



# **LEARNING BY DESIGN CHARTER SCHOOL**

**CHARTER PETITION FOR A FIVE-YEAR TERM  
(JULY 1, 2018 – JUNE 30, 2023)**

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
DECEMBER 14, 2017**

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## ASSURANCES, AFFIRMATIONS AND DECLARATIONS

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Learning by Design Charter School (also referred to herein as “Learning by Design” and “LbD”, 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

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*“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).)*



## GENERAL INFORMATION

### 1. GENERAL INFORMATION TABLE

<b>GENERAL INFORMATION</b>	
<b>The contact person for Charter School is:</b>	Charla N. Austin-Harris, Executive Director
<b>The contact address for Charter School is:</b>	10736 Jefferson Blvd, Unit 119, Culver City, CA 90230
<b>The contact phone number for Charter School is:</b>	310.379.4778
<b>The proposed address or target community of Charter School is:</b>	South LA (Hyde Park) 90043
<b>This location is in LAUSD Board District:</b>	1
<b>This location is in LAUSD Local District:</b>	West
<b>The grade configuration of Charter School is:</b>	TK/K-5
<b>The number of students in the first year will be:</b>	125
<b>The grade level(s) of the students in the first year will be:</b>	TK/K-1
<b>The scheduled opening date of Charter School is:</b>	August 15, 2018
<b>The enrollment capacity is:</b> (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	350
<b>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</b>	Traditional
<b>The bell schedule for Charter School will be:</b>	8:00 - 2:45 (M, T, Th, F) 8:00 - 1:00 (Wednesday)
<b>The term of this charter shall be from:</b>	July 1, 2018 – June 30, 2023

### **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.

## **COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL**

Learning by Design Charter School (LbD) will be a TK/K-5 charter elementary school opening August 2018 in the Hyde Park area of South Los Angeles, 90043. LbD will focus on Personalized and Experiential Learning, including project-based learning and maker-centered learning that engages students in solving “real world” problems through hands-on, engaging activities. LbD is modeled after current “best practices” in education, including at some of the nation’s top private schools. We are committed to educational equity and ensuring that students in underserved communities have the opportunity to be equally prepared for 21<sup>st</sup> century careers as students from more affluent neighborhoods.

### **LEADERSHIP TEAM**

The founders of LbD are highly experienced educators with more than 35 years of collective experience in the education of urban/underserved students:

**Charla Austin-Harris, Founder/Executive Director of LbD**, is an experienced elementary school teacher and administrator who has devoted her career to working with “underserved” students. LbD is the realization of a dream for Ms. Austin-Harris; she has been studying school models and best practices in

education for several years, leading to the design and preparation for LbD's launch. Ms. Austin-Harris worked for seven years in the Compton and Los Angeles Unified School Districts teaching grades K-3 and English as a Second Language to adults while also serving as a mentor teacher for new hires. After earning her Master Degree in Non-Profit Management from Teachers College, Columbia University, Mrs. Austin-Harris returned to Los Angeles and worked as a professional development consultant with Insight Education Group and then as a Senior Associate Director of Curriculum and Instruction with MLA Partner Schools. Ms. Austin-Harris earned her Bachelor's degree in Sociology from UCLA; a Master's degree in Non-Profit Management; she holds a Multiple Subject credential and has completed course work for her Administrative Credential.

**Tawny Laskar, Co-Founder, Founding Lead Teacher of LbD**, is an experienced educator who is passionate about educational equity. Mrs. Laskar began her career in education teaching third grade as a Teach for America corps member in Metro Atlanta. She went on to teach math, English Language Arts, and social studies at KIPP: Path Academy in Atlanta and KIPP Academy of Opportunity in Los Angeles. Mrs. Laskar has worked as the Director of Operations for MLA Partner Schools (currently known as LA's Promise). Mrs. Laskar has also worked as a consultant for Insight Education Group where she supported the developed of new frameworks for teaching. Mrs. Laskar has earned two Bachelor's degrees from the University of California at Santa Barbara, in Law & Society and Black Studies, and a Master's in Childhood Education from Georgia State University. She has a current preliminary, multiple subject California teaching credential. Mrs. Laskar has served on multiple non-profit boards, including as founding member of the Board of Directors of Valor Academy Charter School, an LAUSD-authorized charter middle school. Mrs. Laskar also served as a founding member of the Los Angeles Teach for America Associates board, and the president of the MOMS Club of Santa Monica non-profit board.

#### **LbD PILOT PROJECT**

With funding from a Camelback Ventures fellowship grant, Ms. Austin-Harris piloted a portion of the LbD unique personalized learning model during the 2016-17 school year, in partnership with Baldwin Hills Elementary Pilot & Gifted High Ability Magnet in South Los Angeles. The pilot provided LbD's founding team with the opportunity to test, refine, modify and gather data on targeted aspects of our proposed Personalized Learning educational model. The pilot began in the fall of 2016 with three teachers and 30 students, then grew to include project-based learning in the spring of 2017 with eight teachers and 140 students.

During the pilot, we experimented with different formats of personalized learning to see what would work best, and learned several critical lessons in the process. For example, we found that having computers in the classroom rather than a separate computer lab was much more effective and enabled teachers to have more flexibility. We learned that the rotational model we plan to implement for LbD (where students rotate during a class block through: (a) working in small groups with a teacher, (b) completing assignments individually or in pairs, and (c) working on computers doing interactive curriculum) is more effective with young students when there is more than one adult in the room to provide support and keep rotations flowing smoothly. Teachers are better able to provide real-time feedback and support to students with additional adult support. We also learned more about the efficacy of various types of teacher training and support, including an emphasis on collaboration between teachers to help differentiate learning and provide targeted support and interventions.

Teachers who participated in the pilot program provided qualitative feedback, including:

- Students demonstrated more agency and took more responsibility for their personal outcomes during conferencing check-ins. These critical check-ins are brief 5-10 minute one-on-ones with

students to discuss data generated from online curricula/assessments and teacher assessments/observations to review their progress, discuss next steps and any necessary supports/interventions.

- ☐ Teachers felt they were able to build stronger connections with students through these conferencing check-ins, creating stronger and more impactful relationships.
- ☐ Students exhibited more confidence in the classroom and spoke up and spoke out more often in discussions thanks to stronger connections with both the teacher and their peers.
- ☐ Students demonstrated stronger peer relationships and closer connections through having to work together more collaboratively in the LbD pilot design.

