parent follow-up
- Design and support adult team's consistent implementation of systems for: attendance, entry, meals, laptop usage, homework accountability, uniform, bathroom usage, and transitions
- Design and develop character education lessons that coach students on the FIRST values
- Create authentic learning experiences to examine what the FIRST values look like as students develop from upper elementary to 8<sup>th</sup> grade
- Design leadership opportunities for students as they enter 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade
- Plan and lead summer professional development and ongoing professional development to support teachers' implementation of school-wide discipline system
- Train teachers to develop clear and consistent classroom expectations and routines
- Oversee the reset room for students who have been removed from class; coach students through character reflections and prepare them to successfully reenter class ready to learn and exhibit the school's character values
- Own and oversee all whole-school parts of the school day (entry, lunch, detention, dismissal)
- Establish a system for tracking and analyzing student behavior patterns
- Participate in regular leadership team meetings
- Plan and lead staff trainings at start and end of school year and on professional development days
- Work closely with the Head of School to support high-achievement academic culture
- Assist teacher leaders (e.g., content team leaders, grade team leaders) in developing leadership skills
- Model the Libertas professional and core values at all times; be a visible and highly engaged leader in the school community
- Model strong whole-group management and reinforce and uphold the school's behavioral expectations during transitions, meals, and whole-group activities

### **Experience, mindsets, skills, and qualifications**

- Belief in the Libertas mission and educational model
- Team player and whatever-it-takes approach to solving problems and finding solutions
- Very, very strong classroom management and discipline skills
- Sweat-the-small-stuff orientation toward school culture management
- Excellent communication skills, especially with teachers, students and parents
- Extremely high standards for student achievement and student professionalism
- Clear, high bar for what constitutes professional behavior among college-bound high school students
- Maturity, humility, strong work ethic, sense of humor, and "roll-up-my-sleeves" attitude
- Four or more years of experience working in a college preparatory urban high school or middle school
- Bachelor's degree; Master's degree preferred

### **Assistant Principal**

The Assistant Principal is responsible for providing instructional leadership to teachers and support staff to ensure the ultimate academic success of the school. The Assistant Principal is responsible for overseeing and supporting teachers, informing the Head of School's evaluation of teachers, and reports directly to the Head of School. An ideal candidate has at least 5 years of instructional knowledge and success, with two years or more years of urban teaching experience.

#### **Qualifications**

- CA teaching credential and demonstrated expertise
- Two or more years of urban teaching experience preferred
- Knowledge regarding California Middle School State Standards and Common Core
- Experience in education, strategic planning, and staff development
- Marked success with quantifiable and objective student performance gains that surpass state and local district averages
- Bachelor's Degree required; Master's or advanced degree preferred

#### **Job Expectations**

- Commit to the mission and vision of the school
- Mediate and manage conflicting demands of the teaching staff
- Be highly organized and self-sufficient
- Differentiate training and action plans for teachers with varying degrees of expertise and performance
- Set and monitor the teaching schedule for the core faculty
- Develop school systems and structures that maximize student learning
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators through an academic achievement dashboard
- Monitor the grading policy
- Design the school's academic standards, benchmark assessments, and curriculum
- Coordinate the administration of the ELPAC, CAASPP, and other state and national norm-referenced tests
- Implement and run Professional Development Data Days for Teachers as well as Taxonomy trainings
- Work closely with Teach For America or other agencies to manage any and all corps members employed at the school

### **Special Education Coordinator**

The Special Education Coordinator is responsible for maintenance of records for special needs students, oversight of the IEP process, and is the primary person responsible for ensuring that students with special needs receive the appropriate accommodations and/or modifications within the classroom and any additional services as required by the IEP. The Special Education Coordinator also provides direct special education services to students as needed. The Special

Education Coordinator reports to the Head of School and works closely with the Assistant Principal.

### **Qualifications**

- Bachelor's Degree required; Master's Degree preferred
- Certified Special Education teacher
- Experience working with students with special needs
- Knowledge about the IEP process and experience working with teachers to implement the accommodations and modifications detailed in the IEP
- Success working with students with special needs
- Belief that all students can learn at the highest academic levels

### **Job Expectations**

- Serve as the point of contact for all matters involving special education due process
- Create and maintain a system for monitoring and compliance, ensuring that all federal and state rules and policies are followed with regards to special education
- Create and coordinate an annual schedule for IEPs
- Train and lead teachers in professional developments regarding special education and Student Success Team procedures
- Facilitate review of intake assessments for incoming students
- Facilitate the evaluation/reevaluation process
- Coordinate push-in and pull-out schedules with special education instructional consultants and general education teachers
- Ensure compliance with all Federal and District SPED regulations regarding parent consent
- Work directly with general education teachers on issues that may arise in classroom settings
- Coordinate annual or biannual formative and summative evaluations of the special education program
- Maintain up-to-date Welligent records
- Provide Welligent data analysis for all Modified Consent Decree meetings
- Assist with interviewing of special education teachers and related service professionals
- Provide direct student services as needed

### **Teachers**

Teachers are the most critical lever that Libertas has to ensure the success of the academic program and student achievement. Teachers report to the Head of School.

### **Qualifications**

Pursuant to Education Code 47605 (I) all core content teachers at Libertas are required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility is granted only in accordance with Education Code Section 47605 (I) for teachers in non-core courses.



- Bachelor's Degree
- CA teaching credential
- Two years of urban teaching experience preferred
- Highly professional
- Willingness to engage in frequent dialogue and to be self-reflective with regard to teaching practices
- Commitment to analyzing student data to push student achievement forward
- Ability to work with a variety of learning abilities and differentiate for those students with special needs and English Learners
- Successful classroom manager who firmly believes that a structured environment and high behavioral expectations for all students lead to student achievement

### **Job Expectations**

- Teach at least four classes daily
- Plan, implement, and execute engaging and rigorous daily standards-based lessons to ensure that all students master the required content
- Assess students frequently through formal and informal measures
- Create comprehensive chapter and/or unit tests
- Reinforce school-wide rules and expectations
- Complete other tasks as directed by the Head of School and Assistant Principal as hired
- Identify students who are academically at risk and initiate effective intervention strategies
- Communicate frequently with parents

Provide supervision before school and after school and during student lunch and/or recess as assigned in order to maintain student safety.

### **Physical Education Teacher**

Physical Education is critical to ensuring that the whole child is being educated and that attention is paid to a sound body and sound mind. The Physical Education Teacher reports to the Head of School.

### **Qualifications**

- High school diploma required; some college credits preferred
- Two years of urban teaching experience preferred
- Experience teaching Physical Education in an urban setting is preferred though California teaching certification is not required. Candidates transitioning from after school programs, other states, or private school settings may be considered.
- Highly professional
- Willingness to engage in frequent dialogue and to be self-reflective with regard to teaching practices
- Commitment to analyzing student data to push student achievement forward

- Ability to work with a variety of learning abilities and differentiate for those students with special needs and English Learners
- Successful classroom manager who firmly believes that a structured environment and high behavioral expectations for all students lead to student achievement

### **Job Expectations**

- Plan, implement, and execute engaging and rigorous daily standards-based lessons to ensure that all students are meeting the standard for the physical education Presidential Fitness testing
- Assess students frequently through formal and informal measures
- Create written or performance based unit assessments
- Reinforce school-wide rules and expectations
- Complete other tasks as directed by the Head of School and Assistant Principal as hired
- Identify students who are academically at risk and initiate effective intervention strategies
- Communicate frequently with parents
- Provide supervision at lunch and/or recess as assigned in order to maintain student safety

### **Office Manager**

The Office Manager is hired by the Head of School and reports directly to the Director of Operations. He/she assists the Director of Operations in implementing the systems and structures in place for the day-to-day running of the school. The Office Manager provides secretarial support to the Director of Operations, overseeing the day-to-day school office activities, monitoring assigned activities, and providing information, recommendations and/or directions as may be requested.

### **Qualifications**

- High school diploma required; some college credits preferred
- Commitment to upholding and implementing Libertas' mission
- Steadfast belief that all students deserve access to a rigorous, college-preparatory curriculum and ultimately, access to a college of their choice
- Initiative
- Professional demeanor and strong interpersonal skills
- Strong work-ethic
- Detail-orientation
- Fluent written and spoken Spanish required

### **Job Expectations**

- Support Director of Operations in maintaining an organized, highly detailed account of all invoices, receipts, and transactions
- Maintain non-instructional supplies
- Assist in student recruitment and enrollment

- Create a welcoming front office environment for students and families
- Monitor petty cash receipts and documentation
- Coordinate the food services for the school
- Monitor the front desk and main school phone line
- Manage student file system
- Complete other tasks and duties as required by the Director of Operations and Head of School
- Assist the Director of Operations in maintaining school's student information system
- Assist with school-wide projects

### **Parent Coordinator**

The Parent Coordinator plays an integral role in recruiting the future classes of Libertas students and their families into our school community, retaining our current families, and supporting the transition of students and families to the top high schools in Los Angeles.

This is an opportunity for a highly driven individual who is skilled at and passionate about leveraging relationships across a broader community to raise awareness about educational opportunity. The Parent Coordinator works alongside the Head of School and School Operations Manager to plan and execute family recruitment and outreach activities and coordinate a team of student recruiters during the summer months.

### **Qualifications**

- Belief in the mission of Libertas College Prep
- Strong work ethic and willingness to do whatever it takes to meet goals
- High degree of professional integrity
- Highly organized, punctual, and detail-oriented
- Strong written and oral communication skills
- Fluent Spanish speaker
- Previous experience working with residents or families of Exposition Park and Leimert Park preferred
- Bachelor's degree or credits toward a degree preferred

### **Job Expectations:**

#### **Student Recruitment:**

- Canvas the school's target neighborhoods door to door
- Coordinate, plan and market outreach activities and events
- Collect complete lottery forms from prospective families
- Conduct one-on-one family investment meetings and/or follow-up phone calls
- Liaise with local community organizations across Exposition Park and Leimert Park
- Facilitate and translate at Libertas admissions lottery
- Maintain a family information database with complete, current and accurate records
- Coordinate with families to collect complete enrollment paperwork
- Develop and design family-friendly marketing collateral
- Maintain and analyze student enrollment data

### Family Outreach:

- Set and monitor progress towards monthly goals and benchmark for family engagement and community involvement in the school.
- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs and help school staff do the same.
- Communicate with parents about high academic and behavioral expectations for students, as well as the school's policies and programs, through orientation, home visits, open houses, handbooks, etc.
- Collaborate with team to create a wide variety of parent volunteer and engagement opportunities.
- Organize and lead monthly parent workshops and family events that support Libertas' vision, mission and goals.
- Initiate and maintain timely communication with all parents/guardians (notes home, phone calls, in-person meetings, social media posting and messaging) concerning school events and opportunities.
- Serve as the charter school's liaison with homeless families ensuring homeless children are receiving necessary education and related services.
- Work with school leadership team and teachers to understand and address parent feedback and concerns.
- Complete any related clerical/administrative support duties as required by the Head of School and Director of Operations.

### Director of Libertas Partnerships

As a college preparatory 4-8 middle school, the Director of Libertas Partnerships is a key role to ensuring the long term impact of our mission that all our students are on a path to college after they leave our school. The Director of Libertas Partnerships reports to the Head of School.