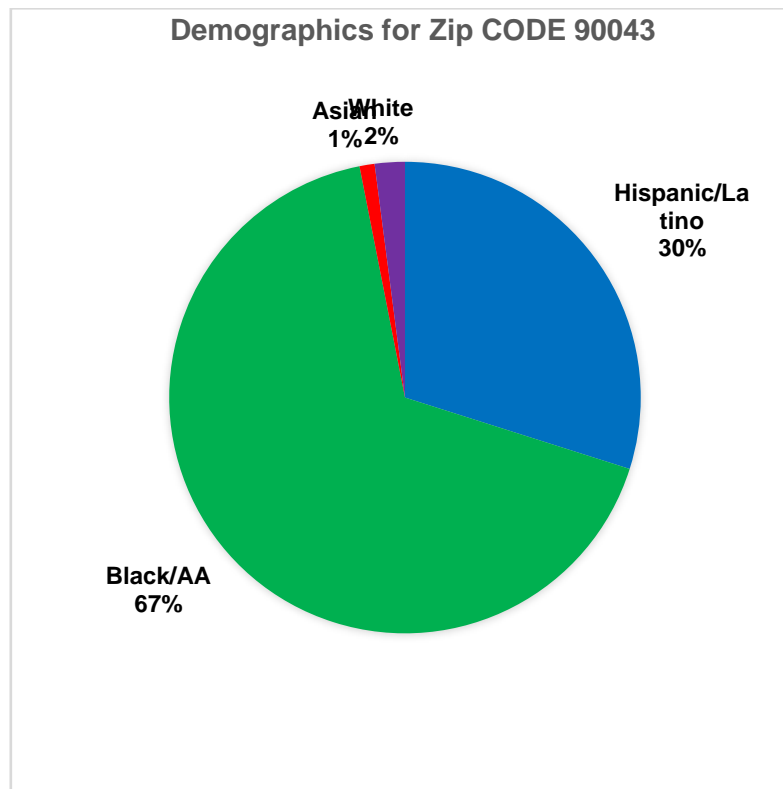
With the success and lessons learned from the pilot, LbD went on to secure a start-up grant from New Schools Venture Fund (NSVF), the acclaimed non-profit working to supporting education entrepreneurs who are transforming public education to create great results for all students. In addition to start-up funding, NSVF is providing intensive training, resources, and support to LbD's founding team.

## 2. TARGET NEIGHBORHOOD/COMMUNITY TO BE SERVED

LbD plans to locate in the Hyde Park/Angeles Mesa neighborhood of South Los Angeles, 90043.

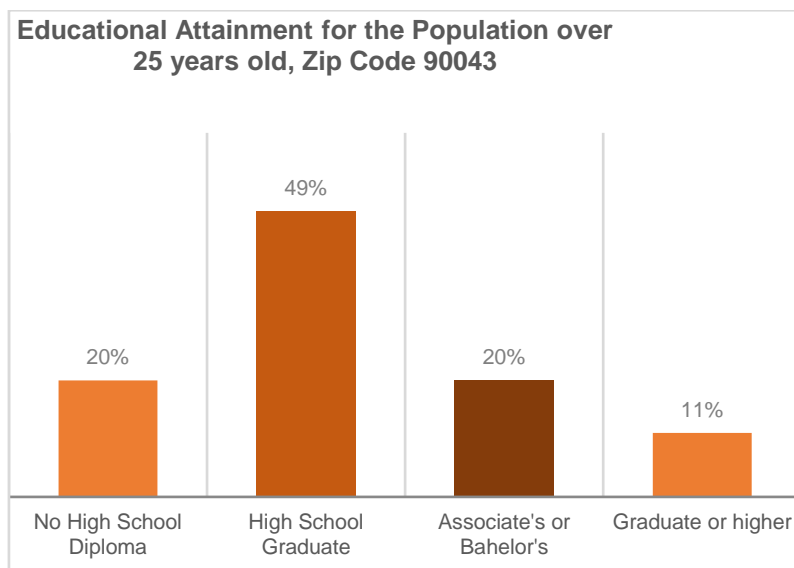
### COMMUNITY CHARACTERISTICS

Hyde Park is a predominantly African American community (67%); Hispanic/Latino residents make up 30% of the population.



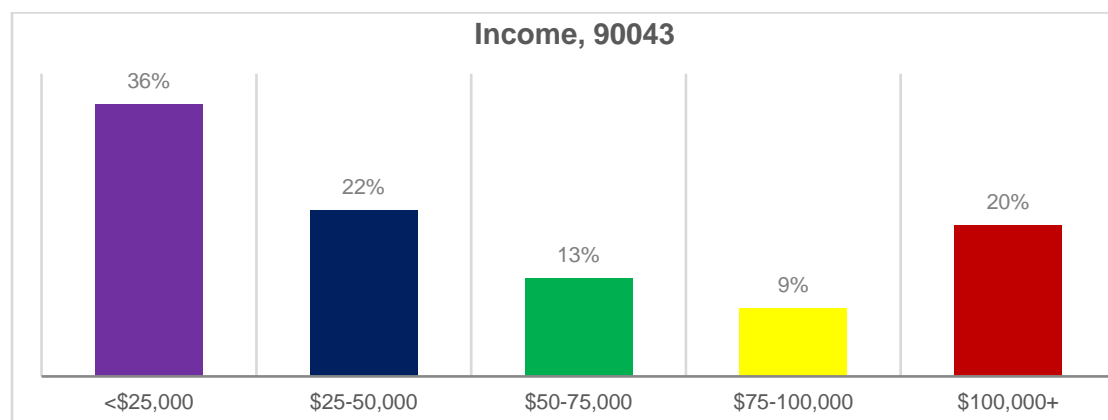
(2010 Census. [factfinder.census.gov](http://factfinder.census.gov))

The community is largely educationally disadvantaged: less than the one-third of the adult residents have earned a college degree; 20% did not complete high school and another 49% completed high school but did not attend any college.



(2011-15 American Community Survey. [factfinder.census.gov](http://factfinder.census.gov))

The community is low-income (as evidenced by the average 88% FRPL students in the Hyde Park community's existing elementary schools), though data for the 90043 zip code where Hyde Park is located shows a range of family income levels. Within all of 90043, more than one-third of households (36%) make less than \$25,000 per year and another 22% make between \$25-\$50,000. In 2010 (the year of the Census), the federal poverty threshold for a family of four was \$22,050). ([aspe.hhs.gov/poverty/10poverty.shtml](http://aspe.hhs.gov/poverty/10poverty.shtml).)



(2011-15 American Community Survey. [factfinder.census.gov](http://factfinder.census.gov))

In zip code 90043, 31% of the population speaks a language other than English at home and 29% of families with children under the age of 18 live in poverty.<sup>1</sup>

<sup>1</sup> 2011-15 American Community Survey.



According to the *L.A. Times'* Community Mapping data, during a six-month period ending July 23, 2017, Hyde Park ranked 18<sup>th</sup> out of 209 communities tracked by the *Times* for the violent crimes, with six homicides, four rapes, 180 aggravated assaults and 124 robberies during that six-month period within the 2.88 miles of Hyde Park. The neighborhood ranked 48<sup>th</sup> out of 209 communities for property crime, with 572 reported property crimes (burglary, theft, etc.) in that six-month time frame.<sup>2</sup>

#### **EXISTING PUBLIC SCHOOL OPTIONS IN THE COMMUNITY**

Hyde Park covers 2.88 square miles; LbD has identified the existing public schools serving elementary students, including five traditional public schools and three charter schools. None of these schools offers a program like LbD's unique model.