### **Qualifications**

- Bachelor's Degree
- Highly professional
- Willingness to engage in frequent dialogue and to be self-reflective with regard to teaching practices
- Commitment to analyzing data to push personal effectiveness forward
- Ability to work with a variety of stakeholders including parents, high school counselors, college admissions staff, and nonprofit programs
- Firm belief that all students should go to college

### **Job Expectations**

- Maintain an active database with all Libertas alumni with contact information and up to date student grades
- Research and update list of top Los Angeles high schools for founding Libertas scholars to matriculate to, including magnet, charter, and merit-based options

- Develop and maintain relationships with high school admissions officers to determine application requirements, open house opportunities, and school visits
- Plan at least 2 high school visits for the 7<sup>th</sup> grade class to learn about Los Angeles high school options
- Work collaboratively with families to complete the LAUSD magnet applications called “E-choices” and track their personal magnet points
- Manage and track students who may be eligible for top private school admission and scholarships
- Develop and maintain relationships and partnerships with community-based organizations that support high school placement like HYPE or Prep for Prep
- Maximize partnerships and outreach programs to link families to resources that help continue to support students through high school and on into college like the Fulfillment Fund or AVID.

### Teacher Recruitment and Hiring

- Lives the phrase "always be hiring"
- Updates all front of the pipeline inputs like Indeed, Edjoin, select local universities
- Create all recruitment/marketing collateral
- Go to job fairs, social networking events, and maintain strong peer teacher networks with LA - based teaching organizations
- Design referral incentive programs- Ex. \$250 for teacher referrals for teachers who recommend candidates if we make the hire

### **Director of Expanded Learning**

The Director of Expanding Learning will play a vital role in establishing and implementing a vibrant afterschool program that reinforces school day systems and also provides opportunities for students to explore interests beyond the school’s academic program. The Director of Expanded Learning is a full time position, with opportunities to support in classes throughout the normal school day. The Director of Expanded Learning will support and train all Expanding Learning staff will during summer PD sessions, and work closely with teachers to ensure a smooth transition between the regular school day and after school program.

### **Qualifications**

- High school diploma or equivalent required; Bachelor’s degree or progress towards degree preferred.
- At least 1 year of experience working with a group of 10 or more students in a classroom, after school setting, or recreational environment.

### **Job Expectations:**

- Lead the instruction and supervision of students during the Expanding Learning Program.
- Assist with the collection of daily attendance and sign out procedures, ensuring compliance with ASES grant requirements.

- Manage site operations effectively for the purpose of maintaining a program that meets all grant goals and objectives in an orderly manner.
- Coach and provide consistent feedback to After School Program Leaders.
- Create and maintain partnerships with local universities, organizations, and enrichment groups that support student learning and growth.
- Serve as a positive adult role model for children through appropriate dress, speech, and attitude.
- Work effectively and cooperatively with teachers, other site staff, and community partners.
- Work effectively with parents and volunteers.
- Establish and maintain a positive learning environment.
- Use positive discipline and classroom management techniques with children and reinforce after school behavior systems.
- Ensure that all classrooms and other school spaces which are used during the program are clean and orderly.

### **Program Leaders:**

Program Leaders will play a vital role in maintaining consistent expectations for students throughout the entirety of the after school/expanding learning program. Program Leaders are expected to enforce the same discipline and management techniques that teachers use during the normal school day. All Expanding Learning staff will attend summer PD sessions, and work closely with teachers to ensure a smooth transition between the regular school day and Expanding Learning.

### **Job Expectations:**

- Design, plan, and deliver academic enrichment, recreation, and/or visual and performing arts activities.
- Prepare and create lesson plans that are consistent with the mission of Libertas College Prep.
- Serve as a positive adult role model for children in the program through appropriate dress, speech, and attitude.
- Work effectively and cooperatively with teachers, other site staff, and community partners.
- Work effectively with parents and volunteers.
- Establish and maintain a positive learning environment.
- Use positive discipline and classroom management techniques with children.
- Ensure that all classrooms and other school spaces which are used during the program are clean and orderly.

### **Qualifications:**

- High school diploma or equivalent required; Bachelor's degree or progress towards degree preferred.

- At least 1 year of experience working with a group of 10 or more students in a classroom, after school setting, or recreational environment.
- Candidate must pass a TB test and Live Scan fingerprinting.
- Bilingual in Spanish is a plus.

## Element 6 – Health and Safety Procedures

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

### HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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



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

#### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

#### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

#### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

### **SAFE PLACE TO LEARN ACT**

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

### **SUICIDE PREVENTION POLICY**

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

#### Custodian(s) of Records

In accordance with California Department of Justice requirements, the Director of Operations serves as Libertas' Custodian of Records.

#### Student Health and Wellness

Pursuant to the Healthy, Hunger-Free Kids Act of 2010, Libertas offers the National School Breakfast and Lunch Program. The Charter School provides 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. Food and beverages served at the Charter School meets the nutrition recommendations of the U.S. Dietary Guidelines for Americans. The school provides nutrition education and physical education that fosters lifelong habits of healthy eating and physical activity. Health education also includes discussion about drug and alcohol abuse, sexual health and suicide prevention. Pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*), Libertas shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once. Finally, the Charter School stocks at least 50% of its restrooms used by students in grades 6 and up with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

#### School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that 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, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- 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
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents.

## Element 7 – Means to Achieve Racial and Ethnic Balance

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

### **COURT-ORDERED INTEGRATION**

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

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

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

Libertas College Prep is committed to growing its enrollment until it reaches full capacity. Moreover, it is committed to creating a student body that fully reflects the diversity found in the school-aged community in Leimert Park and neighboring South Los Angeles communities. The underlying belief that all students are capable of thriving academically, socially and emotionally guides LCP’s approach and ensures that all students have equal access to learning.