#### **Surrounding Schools Demographic and CAASPP Data**

LAUSD Schools	# of Students 2016-17	% FRPL	% SpEd	% EL	% H/L	% AA	% Asian	% White	2017 EI Reclassification	2016 CAASPP ELA % Met/Exceeded	2016 CAASPP Math % Met/Exceeded	2017 CAASPP ELA % Met/Exceeded	2017 CAASPP Math % Met/Exceeded
54 <sup>th</sup> Street ES	342	81 %	21 %	8%	18 %	78 %	0%	1%	7%	31%	31%	33%	36%
59 <sup>th</sup> Street ES	361	95 %	12 %	30 %	62 %	36 %	0%	1%	14%	11%	6%	13%	6%
Angeles Mesa ES	394	86 %	18 %	32 %	55 %	38 %	0%	4%	4%	25%	16%	22%	14%
Windsor Hills Math Science Magnet	555	88 %	6%	2%	10 %	87 %	0%	1%	0%	31%	20%	36%	24%
YES Academy	612	91 %	13 %	39 %	59 %	40 %	0%	0%	4%	9%	7%	11%	10%
Charter Schools													
Crete Academy (Opened 2017-18)													
Gifted Academy of Math & Entrep. Studies	99	92 %	NA	5%	12 %	85 %	0%	1%	7%	15%	11%	9%	16%
View Park Accelerated ES	538	87 %	5%	1%	3%	95 %	0%	0%	33%	29%	10%	20%	12%
Celerity Nascent Charter (Grades K-8 <sup>th</sup> )	583	93 %	9.2 %	41 %	71 %	27.9%	0.3%	0%	8.8%	46%	46%	31%	33%
New Heights Charter School (Grades K-8 <sup>th</sup> )	434	99 %	11.8%	32 %	76.5%	22.6%	0%	0%	13.6%	48%	35%	51%	49%

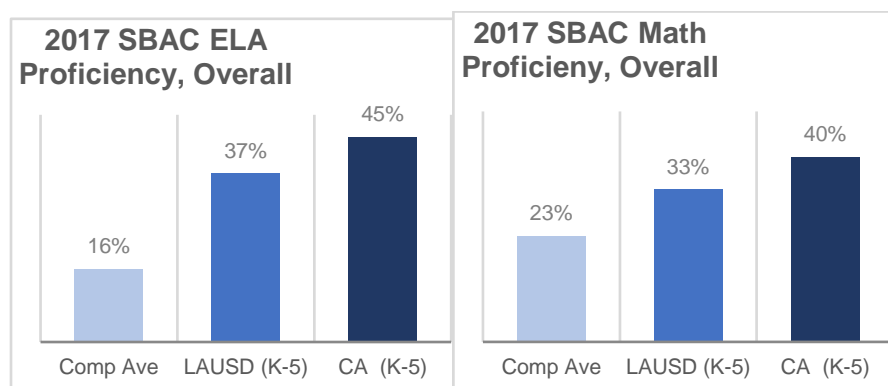
Source: <http://dq.cde.ca.gov/dataquest>

<sup>2</sup> <http://maps.latimes.com/neighborhoods/neighborhood/hyde-park>

On average, these schools serve students who are socioeconomically disadvantaged (88% FRPL), with either an African American or Hispanic/Latino majority population -- 56% African American, 41% Hispanic/Latino on average. At the three schools in Hyde Park that serve predominantly Hispanic/Latino students (59<sup>th</sup> Street Elementary, Angeles Mesa Elementary and YES Academy), approximately one-third of their students are also English Learners, while 54<sup>th</sup> Street and Windsor Hills serve 8% and 2% ELs, respectively. LbD expects to serve a student population with similar percentages to these schools – depending on our specific location, we may, like the schools in this densely populated area, have more Hispanic/Latino and EL students or more African American students. While data from the existing schools is not yet publicly available, we also expect to serve foster children and children who are homeless or experiencing housing instability, given that almost one-third of the local population’s families with children under 18 live below the federal poverty line – in 2017, the federal poverty line for a family of four is just \$24,900.<sup>3</sup> As detailed above, many of our students will be the first in their families to attend college or even complete high school.

We anticipate that all of the students we serve will have significant needs, including the English Learner population as they develop English proficiency, with many of these students not exposed to English in their homes or in their immediate neighborhood. As detailed fully in the section below on English Learners, our staff will receive intensive professional development and training on meeting these students’ needs and strategies to help EL students gain proficiency. Our numerous online, interactive curricula will be particularly helpful for these students, as will our project-based learning and collaborative learning experiences for these young children.

On average, the academic performance of the existing neighborhood traditional schools (“Comps”) is below District and state averages for the same grades:



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

### 3. HOW LbD WILL MEET COMMUNITY NEED

LbD’s unique model combines personalized learning with a mastery-based approach, hands-on project based and maker-centered learning, and democratization of learning. LbD will provide families and students in our target area with a high-performing school that offers an instructional model and experience currently unavailable to them in their neighborhood. The core elements of our program are briefly described here; extensive details are included below.

<sup>3</sup> <https://aspe.hhs.gov/poverty-guidelines>

**Personalized Learning:** Built upon the Universal Design for Learning concept,<sup>4</sup> LbD's learning environment will be highly differentiated and personalized for each student. A Personalized Learning Plan (PLP) will be developed for each student at the beginning of the school year, based on data from the prior year (where available) as well as initial benchmark and formative assessments administered by LbD teachers at the start of the new school year. The PLP -- housed online in the school's sophisticated Illuminate platform -- will detail current levels of proficiency across core subjects as well as target goals for growth. Online PLP Portfolios will collect samples of student work; as they grow, students will learn to select their "best" work as well as examples of areas of challenge. Specific instructional supports through LbD's Response to Intervention (RTI) model will be included in the PLP, as well as a pacing plan for the student to achieve his/her goals for the quarter.

Classroom structure will include a flex-rotational model, with students rotating through "stations," in addition to whole class instructional time. Each classroom of approximately 25 students will be staffed with a certified teacher and a teacher assistant (TA). In one station, the TA may work with a small group ("Learning Hub") of students, grouped by ability level, on reading strategies in our Readers' Workshop model. At the same time, another group of students is working on tablets in engaging interactive and adaptive online curricula from programs like Lexia Core 5 Reading. A third group of students may be engaged in Silent Sustained Reading in the reading corner, having selected appropriate books from the leveled library. The teacher and/or TA roam the room as needed to provide "on demand" support and supervision to students.

In our Mastery-Based model, students at LbD will not progress onto the next unit or lesson until they demonstrate "mastery" of the standards-aligned content and desired skills. We recognize the critical importance of *all* of our students mastering the foundational core content skills and knowledge in elementary grades in order to support long-term learning and growth. If a student does not demonstrate mastery on a summative assessment at the conclusion of a unit or lesson (online, teacher-created, publisher-created), he/she may receive additional support and/or additional time and resources to practice the skills again, before being given another opportunity to demonstrate mastery. For instance, a goal may be for a student to demonstrate proficiency at 70% in irregular verb past tenses. If the 70% goal has not been met, the teacher and student discuss strategies and additional practice options to ensure mastery the following week. This enables students to move more quickly through material they readily understand, yet provides a critical ability to "pause" on the concepts that are more challenging.

Teachers will continuously refer to students' PLPs throughout the school year, including in "Conferencing" with students each week. (See below.) The PLP will be modified/updated to reflect progress made and any adjustments to online curricula, pacing, interventions and supports.

**Experiential Learning:** LbD will embrace a project-based/ constructivist/hands-on approach to learning, with a particular emphasis on Maker-Centered Learning as a means of engaging students in deeper understandings of core content, while integrating the arts and technology. We are particularly excited about introducing Maker-Centered Learning to the South LA community. Maker-Centered learning is a complementary approach to Project-Based Learning that typically employs math, science, and

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<sup>4</sup> Hall, T. Strangman, N., & Meyer, A. (2009). Differentiated instruction and implications for UDL implementation. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved 10/16/10 from [http://www.cast.org/publications/ncac\\_diffinstructu dl.html](http://www.cast.org/publications/ncac_diffinstructu dl.html).

engineering skills and knowledge to empower students to design, create, engineer and prototype new ideas in a “maker space” or lab environment. Maker-Centered Learning, while aligning with core standards, emphasizes invention, innovation and creativity, typically via collaboration. Maker-Centered learning reinforces the ideas of student agency and empowerment by taking students from being just consumers of information to empowering them to be curious creators and inventors of and contributors to new information and knowledge.

**Democratic Learning:** Our third core element is a focus on social-emotional capacity for lifelong success. All staff will have training by “Responsive Classroom,” an evidence-based approach to elementary and middle school teaching that focuses on the strong link between academic success and social-emotional learning. Teachers also will be trained in how to implement the concepts of Character Lab, which offers teachers a variety of science-based tools which focus on character development and self-awareness. (<https://characterlab.org>) Character Lab programs work to strengthen three kinds of “character”: *interpersonal* strengths like gratitude, which enable harmonious relationships with other people; *intrapersonal* strengths like grit and self-control, which enable achievement; and *intellectual* strengths like curiosity, which enable a fecund and free life of the mind. We also will implement the Ojai Foundation’s acclaimed Way of Council, a community building practice of authentic expression and empathic, non-judgmental listening and receptivity in place at many LAUSD schools that provides tools and strategies for effective and positive communication. (<http://councilinschools.org/>).

## STUDENT POPULATION TO BE SERVED

### 4. TARGET STUDENT POPULATION

As detailed above, our target community of Hyde Park/Angeles Mesa in South Los Angeles is underserved. Based on the surrounding schools, we anticipate serving a student population that is predominantly socioeconomically disadvantaged (88%) with roughly 22% English Learners (including recent immigrants), 14% SpEd, and a mix of race/ethnicities including African American (56%), Hispanic/Latino (41%). As detailed above, many of our students will be the first in their families to attend college or even complete high school. LbD’s rigorous, progressive educational program will provide a solid foundation for their path through elementary and secondary school and through college and beyond.

### 5. ENROLLMENT PLAN

LbD plans to open in August 2018 with 125 students in TK/K-1 grades, adding one grade each year in a “slow growth” model until reaching full capacity at 350 students in grades TK/K-5 by 2022-23. While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter, with class sizes of approximately 25 students per class:

	2018-19	2019-20	2020-21	2021-22	2022-23
<b>TK/K</b>	75	100	100	100	100
<b>Grade 1</b>	50	50	50	50	50
<b>Grade 2</b>		50	50	50	50
<b>Grade 3</b>			50	50	50
<b>Grade 4</b>				50	50
<b>Grade 5</b>					50
<b>Total</b>	125	200	250	300	350

## GOALS AND PHILOSOPHY

### 6. MISSION AND VISION

#### MISSION

Learning by Design, a new TK/K-5 charter school in South Los Angeles, is designed to foster educational equity and cultivate diverse students becoming thoughtful and courageous change makers and problem solvers of tomorrow, through a dynamic 21st Century learning experience with an emphasis on personalized and experiential/hands-on learning.

#### VISION

LbD envisions establishing a "school of the future" where innovative and authentic learning opportunities are the norm, not the exception. We envision a school that dramatically shifts the old paradigm of school created more than 100 years ago during the industrial revolution and instead embraces Re-imagining, Re- thinking, and Re- designing school to meet the needs of today's children and the world's rapidly changing global and tech-based economy.

### 7. AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY

In prior years, a successful student or “educated person” had been considered one that achieved “high marks” on assignments and standardized tests and behaved in accordance to classroom and/or school wide rules. Our educational system, designed during the Industrial Age, has not evolved on pace with changes in the workplace. Today, simply producing a student that follows directions well is far from sufficient.

It is now well-settled that the “Information Age” and now the “Knowledge Age” have dramatically impacted our world – the ways in which people communicate, access and distribute information, process and analyze data, create and express ideas and so much more have been changed forever. Rote knowledge and even complex calculations can be accessed in a matter of seconds on a handheld device.

Yet the “democratization of technology” – with iPhones already 10 years old – has led to far more discussion than actual change in the ways in which we educate children and prepare them for this new world. In an ever-increasingly “flat” world, students must also be able to understand, appreciate, and effectively communicate with other cultures and societies; recognize how the decisions and practices of one group can affect the conditions of another; and comprehend how the actions of all of humanity affect the well-being of the planet that we inhabit. An education that equips students for the 21<sup>st</sup> century must foster traits such as creativity, curiosity, a thirst for learning, discernment, and interdisciplinary thinking.<sup>5</sup>

Dr. Tony Wagner, the acclaimed “Expert In Residence” at Harvard University’s new Innovation Lab and a Senior Research Fellow at the Learning Policy Institute, founded by Linda Darling-Hammond in 2015, has defined a list of seven characteristics students need in the new global economy in order to build successful careers and be “good citizens,” based on conversations with “several hundred business, nonprofit, philanthropic, and education leaders” and observations of successful classrooms. The seven “survival skills” students need to master for this new world of work are:

### **1. Critical Thinking and Problem Solving**

To compete in the new global economy, companies need their workers to think about how to continuously improve their products, processes, or services. . . . [T]he heart of critical thinking and problem solving is the ability to ask the right questions. . . . “Yesterday’s answers won’t solve today’s problems.” . . . “The challenge is this: How do you do things that haven’t been done before, where you have to rethink or think anew? It’s not incremental improvement any more. The markets are changing too fast.”