Community outreach and recruitment activities are planned throughout the year, with special targeted efforts during the summer months. Activities include, but are not limited to:

- Development of marketing materials (including flyers, posters and websites) in English and Spanish
- Active social media presence (in English and Spanish) on Libertas’ Facebook and Instagram pages in order to reach our target audiences.
- Mailers to families within the proposed catchment area in both English and Spanish
- Distribution of flyers in a 10-block radius from Libertas’ location

- Information sessions and flyer distribution at local civic community meetings and events, including:
  - Neighborhood council meetings
  - Chamber of Commerce meetings: Latino Business Chamber of Greater Los Angeles; Greater Los Angeles African-American Chamber of Commerce;
  - Neighborhood watch meetings
- Work with local L.A. City Recreation and Parks sites to:
  - Share information and distribute flyers during Park activities
  - Collaborate and set up information and activity tables during major events, e.g. Winter Festival, Saturday Night Lights, sports leagues, etc.
- Information sessions and flyer distribution at local community organizations and centers that work with youth, families, and adults, including:
  - Challengers Boys and Girls Club
  - The Children’s Collective, Inc.
  - YMCA Baldwin Hills
  - Branches of the Los Angeles Public Library: Vermont Square Branch Library; Vermont Square Branch Library; John Muir Library, Baldwin Hills Branch Library
  - Magnolia Place sites such as the St. John’s Well Child and Family Center and Children’s Institute.
- Information booths and flyer distribution at local businesses, coffee shops, Laundromats, grocery stores, WIC centers, libraries, restaurants, shopping centers, social services agencies, housing projects, faith-based organizations, medical centers, and apartment complexes.
- Information booths and flyer distribution during major community events in the Leimert Park or South Los Angeles neighborhoods; e.g. African American History Month celebrations, Cinco de Mayo, health fairs at County facilities, fairs, carnivals.

## RECRUITMENT CALENDAR

<p><b>June – August</b></p>	<ul style="list-style-type: none"> <li>• Dr. Ruth Temple Health Center health fair</li> <li>• Weekly flyer distribution around targeted neighborhoods</li> <li>• SNL events, Wednesday-Saturday nights at Van Ness, Harvard, Gilliam, King and Van Ness parks</li> <li>• Expo Center Aquatics Center &amp; Camp</li> <li>• Weekly flyer distribution around targeted neighborhoods</li> <li>• 4<sup>th</sup> of July Events</li> <li>• Distribution at lunch program sites</li> <li>• Movie nights outreach</li> </ul>
<p><b>September – November</b></p>	<ul style="list-style-type: none"> <li>• Weekly flyer distribution around targeted neighborhoods</li> <li>• West Angeles Church School Fair</li> <li>• Present at Local Churches for Back to School Events and workshops</li> <li>• MLK Library Back to School Events</li> <li>• Rancho and Balwin Hills Sporting Events</li> </ul>
<p><b>December – January</b></p>	<ul style="list-style-type: none"> <li>• Expo Center Winter Festival</li> <li>• Weekly flyer distribution around targeted neighborhoods</li> <li>• Leimert Park African American Black History Month</li> </ul>
<p><b>February – March</b></p>	<ul style="list-style-type: none"> <li>• Weekly flyer distribution around targeted neighborhoods</li> <li>• Van Ness Blvd Block Party</li> <li>• Bicycle Safety Event</li> </ul>
<p><b>April – May</b></p>	<ul style="list-style-type: none"> <li>• Mailing Campaign-LCP postcard</li> <li>• YMCA Education Fair</li> <li>• Leimert Park Neighborhood Council</li> <li>• Jim Gilliam Recreation Ctr. Spring Event</li> <li>• EXPO Ctr. Spring Event</li> <li>• Leimert Park flyer distribution</li> <li>• Denker Park Spring Event</li> <li>• Weekly flyer distribution around targeted neighborhoods</li> </ul>

Through these broad and targeted community outreach efforts aimed at ensuring the diverse community surrounding our school knows about Libertas and the opportunity to enroll their children, Libertas will continue to work towards achieving and maintaining the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio.

## **Element 8 – Admission Requirements**

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

### **HOMELESS AND FOSTER YOUTH**

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

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

### **NON-DISCRIMINATION**

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

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



## Admission Requirements

Libertas is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the Charter School shall be open to any resident of the State of California. Libertas enrolls all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Libertas is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other “risk factors.”

As a charter school, Libertas is a school of choice, and Libertas may have more students interested in attending the school than there are spaces available. If the number of students who wish to attend the school exceeds the Charter School’s capacity, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Lottery Application Forms are accepted during a publicly advertised open enrollment period that closes the first Friday in April). An explanation of the enrollment process and the rules to be followed during the lottery is available at all times on our web site and in the office in English and Spanish (and additional languages if needed). The process is also verbally explained to any families who calls, or hands in their paper Lottery Application forms in-person. Parents can also apply on-line.

Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students applying for enrollment exceeds the Charter School’s capacity, admission shall be determined by random public drawing (lottery).

## Student Recruitment

During the open enrollment period, informational meetings are conducted at least once a month for interested parents. The meetings are conducted in English and Spanish either at the Charter School site or at a location within the community surrounding the Charter School. Informational meetings occur at times that are most convenient for parents. During the meetings, parents receive information about the Charter School’s programs, the application process, and bilingual assistance with the completion of Lottery forms are made available to interested parents. See Element 7, above, for more details.

## Lottery Preferences and Procedures

Preference for available spaces is given in the following order:

- Students who reside within the boundaries of the Los Angeles Unified School District, as required by California Education Code and District policy;
- Siblings of currently enrolled students, to help families keep their children in the same school;
- Children of Libertas teachers and staff (up to 10% of enrollment), to support our

hardworking teachers and staff.

No other preferences shall be given in the lottery or admissions process.

### **Random Public Lottery**

In the event that the number of interested applicants exceeds the number of seats available, and in accordance with *California Education Code 47605(d)(2)(B)*, a random public lottery is held. Lottery Forms and the Libertas website make information about the lottery available in both English and Spanish.

To ensure the inclusion of all stakeholders and community residents who wish to attend, the random public lottery is conducted at the Charter School site and at a time that allows the greatest number of interested individuals and parties to attend. Translation is provided to families who need it. The date and time of the lottery are also published on Lottery Application forms and Libertas' website. Parents are invited but not required to attend. In the event that a lottery needs to be held, it is conducted a week following the close of the enrollment period on the second Saturday in April at 10:00 am.

The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying interest forms will receive preference in the automated lottery system, per the preferences outlined above.