### **2. Collaboration and Leadership**

Teamwork is no longer just about working with others in your building, [with “virtual teams” across the nation or globe.] . . . “Kids just out of school have an amazing lack of preparedness in general leadership skills and collaborative skills,” he explained. “They lack the ability to influence.”

### **3. Agility and Adaptability**

[A worker today] “has to think, be flexible, change, and use a variety of tools to solve new problems. We change what we do all the time. I can guarantee the job I hire someone to do will change or may not exist in the future, so this is why adaptability and learning skills are more important than technical skills.”

### **4. Initiative and Entrepreneurialism**

. . . . “I say to my employees, if you try five things and get all five of them right, you may be failing. If you try 10 things, and get eight of them right, you’re a hero. You’ll never be blamed for failing to reach a stretch goal, but you will be blamed for not trying. One of the problems of a large company is risk aversion. Our challenge is how to create an entrepreneurial culture in a larger organization.”

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<sup>5</sup> Thomas L. Friedman, *The World is Flat*, 2005.

## 5. Effective Oral and Written Communication

... “We are routinely surprised at the difficulty some young people have in communicating: verbal skills, written skills, presentation skills. They have difficulty being clear and concise; it’s hard for them to create focus, energy, and passion around the points they want to make. If you’re talking to an exec, the first thing you’ll get asked if you haven’t made it perfectly clear in the first 60 seconds of your presentation is, ‘What do you want me to take away from this meeting?’ They don’t know how to answer that question.”

## 6. Accessing and Analyzing Information

Employees in the 21st century have to manage an astronomical amount of information daily. ... “There is so much information available that it is almost too much, and if people aren’t prepared to process the information effectively it almost freezes them in their steps.” It’s not only the sheer quantity of information that represents a challenge, but also how rapidly the information is changing. Quick—how many planets are there? ...

## 7. Curiosity and Imagination

... “People who’ve learned to ask great questions and have learned to be inquisitive are the ones who move the fastest in our environment because they solve the biggest problems in ways that have the most impact on innovation.” Daniel Pink, the author of *A Whole New Mind*, observes that with increasing abundance, people want unique products and services: “For businesses it’s no longer enough to create a product that’s reasonably priced and adequately functional. It must also be beautiful, unique, and meaningful.” Pink notes that developing young people’s capacities for imagination, creativity, and empathy will be increasingly important for maintaining the United States’ competitive advantage in the future.<sup>6</sup>

We believe in this expanded definition of student success in the 21st Century that goes beyond performance on standardized tests to include a student’s ability to articulate, construct, reason, design, debate, revise, express, critique, analyze, and prove his/her ideas and perspectives. Each of these behaviors demonstrates higher levels of thinking and deeper levels of understanding that are not necessarily be captured on a standardized test, even under the new California Common Core standards (CCSS) and Next Generation Science Standards (NGSS).

LbD’s definition of an educated person in the 21<sup>st</sup> century is reflected in our core values:

- **Integrity** - All the work we engage in moves us toward our goals without compromise. We work with clarity, transparency and honesty at all times.
- **Commitment** - We have an unwavering dedication and sense of responsibility to successfully achieving our goals.
- **Community and Connectedness** - We believe that we are our brother’s keeper. Therefore, we can only effectively achieve our goals if we not only embrace the work, but also embrace the community for whom and with whom we are working.
- **Disruption, Unconventionality and Creativity** - We are willing to consistently challenge the status quo, step out of our comfort zone and step into the unknown – including risking failure -- to discover, improve, invent and create.

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<sup>6</sup> Wagner, T., *Even Our “Best” Schools Are Failing To Prepare Students For 21st-Century Careers And Citizenship*. first published in *Educational Leadership*, October 2008 (citing Pink, D. (2005). *A Whole New Mind: Moving From The Information Age To The Conceptual Age*. New York: Riverhead Books, pp. 32-33.)

- **Growth** - We are constantly striving to grow, learn and improve by consistently holding ourselves accountable for the work that we do and the quality and impact of our efforts.

## 8. HOW LEARNING BEST OCCURS

LbD's progressive model of learning simultaneously is innovative and based on some of the most proven and successful strategies and methodologies in education. In order to ensure all of our students -- from diverse cultural and socio-economic backgrounds, but also diverse in their ways of learning and individual needs -- master state content standards and our goals for an educated person in the 21<sup>st</sup> century, LbD's founders and faculty will rely on the thinking of experts such as John Dewey, Jean Piaget, Lev Vygotsky, Tony Wager, Seymour Papert, Linda Darling-Hammond, and more. As John Dewey said nearly 100 years ago: "Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally."<sup>7</sup> At LbD, with a largely underserved population, meeting each child's needs through a personalized approach ensures that we are doing just as Dewey has suggested. Personalized learning overlaps with a number of long-established instructional philosophies, frameworks and practices.

We believe that learning should not entail a teacher delivering knowledge onto a student, but rather that people should work *with* one another in **constructing** (building upon and deepening) knowledge.<sup>8</sup> Authentic mastery of state content standards best occurs when students are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to construct their own meaning. When children actively challenge their existing beliefs, theories and perceptions, make mistakes, try again, and are engaged through conversation, hands-on activities, or experiences, meaningful learning occurs. "[T]o understand is to discover, or reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition."<sup>9</sup>

We believe learning can best occur when teachers scaffold and support individual students through customized instruction to foster their individual growth. As Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student's zone of proximal development is "problem-solving under adult guidance or in collaboration with more capable peers." Vygotsky's zone of proximal development, defined in the 1930's, describes the space between what a learner can do independently, and what he or she can do with support. "'It's the Goldilocks of cognitive challenge for students -- you don't want it too hot, you don't want it too cold, you want it just right,' explains [John] Reyes, director of educational technology for the Archdiocese of Los Angeles]. 'If we're able to scaffold through prior knowledge, the structure of the activity and the timeframe, then we're able to hit the cognitive sweet spot.'"<sup>10</sup>

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<sup>7</sup> Dewey, *Experience and Education*, 1938.

<sup>8</sup> Freire, 1972.

<sup>9</sup> Jean Piaget, *To Understand is to Invent* (1973).

<sup>10</sup> Kaplan, M., *Let Learners Get in Their Zone (of Proximal Development)*, EdSurge, Aug. 1, 2017 (<https://www.edsurge.com/news/2017-08-01-let-learners-get-in-their-zone-of-proximal-development>).



We believe in developing student agency.

A 2015 Harvard University Achievement Gap Initiative report commissioned by the Raikes Foundation states that student agency “is the capacity and propensity to take purposeful initiative,” and that students who possess a high level of agency are not passive participants in their learning but active participants engaged in seeking experiences, meaning and purpose that help them achieve the accomplishments they desire.

In student-centered schools, agency means that students have a level of control and autonomy in their learning as they make choices about what, where and how they learn and show mastery of their outcomes. Action, therefore, is the operative word in authentic student agency.<sup>11</sup>

We believe that hands-on, constructivist learning and project-based learning are interactive, engaging and meaningful ways for teachers to facilitate deepen learning experiences for each student. “[T]o understand is to discover, or reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition.”<sup>12</sup> Modern cognitive research has found that students learn best when they are given the opportunity to actively incorporate what they are studying into their own experiences, concepts, and understanding of how the world works. A 2005 report highlights that project-based learning is beneficial because it engages students in problem-solving and teamwork. Satchwell & Loepp indicate that students learn best when they are involved in constructing their own knowledge of the world around them.<sup>13</sup> We plan to integrate project-based instructional approaches across the curriculum, coupled with the use of technology. We believe that learning how to think and learning subject matter content are not separate processes, but rather are best developed within an authentic context. In a thinking curriculum, skills are best acquired in the context of meaningful learning experiences that build on a child’s interests.

We believe that engaging children’s natural curiosities and integrating subject content to their real world experiences helps students contextualize their learning and make it personal and meaningful.<sup>15</sup> If what students “know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning.”<sup>16</sup>

We believe students must feel safe, nurtured and supported in order to learn. Students’ psycho-social development and sense of “belonging” is critical to their development as compassionate, empathetic members of society. Schools should “promote the growth of students as healthy, competent, moral

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<sup>11</sup> <http://www.gettingsmart.com/2017/04/student-agency-creating-an-integrated-and-authentic-k-12-approach/>

<sup>12</sup> Piaget, *To Understand is to Invent*, 1973.

<sup>13</sup> Fortus, D., Krajcik, J., Dershimer, R. C., Marx, R. W., & Mamlok-Naamand, R. (2005). Design-based science and real-world problem solving. *International Journal of Science Education*, 855–879

<sup>14</sup> Satchwell, R., and Loepp, F. L. (2002-Spring). Designing and Implementing an Integrated Mathematics, Science, and Technology Curriculum for the Middle School.

<sup>15</sup> Freire, *Pedagogy of the Oppressed*, 1970.

<sup>16</sup> Darling-Hammond, 2008.

people . . . [including] the discourse of responsibility, interdependent sociality, community, and commitment . . . the topics that arise in common human experience.”<sup>17</sup>

We believe children must be fluent in technology and media as critical tools for their own learning and communication. Seymour Papert, who worked under Piaget and is regarded as “the world’s foremost expert on how technology can provide new ways for children to learn,”<sup>18</sup> wrote:

[L]ooking forward, . . . we can formulate new arguments beyond the imagination of 19<sup>th</sup>-century thinkers, who could hardly have conjured images of media that would provide modes of accessing and manipulating knowledge radically different than those offered by the [three] R’s. . . In the past, education adapted the mind to a very restricted set of available media; in the future, it will adapt media to serve the needs and tastes of each individual mind. (Wired Magazine, 2003.)

and

Many children are held back in their learning because they have a model of learning in which you have either ‘got it’ or ‘got it wrong.’ But when you program a computer you almost never get it right the first time. Learning to be a master programmer is learning to become highly skilled at isolating and correcting bugs ... The question to ask about the program is not whether it is right or wrong, but if it is fixable. If this way of looking at intellectual products were generalized to how the larger culture thinks about knowledge and its acquisition we might all be less intimidated by our fears of ‘being wrong.’<sup>19</sup>

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

The LbD learning model has been carefully designed to develop students to be self-motivated and competent, who view themselves as life-long learners:

- Self-motivated learners: Research has found that three elements are needed for students to be self-motivated: autonomy, mastery, and a sense of purpose. (Pink, 2010.) Through our student-centered, personalized, hands-on instruction, (autonomy) each student comes to understand that they can achieve and they can experience the rewards and confidence that come with personal achievement (mastery). As students develop confidence in their own abilities they approach learning enthusiastically, for their own benefit and the benefit of others (purpose), fostering an authentic *self-motivation* to learn.
- Competent learners: With our focus on student achievement using real-time data to customize and personalize instruction, teachers will ensure that learning objectives are mastered by each student, ensuring competency for all students. Even our youngest students will be asked to reflect on their own learning during conferencing with teachers. Throughout their elementary years, this ongoing process will help them gain an understanding of the way they learn best, while also helping them gain the confidence to set their own learning goals and ask for what they need to ensure academic success. Students who can effectively express how they learn best can ‘own’ their education and be successful and enthusiastic life-long learners.

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<sup>17</sup> Noddings, 2005.

<sup>18</sup> Rifkin, G., *Seymour Papert, 88, Dies: Saw Education’s Future in Computers*, The New York Times, August 1, 2016.

<sup>19</sup> *Mindstorms: Children, Computers and Powerful Ideas*, 1980.

- Life-long Learners: Beyond mastering specific skills and facts, students will learn *how* to learn. As students actively participate in their own learning, they see the relevance and applications of their education to their daily lives. Thus, well beyond the mastery of specific skills and knowledge, students will know how to apply their learning to real-life, authentic situations in turn, developing a lifelong ability to continue to apply their learning throughout their lives.

Students at LbD will develop a solid foundation that will serve them well in secondary school, college, career and beyond.

#### 10. THE REQUIREMENTS OF EDUCATION CODE § 47605(B)(5)(A)(II)

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

The following chart details the Charter School's goals as of this petition submission, for all pupils (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, LbD stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions LbD anticipates at this point in time.

LCFF STATE PRIORITIES	
GOAL #1	
<b>LbD will ensure optimal conditions for learning with highly-qualified and appropriately credentialed teachers, full implementation of state standards and a safe, clean and welcoming school facilities.</b>	Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

## Specific Annual Actions to Achieve Goal

### **Priority 1 (Basic Services)**

*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.*

- LbD will hire, supervise, evaluate and retain qualified teaching staff.
- LbD will ensure verification of proper credentials and DoJ clearance prior to start of employment.
- LbD will actively recruit diverse teachers and staff that reflect student demographics.

*Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.*

- LbD will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.
- LbD will review alignment of instructional materials to standards.
- LbD will maintain an annual inventory of instructional materials and respective purchase of materials.
- LbD budget will be reviewed every year to ensure adequate budget for instructional materials is in place, including materials for students with special needs (EL, SpEd, GATE).

*Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).*

- LbD facilities will be maintained and cleaned by custodial staff
- LbD will do annual and monthly facility inspections to screen for safety hazards.
- LbD will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff

### **Priority 2 (Implementation of State Standards)**

*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.*

- LbD will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.
- LbD will provide CCSS-aligned ELA and math instruction using integrated and designated ELD instructional strategies to all students, including ELs.
- LbD will provide PD to teachers in collecting and examining CAASPP, NWEA MAPs, and other state and internal assessment scores via the Illuminate data system and regularly review progress to implement 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)*

- LbD will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.
- LbD will provide 2:1 technology (tablets) for students in TK-1 and 1:1 technology (Chromebooks) for grades 2-5 to ensure access to web resources and curriculum tools.