### **Post-Lottery**

All families who submitted a Lottery Application Form, including both those who did and did not attend the lottery event, will be notified by the Parent Coordinator about the results of the lottery by the Charter School within one week of the lottery. The notification will indicate whether the child was admitted or waitlisted, and, if waitlisted, the number the child is on the waiting list. For students who were admitted to the Charter School, the notification will include steps the family must take and a timeline to return paperwork to enroll the child in the Charter School. Each student offered a space in the following year is required to complete an enrollment packet within two weeks of receiving the letter in order to secure their space at the Charter School. Staff at Libertas is available to assist families in completing the required paperwork.

The Charter School will maintain records documenting the fair execution of the lottery including the names placed into the lottery, the name of the automated online system used to conduct the lottery, the names of admitted students, and the names and order of those placed on the waiting list. The information will be maintained according to state and county document retention requirements as applicable.

### **Waitlist Procedures**

If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be randomized accounting for the preferences listed above, by the automated lottery system. After the lottery, the waiting list will only change to accommodate the sibling preference,

meaning if a family has two students on the waiting list and one is called off the waitlist and enrolls in the Charter School, the sibling's wait list number may move up as a result of the sibling now being a current student. No other changes to the waitlist will occur. Interest forms submitted after the close of the interest period, or after capacity is reached (if no lottery is required), will be held in abeyance for a subsequent lottery, should the original waitlist be exhausted. Should a vacancy occur, admission will be offered to the next applicant at the top of the waiting list. If a position opens during the course of the year, the Director of Operations contacts the family of the student on the top of the waiting list by phone or email to offer their student admission to the Charter School. If a family is notified by phone or email prior more than ten (10) days prior to the first day of school, the family has ten (10) days to confirm enrollment and return a completed enrollment packet. If a student is notified within ten (10) days of the start of the school year or after the school year has begun, they have 48 hours to confirm enrollment via phone call or email and submit an enrollment packet by mail or email to the Director of Operations. Should the family decline the position, the next family on the list is contacted until the open position is filled.

The waiting list expires annually the day before the lottery for the upcoming year. The above process will also be followed to fill vacant seats for all grades as seats become available each year due to student attrition at the discretion of the Head of School.

### **Refinement of Policies**

Notwithstanding the aforementioned, the Charter School may refine lottery policies and procedures during the charter term in accordance with a written policy adopted by the governing board of the Charter School. A copy of the revised policy, designed to improve the Charter School's lottery efforts, shall be provided to the District within 45 calendar days of approval by the Charter School's governing Board and prior to the enrollment period of the year in which the revised lottery policy will be implemented. If refinement of policies and procedures arises to a level that a material revision is required, the Charter School will submit a request for a material revision.

## Element 9 – Annual Financial Audits

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

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

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

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

In addition:

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

### Annual Audit Procedures

Each fiscal year an independent auditor conducts an audit of the financial affairs of Libertas to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls. The auditor shall be hired by the Board of Directors of the Charter School. 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 shall be 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 of Directors shall select an independent auditor through a request for proposal format. The auditor shall have, at

a minimum, educational institution audit experience and 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 is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

Procedures:

- The Board of Directors appoints an Audit Committee consisting of two or more directors by January 1 of each year.
- The Audit Committee may include persons who are members of the Board, but may not include anyone who is not a director, including any the staff of the Charter School. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee, with delegated authority from the Board, is responsible for contracting with an audit firm from the State Controller’s list of approved educational audit providers by March 1 of each year, unless the existing contract is a multi-year contract. The Director of Operations is responsible for working with the auditing firm to complete the audit.
- The Audit Committee is responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor, if any.
- The Board of Directors reviews and approves the audit no later than December 15.
- The Head of School is responsible for submitting the audit to all reporting agencies including the District, the Los Angeles County Superintendent of Schools, the State Controller, and to the CDE no later than December 15 of each year.

The audit committee reviews any audit exceptions or deficiencies and reports recommendations on resolution to the Board of Directors. The Board reports to the charter-granting agency regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD.

## Element 10 – Suspension and Expulsion Procedures

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

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

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

Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

#### **NOTIFICATION OF THE DISTRICT**

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

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

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

### **OUTCOME DATA**

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

### **REHABILITATION PLANS**

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

### **READMISSION**

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

### **REINSTATEMENT**

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

### **GUN-FREE SCHOOLS ACT**

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

School Climate and Student Discipline System



## **Discipline Foundation Policy**

Libertas believes that students learn best in a safe and structured environment. Our goal is to create a school culture that affirms positive student behavior and eliminates classroom distractions caused by misbehavior. We clearly present the expectations for student behavior to both students and family during family orientation sessions preceding the start of school each year and during the first few weeks of school. Expectations for student behavior are provided as written policy in the Student and Family Handbook, distributed and reviewed at annual family orientations, and reinforced with students by all Libertas teachers and staff.

Healthy school culture starts with strong classroom management in the classrooms. Teachers are trained in classroom management to minimize student misbehavior. We share a tiered school-wide system for positive and negative consequences.

School-wide consequences for meeting and exceeding positive behavioral expectations, include, but are not limited to:

- Class jobs
- Additions shown in weekly paychecks home to parents
- Earned privileges
- Millionaire's Club or Lanyard Club
- Most Valuable Teammate awards
- Notice to parents by telephone
- Jeans passes
- Special FIRST value awards each trimester

Students who do not follow school wide behavioral expectations should expect consequences for their behavior, including, but not limited to:

- Deductions shown in weekly paychecks home to parents
- In-Class Reflections
- Loss of privileges
- Referral to the Head of School or the Dean of Students
- Notice to parents by telephone and/or letter
- Parent conference
- In-School Suspension
- Out-of-school suspension
- Expulsion

Any student who repeatedly earns detentions is required to attend a meeting with the Head of School or the Head of School's designee and the student's parents. The school prepares a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but is not limited to, suspension.