## Expected Annual Measurable Outcomes

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

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

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020-2021	2021- 2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%
<b>Priority 1 Outcome 2:</b> All LbD students (including all statistically significant subgroups) will have access to standards-aligned materials and technology <b>Metric/Method for Measuring:</b> % of LbD students who will have sufficient access to standards-aligned instructional materials.						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020-2021	2021- 2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%
<b>Priority 1 Outcome 3:</b> LbD facilities will be maintained and cleaned by custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d). <b>Metric/Method for Measuring:</b> % of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020-2021	2021- 2022	2022-23
All Students (Schoolwide)	N/A	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
<b>Priority 2 Outcome 1:</b> LbD will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation. <b>Metric/Method for Measuring:</b> Purchased curriculum; curriculum pacing and lesson plans; teacher observations.						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020-2021	2021- 2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%
<b>Priority 7 Outcome 1:</b> All LbD students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, Social Studies, Science, Health/PE, and the arts) 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	2018- 2019	2019- 2020	2020-2021	2021- 2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES	
GOAL #2	
<b>LbD will provide a personalized education to each student and support student mastery of grade level content standards and the school's learning objectives.</b>	<div style="text-align: right; padding-bottom: 10px;"> Related State Priorities: </div> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="margin: 5px;"><input type="checkbox"/> 1</div> <div style="margin: 5px;"><input checked="" type="checkbox"/> 4</div> <div style="margin: 5px;"><input type="checkbox"/> 7</div> <div style="margin: 5px;"><input type="checkbox"/> 2</div> <div style="margin: 5px;"><input type="checkbox"/> 5</div> <div style="margin: 5px;"><input checked="" type="checkbox"/> 8</div> <div style="margin: 5px;"><input type="checkbox"/> 3</div> <div style="margin: 5px;"><input type="checkbox"/> 6</div> </div> <hr/> <div style="text-align: right; padding-bottom: 10px;"> Local Priorities: </div> <div style="display: flex; flex-wrap: wrap;"> <div style="margin: 5px;"><input type="checkbox"/>:</div> <div style="margin: 5px;"><input type="checkbox"/>:</div> </div>
Specific Annual Actions to Achieve Goal	
<p><b>Priority 4 (Pupil Achievement)</b></p> <p><i>Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments such as the new state dashboard</i></p> <ul style="list-style-type: none"> <li>- LbD will provide highly qualified instructional personnel and Resource/Support Specialists to implement high-quality instruction with continuous monitoring by the Principal.</li> <li>- LbD will provide comprehensive professional development to support student achievement.</li> <li>- LbD will analyze CAASPP, CAST, CAA, NWEA MAPs, and other state and internal assessment scores at least quarterly to review progress towards annual targets.</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>- See above; plus: LbD will implement the LAUSD English Learner Master Plan.</li> <li>- LbD will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs</li> <li>- LbD will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.</li> <li>- LbD will provide professional development related to EL support, including ELPAC training and redesignation criteria.</li> <li>- LbD will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.</li> </ul> <p><i>Priority 4 Outcome 3- English learner reclassification rate</i></p> <ul style="list-style-type: none"> <li>- Same as Priority 4 Outcome 2 above, plus:</li> <li>- LbD budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.</li> <li>- LbD will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs</li> </ul> <p><b>Priority 8 (Other Pupil Outcomes)</b></p> <p><i>Priority 8 Outcome 1 - LbD will offer all students, including all subgroups, a broad course of study that includes engaging, hands-on, project-based and maker-centered learning experiences with technology and arts integration to help develop critical 21<sup>st</sup> century competencies.</i></p> <ul style="list-style-type: none"> <li>- LbD will provide professional development to teachers on integrating hands-on/project-based/maker-centered learning across the curriculum.</li> </ul>	

- LbD will provide resources, time and materials for all students to engage in meaningful, hands-on/project-based/maker-centered learning.

### Expected Annual Measurable Outcomes

**Priority 4 Outcome 1:** LbD 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	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	NA	NA (grades TK/K-1 only)	NA (grades TK/K-2 only)	Establish baseline with first CAASPP testing.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.
English Learners	NA	NA (grades TK/K-1 only)	NA (grades TK/K-2 only)	Establish baseline with first CAASPP testing.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.

Socioecon. Disadv./Low Income Students	NA	NA (grades TK/K-1 only)	NA (grades TK/K-2 only)	Establish baseline with first CAASPP testing.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.
Foster Youth	NA	NA (grades TK/K-1 only)	NA (grades TK/K-2 only)	Establish baseline with first CAASPP testing.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.
Students with Disabilities	NA	NA (grades TK/K-1 only)	NA (grades TK/K-2 only)	Establish baseline with first CAASPP testing.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.



					Math.	
African American Students	NA	NA (grades TK/K-1 only)	NA (grades TK/K-2 only)	Estab lish basel ine with first CAAS PP testin g.	School- wide and all significa nt subgrou ps will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.
American Indian/Alaska Native Students	NA	NA (grades TK/K-1 only)	NA (grades TK/K-2 only)	Estab lish basel ine with first CAAS PP testin g.	School- wide and all significa nt subgrou ps will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.
Asian Students	NA	NA (grades TK/K-1 only)	NA (grades TK/K-2 only)	Estab lish basel ine with first CAAS PP testin g.	School- wide and all significa nt subgrou ps will meet or exceed targets for growth on the CAASPP	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.

					<i>in ELA and Math.</i>	
Filipino Students	NA	NA (grades TK/K-1 only)	NA (grades TK/K-2 only)	Establish baseline with first CAAS PP testing.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.
Latino Students	NA	NA (grades TK/K-1 only)	NA (grades TK/K-2 only)	Establish baseline with first CAAS PP testing.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.
Native Hawaiian/Pacific Islander Students	NA	NA (grades TK/K-1 only)	NA (grades TK/K-2 only)	Establish baseline with first CAAS PP testing.	School-wide and all significant subgroups will meet or exceed targets for growth	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.

					<i>on the CAASPP in ELA and Math.</i>	
Students of Two or More Races	<i>NA</i>	<i>NA (grades TK/K-1 only)</i>	<i>NA (grades TK/K-2 only)</i>	<i>Establish baseline with first CAASPP testing.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>
White Students	<i>NA</i>	<i>NA (grades TK/K-1 only)</i>	<i>NA (grades TK/K-2 only)</i>	<i>Establish baseline with first CAASPP testing.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>
<p><b>Priority 4 Outcome 2:</b> EL students will advance at least one level on the ELPAC each year.</p> <p><b>Metric/Method for Measuring:</b> EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments</p>						

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
English Learners	NA	Establish Baseline	Percent age of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.	Perce ntage of stude nts who achie ve one level of growth on the ELPA C each year will meet or excee d Distri ct rate.	Percenta ge of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.	Percenta ge of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.
<b>Priority 4 Outcome 4:</b> LbD will ensure EL reclassification rate will meet or exceed the District’s reclassification rate. <b>Metric/Method for Measuring:</b> EL reclassification rates						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)						
English Learners		Establish Baseline Percentag e of students reclassifie d each year will meet or exceed District rate.	Percenta ge of students reclassifi ed each year will meet or exceed District rate.	Perce ntage of stude nts reclas sified each year will meet or excee d Distric t rate.	Percent age of students reclassifi ed each year will meet or exceed District rate.	Percentag e of students reclassifie d each year will meet or exceed District rate.