## In-School Suspension

A student will be placed on In-School Suspension (ISS) only if the student is exhibiting behaviors that are potentially harmful to the classroom environment. We believe that the best alternative to suspension is prevention. In that light, we have a number of preventative actions in place prior to considering consequences. Ultimately for egregious actions, students meet with the Head of School or with the Head of School and their parents, to decide on the best actions to make amends for their behavior. In line with the philosophy of *Teaching with Love and Logic* the impetus is put on students to determine the nature and severity of their consequence.

Students who are on In-School Suspension will:

- Check in at the office at the beginning of the day with the Dean of Students
- Receive class packets from each core class and complete them in the reflection area supervised by the Dean of Students

The number of days that a student must serve In-School Suspension will be aligned with the severity of the behavior, but will not exceed ten days. Parent/Guardian will be notified of the In-School Suspension and reason by the Dean of Students. A student is accepted back into the school community after also writing an extensive apology letter to their advisory and with the approval of the Dean of Students/Principal.

In an effort to ensure the safety of all stakeholders, including all Charter School students, staff, and visitors, the following offenses may or may not result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The Charter School administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled “administratively” or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the Charter School administrator will notify all stakeholders by the end of the school day.

Preventative Alternatives:

- The Dean of Students has regular check ins daily with students who are struggling to adapt to Libertas systems, who have expressed a need to have an adult to talk to, or students who need extra motivation to be successful in the classroom.

- We have a licensed social worker and family therapist on campus two days a week who takes referrals from teachers for students who have experienced trauma, have difficulty developing healthy relationships with their peers, or who are processing challenging family circumstances.
- Group therapy – we have three group therapy groups: Our House/Grief and Loss Group, Girls Group, and a Boys Group. These target supporting students who are processing grief or how to have positive social interactions into the difficult middle school years
- Roads to Respect – students in 6<sup>th</sup>-8<sup>th</sup> grade received training from UCLA’s Rape Treatment Center on appropriate interactions and the importance of consent
- Restorative Talk Circles – Twice a week, students who have been sent out of class for behavior have Restorative Talk Circles in lieu of detention. These circles are led by the Dean of Students and hone in on the root of the challenge that occurred in the classroom and how students could have responded differently or processed their anger in a productive way.
- Dailys – students who struggle behaviorally had a more structured daily tracker that allows them to set goals and get feedback each period about whether they met those goals.

### **Grounds for Suspension and Expulsion**

A student may be suspended or expelled for any of the acts enumerated in *California Education Code 48900* related to school activity or school attendance that occur at any time including, but not limited to:

- While on Charter School grounds
- While going to or leaving from school
- During, or while traveling or from, a school-sponsored activity

To protect the rights of students and to ensure that students not inappropriately disciplined, Libertas adheres to California Education Code 48900 through 48900.7, which states that a pupil shall not be suspended from school or recommended for expulsion, unless the Head of School in which the pupil is enrolled determines that the pupil has:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil has obtained written permission to possess the item from a certificated school employee, which is concurred in by the Head of School or the designee of the Head of School.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (applicable to first offense only).
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety

Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant

- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault or committed a sexual battery.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. Unlawfully offered arranged to sell, negotiated to sell, or sold the prescription drug Soma (applicable to first offense only).
- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Engaged in an act of bullying as defined by Ed Code 48900 (r), and as amended by the legislature.
- Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment (grades 4-12).
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-12).
- Made terroristic threats against school officials, school property, or both.
- Also to be included are inappropriate acts related to electronic communications.

Libertas prioritizes a safe and secure learning environment for all students. The Head of School or designee determines whether a student has committed an offense(s) which is (are) grounds for expulsion in accordance with the *California EC* Section 48915.

Administrator Recommendation of Expulsion	Expellable Offenses
<p><b>May Recommend Expulsion</b></p>	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <ul style="list-style-type: none"> <li>a. Inflicted physical injury<sup>†</sup></li> <li>b. Possessed dangerous objects</li> <li>c. Possessed drugs or alcohol</li> <li>d. Sold look alike substance representing drugs or alcohol</li> <li>e. Caused damage to property<sup>†</sup></li> <li>f. Committed theft</li> <li>g. Used tobacco (policy determines which offense)</li> <li>h. Committed obscenity/profanity/vulgarity</li> <li>i. Possessed or sold drug paraphernalia</li> <li>j. Received stolen property</li> <li>k. Possessed imitation firearm</li> <li>l. Committed sexual harassment</li> <li>m. Harassed, threatened or intimidated a student witness</li> <li>n. Sold prescription drug Soma</li> <li>o. Committed hazing</li> <li>p. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.</li> </ul> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ul style="list-style-type: none"> <li>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</li> <li>2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</li> </ul> <p><sup>†</sup> Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in <i>Penal Code</i> 31, may suffer suspension, but not expulsion. However, if a student is</p>

	<p>adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.</p>
<p><b>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)</b></p>	<p>Act <b>must</b> be committed at school or school activity.</p> <p><i>EC</i> Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <ol style="list-style-type: none"> <li>1. Causing serious physical injury to another person, except in self-defense. <i>EC</i>Section 48915 (a)(1).</li> <li>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.<i>EC</i> Section 48915 (a)(2).</li> <li>3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <i>Health and Safety Code</i>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</li> <li>4. Robbery or extortion. <i>EC</i>Section 48915 (a)(4).</li> <li>5. Assault or battery, or threat of, on a school employee.</li> </ol> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> <li>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</li> <li>2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</li> </ol>
<p><b>Must Recommend Expulsion (Mandatory)</b></p>	<p><i>Education Code (EC)</i> 48915(c)</p> <p>Act <b>must</b> be committed at school or school activity.</p> <ol style="list-style-type: none"> <li>1. Firearm <ol style="list-style-type: none"> <li>a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated</li> </ol> </li> </ol>

	<p>employee which is concurred with by the Head of School or designee.</p> <p>b. Selling or otherwise furnishing a firearm.</p> <ol style="list-style-type: none"> <li>2. Brandishing a knife at another person.</li> <li>3. Unlawfully selling a controlled substance listed in <i>Health and Safety Code</i> Section 11053 et. seq.</li> <li>4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC48900 or committing sexual battery as defined in subdivision (n) of 48900.</li> <li>5. Possession of an explosive.<sup>84</sup></li> </ol>
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Students are subject to mandatory expulsion from Libertas for any of the reasons as specified in the *Education Code Section 48915(c)* and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school

### **Out-of-School Suspension Procedures**

As detailed at the beginning of this Element, Libertas believes very strongly in establishing a school culture in which all students are safe and able to learn. We also believe that learning time is sacred, and that many misbehaviors can be corrected in class. However, behavior that is listed among those detailed above may warrant suspension or expulsion, which occurs through the following steps:

#### **Step 1: Informal Conference**

Suspension shall be preceded by an informal conference conducted by the Head of School with the student and the student’s parents within two days of the suspension. The conference may be omitted if the Head of School determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without a conference, the parents arenotified of the suspension and a conference is conducted within two days.

#### **Step 2: Determination of Length and Placement of Suspension**

The length and placement of the student’s suspension is determined by the Head of School, based on the severity of the offense(s), as evidence by witness statements, physical evidence, and other relevant factors.

Libertas believes that a student should not be removed from the general class environment unless his or her presence is a continual distraction to others or they are at risk of harming themselves or others.

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<sup>84</sup> <http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp>

If a student poses a risk to self or others, that student may be assigned Out-of-School Suspension. The length of suspension for students may not exceed a period of five consecutive days per incident. A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

Students who have been suspended may not appear on the Charter School campus nor attend any Charter School functions while suspended. They may enter the school to take or prepare for state assessments. Students who are suspended must be assigned homework and given the opportunity to make-up missed assignments, quizzes or tests.

### **Step 3: Notice to Parents**

Parents and Students have due process rights with regards to suspensions and expulsions. At the time of the student's suspension, the Head of School or designee shall make a reasonable effort to contact the student's parents by telephone or in person. Initial contact is followed by a written notice, which state the specific offense(s) committed by the student, as well as the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the school may require that parents must respond without delay, and that a violation of school rules can result in expulsion from school.

### **Expulsion Procedures**

#### **Step 4: Recommendation for Expulsion**

If the Head of School recommends expulsion, the student and the student's parents are invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination is made by the Head of School upon either of the following findings:

- a. The student's presence will likely be disruptive to the educational process.
- b. The student poses a threat or danger to others.

Upon this determination, the student's suspension is extended pending the results of an expulsion hearing.

#### **Step 5: Expulsion Hearing**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, it is held within 30 days of when the Head of School makes the recommendation for expulsion. Written notice of the hearing is forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice includes:

- a. Date and place of the hearing.
- b. Statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- c. Copy of the disciplinary rules that relate to the alleged violation.
- d. Opportunity for the student or the student's parents to appear in person at the hearing.



- e. Opportunity for the student to be represented by counsel.
- f. Right to examine and acquire copies of all documents to be used at the hearing.
- g. Opportunity to cross-examine all witnesses that testify at the hearing.
- h. Opportunity to present evidence and witnesses on behalf of the student.

The hearing is presided over by an Administrative Panel appointed by the Libertas Board of Directors Chair. The Administrative Panel will consist of three public school employees not employed by Libertas or a member of the Libertas Board of Directors. The Board Chair shall appoint one member of the Administrative Panel as the hearing officer to chair the panel and oversee its proceedings. 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. Following the hearing, the Chair of the Administrative Panel prepares a "Findings of Fact" document summarizing the grounds for expulsion and the evidence presented at the hearing.

During the hearing, the Charter School presents evidence to justify its request to expel. The student and family or representative is allowed to ask the Charter School questions about its evidence. The student is allowed to present his or her own evidence, whether written, in person testimony, or both. Charter School can ask questions about the student evidence. Both sides present a closing statement. The Administrative Panel deliberates during a closed session and announce its decision.

If expelled, written notice is mailed through certified over-night postal delivery, by the Head of School to the parents of any student who is expelled. This notice is sent within 24 hours of the hearing and includes:

- a. The specific offense(s) committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- b. Whether the student has been expelled, and if not, their right to immediately return to their education program at Libertas.
- c. Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student's status with Libertas.
- d. A copy of the rehabilitation plan which typically includes one or more of the following categories: 1) academic performance (i.e. maintaining a certain grade), 2) satisfactory behavior expectations (i.e. no suspensions or related disciplinary referrals), 3) other factors including counseling or other social services that have a direct impact on remedying the identified issue.
- e. The type of educational placement during the period of expulsion.
- f. Notice of appeal rights and procedures.

In the event of a decision to expel a student, the school works cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If the decision is not to expel, the student returns to classes at Libertas.

### **Access to Education During Expulsion and Appeals Hearings**

Students are provided all classroom assignments and related materials with the expectation that these assignments are completed during the expulsion and appeals hearings. The Head of School directs each teacher to create a packet of missed assignments from each class once a week, including all classwork, homework, and assessments. The Head of School or designee delivers these assignments to the suspended or expelled student, by mail, by email or in person.

### **Appeal of Expulsion**

An expulsion may be appealed within ten business days of receipt of the notice of and must be submitted in writing along with any additional evidence to the Head of School; the appeal may be sent via the United States Postal Service or brought, in-person, to the Charter School. The student is considered expelled until a Board meeting is convened to hear the appeal (within 10 school days of the receipt of the request for appeal). The Charter School follows all procedures indicated in *California Education Code 48918*, including a student's right to representation from legal counsel or a nonattorney adviser.<sup>85</sup>

Expulsion appeals are convened within 10 school days of the receipt of the written appeal, at which time the student's parent or guardian must attend to present their appeal. In accordance Education Code 48919.5, the Appeal Panel will be presided over by the Libertas Board of Directors. The appeal hearing is conducted in a closed session unless otherwise requested by the appellant. An appeal before the administrative hearing panel is not a rehearing, but the pupil and parent(s)/guardian(s) of the pupil may attend the appeal hearing and present evidence and documents in support of pupil's appeal. The pupil and parent/guardian shall be provided reasonable accommodations and language supports, as necessary. The Board of Directors shall consider the testimony and evidence presented at the hearing.

The Board can decide to reinstate the student or terminate enrollment at Libertas. The Board's final decision shall be delivered within a school business day of the Board expulsion appeals hearing by the most expedient means of communication identified by the Parent/Guardian or student at the hearing (telephone, e-mail, etc.) and shall also be delivered, in writing, by certified mail. For a student who is not reinstated upon appeal, the family is sent written notification by the Board Chair of such within three school days of the hearing, including specific reasons why reinstatement was denied, and is given a new eligibility review date. In the event that the Board expulsion appeal hearing results in a Board decision to reverse the expulsion decision, the student shall be immediately reinstated.

The decision of the Board is final.

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<sup>85</sup> <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=48001-49000&file=48900-48927>.

### **Expelled Pupils/Alternative Education**

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

All students who are expelled will receive reinstatement plans that will be reviewed by the Board of Directors at the parents' request after one year.

## Element 11 – Employee Retirement Systems

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

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

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

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

The LCP Board of Directors determines which school-sponsored retirement plans are available to various types of staff (e.g., certificated staff, part-time staff, etc.). The Head of School is responsible for ensuring that reporting and benefits are processed.

### Certificated Staff Members

Libertas shall use contributions to a 403(b) fund as its retirement plan for certificated teachers and eligible administrators.

### Classified Staff Members

Non-certificated, classified, full-time employees are covered by 403(b), Medicare and Social Security.

Libertas submits all retirement data through LACOE and complies with all policies and procedures for payroll reporting.

Social Security payments are contributed for all employees in accordance with Federal and State laws. The Libertas Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

## Element 12 – Public School Attendance Alternatives

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

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

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

Libertas is a school of choice and parents may choose to send their children to a different school in the area.

## Element 13 – Rights of District Employees

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

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

## Element 14 – Mandatory Dispute Resolution

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

### **GENERAL PROVISIONS**

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

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

### **PROPOSITION 39 DISPUTES**

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

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

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

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

Libertas College Preparatory Charter School  
Anne Carlstone-Hurst, Head of School  
3875 Dublin Ave  
Los Angeles, CA 90008

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.



## **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

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

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

Libertas College Preparatory Charter School  
Anne Carlstone-Hurst, Head of School  
3875 Dublin Ave  
Los Angeles, CA 90008

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
  
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## Element 15 – Charter School Closure Procedures

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

### **REVOCATION OF THE CHARTER**

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

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed,

or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district,

enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

#### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District



Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)

- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the Charter School closes, the Head of School will serve as the Charter School's closure agent.

## Additional Provisions

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
  
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
  
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

## **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers

Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

#### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

#### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by



any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will

reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

# ADDENDUM

## Assurances, Affirmations, and Declarations

Libertas College Preparatory Charter (also referred to herein as “Libertas” and “Charter School”) shall:

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

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

provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

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

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

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

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

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

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

## **ACADEMIC CALENDAR AND SCHEDULES**

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

## **MATHEMATICS PLACEMENT**

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

## **TRANSITIONAL KINDERGARTEN**

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

## **HIGH SCHOOL EXIT EXAMINATION**

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

## **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

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

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

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

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

reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

### **SELPA Reorganization**

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

### **Modified Consent Decree Requirements**

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

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

- End of Year Suspension



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

- Statewide Assessment Data

The standard file including District ID.

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

- CBEDS

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

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

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

- Monthly SESAC and Suspension data

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

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

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

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

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

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

## **Element 4 – Governance**

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>86</sup>

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

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

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.

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<sup>86</sup> The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

## **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

## **RESPONDING TO INQUIRIES**

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and

representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

### **NOTIFICATION OF THE DISTRICT**

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

### **STUDENT RECORDS**

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

### **PARENT ENGAGEMENT**

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

### **FEDERAL PROGRAM COMPLIANCE**

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

oversight of Charter School, the District may conduct program review for federal as well as state compliance.

## **Element 5 – Employee Qualifications**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

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

## **Element 6 – Health and Safety Procedures**

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

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

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

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

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

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

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal

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

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

### **SAFE PLACE TO LEARN ACT**

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

### **SUICIDE PREVENTION POLICY**

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



## **Element 7 – Means to Achieve Racial and Ethnic Balance**

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

### **COURT-ORDERED INTEGRATION**

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

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

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

## **Element 8 – Admission Requirements**

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community

meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

### **NON-DISCRIMINATION**

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

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

### **Element 9 – Annual Financial Audits**

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year

- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

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

## **Element 10 – Suspension and Expulsion Procedures**

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special

education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

### **NOTIFICATION OF THE DISTRICT**

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

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

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student

records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

### **OUTCOME DATA**

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

### **REHABILITATION PLANS**

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

### **READMISSION**

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

### **REINSTATEMENT**

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

### **GUN-FREE SCHOOLS ACT**

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

## **Element 11 – Employee Retirement Systems**

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

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

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

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

## **Element 12 – Public School Attendance Alternatives**

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

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

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

## **Element 13 – Rights of District Employees**

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

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

## **Element 14 – Mandatory Dispute Resolution**

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

### **GENERAL PROVISIONS**

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

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

### **PROPOSITION 39 DISPUTES**

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

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

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

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

Libertas College Preparatory Charter School  
Anne Carlstone-Hurst, Head of School  
3875 Dublin Ave  
Los Angeles, CA 90008

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the



date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

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

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

Libertas College Preparatory Charter School  
Anne Carlstone-Hurst, Head of School  
3875 Dublin Ave  
Los Angeles, CA 90008

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## **Element 15 – Charter School Closure Procedures**

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

### **REVOCAION OF THE CHARTER**

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

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

#### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

#### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records

to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:



- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## **Additional Provisions**

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to

be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may

require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:

(i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all

claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.



**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)