**Priority 8 Outcome 1:** LbD will offer all students, including all subgroups, a broad course of study that includes engaging, hands-on, project-based/maker-centered learning experiences with technology and arts integration to help develop critical 21<sup>st</sup> century competencies.

**Metric/Method for Measuring:** % of students with access to hands-on/PBL/MCL; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022-23
All Students (Schoolwide)	<i>N/A</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

LCFF STATE PRIORITIES	
GOAL # 3	
<p><b>LbD will foster parent, community and student engagement in school life and high rates of stakeholder satisfaction.</b></p>	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <p style="text-align: center; margin: 0;">Related State Priorities:</p> <div style="display: flex; justify-content: space-between; margin: 0;"> <span><input type="checkbox"/> 1</span> <span><input type="checkbox"/> 4</span> <span><input type="checkbox"/> 7</span> </div> <div style="display: flex; justify-content: space-between; margin: 0;"> <span><input type="checkbox"/> 2</span> <span><input checked="" type="checkbox"/> 5</span> <span><input type="checkbox"/> 8</span> </div> <div style="display: flex; justify-content: space-between; margin: 0;"> <span><input checked="" type="checkbox"/> 3</span> <span><input checked="" type="checkbox"/> 6</span> </div> </div> <div style="padding-top: 5px;"> <p style="text-align: center; margin: 0;">Local Priorities:</p> <div style="display: flex; justify-content: space-between; margin: 0;"> <span><input type="checkbox"/> :</span> <span><input type="checkbox"/> :</span> </div> </div>
Specific Annual Actions to Achieve Goal	
<p><b>Priority 3 (Parental Involvement)</b>  <i>Priority 3 Outcome 1 –Efforts to seek parent engagement and input in decision making.</i></p> <ul style="list-style-type: none"> <li>- LbD will engage parents in a series of relevant and interesting workshops related to their child’s success</li> <li>- LbD will maintain school website as a communication tool for the community.</li> <li>- LbD will communicate the most important website items via a monthly newsletter (translated into Spanish and other languages as necessary) that is sent home via a hardcopy.</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>- LbD parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day</li> <li>- LbD’s Office Manager and Resource Specialists will help improve attendance and decrease habitual truants through home calls, meetings with students and families, home visits, and positive reinforcement incentives.</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>- LbD will provide training and support for Way of Council and restorative justice practices</li> <li>- LbD will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</li> </ul> <p><i>Priority 6 Outcome 2 – pupil expulsion rates</i></p> <ul style="list-style-type: none"> <li>- LbD will provide training and support for Way of Council and restorative justice practices</li> <li>- LbD will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</li> </ul> <p><i>Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness</i></p> <ul style="list-style-type: none"> <li>- LbD will implement annual surveys to assess stakeholder satisfaction</li> </ul>	

Expected Annual Measurable Outcomes						
<b>Priority 3 Outcome 1:</b> LbD will encourage parents to attend at least 2 events each year (specific goal to be set annually in LCAP). <b>Metric/Method for Measuring:</b> # of parents attending 2+ events annually						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	NA	Establish baseline	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)
<b>Priority 3 Outcome 2:</b> LbD will establish a Parent Advisory Council that will be promoted, and supported to be fully operational and self-sustaining <b>Metric/Method for Measuring:</b> analysis of attendance, Sign In sheets, consistent membership.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%
<b>Priority 5 Outcome 1:</b> LbD will maintain a high attendance rate and low rate of students who are chronically absent <b>Metric/Method for Measuring:</b> Attendance and chronic absenteeism rates						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23

All Students (Schoolwide)	NA	Establish baseline	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)
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**Priority 6 Outcome 1:** LbD will maintain a low suspension rate that is  $\leq 1\%$ .

**Metric/Method for Measuring:** % of student suspensions

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	NA	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$

**Priority 6 Outcome 2:** LbD will maintain a low expulsion rate that is  $\leq 0.5\%$ .

**Metric/Method for Measuring:** % of student expulsions

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
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All Students (Schoolwide)	NA	≤ 0.5%	≤ 0.5%	≤ 0.5%	≤ 0.5%	≤ 0.5%
<b>Priority 6 Outcome 3:</b> LbD 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. <b>Metric/Method for Measuring:</b> % of participation in school climate survey and survey results						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022-23
All Students (Schoolwide)	NA	Establish baseline	Increase rate of participation (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)	Increase rate of participation (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); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (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)	Increase rate of participation (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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## INSTRUCTIONAL DESIGN

### 11. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

LbD will provide a standards-based curriculum that is both skills-based and experiential, in order to ensure each and every student meets our high expectations for success, well beyond achieving proficiency on state standards. The following provides a more detailed description of our instructional methodologies:

- ☐ Personalized Learning
  - o Personalized Learning Plans
  - o Flex-Rotational Modal
  - o Online Curriculum/Blended Learning
  - o Mastery-Based Learning
- ☐ Experiential Learning
  - o Constructivism
  - o Project-Based Learning
  - o Maker-Centered Learning
- ☐ Democratic Learning
  - o Social-Emotional Learning
  - o Character Development
  - o Community Awareness

### PERSONALIZED/BLENDED LEARNING

According to iNACOL, a nonprofit formed in 2003 to “advance the work of teachers, administrators and public policymakers in the field of online learning, personalized learning is defined as:

“Tailoring learning for each student’s strengths, needs and interests—including enabling student voice and choice in what, how, when and where they learn—to provide flexibility and supports to ensure mastery of the highest standards possible.”

The purpose of personalized learning is to open student pathways and encourage student voice and choice in their education. Differentiation is a key part of personalized learning, and it is essential in education. In personalized learning environments, educators seek to meet each student within their own zone of proximal development. Without personalization, there is a gap between the individual student, their learning, and the support they need to succeed in a way that makes sense to his/her interests.

(<https://www.inacol.org/news/what-is-personalized-learning/>)

Based on yearly surveys of thousands of practitioners, INACOL identifies the following core elements of personalized learning:

1. Student agency
2. Differentiated instruction
3. Immediate instructional interventions and supports for each student is on-demand, when needed
4. Flexible pacing
5. Individual student profiles (personalized learning plans)
6. Deeper learning and problem solving to develop meaning
7. Frequent feedback from instructors and peers
8. Standards-based, world-class knowledge and skills
9. Anywhere, anytime learning
10. Performance-based assessments (project-based learning, portfolios, etc.)

(Ibid.)

**PERSONALIZED LEARNING PLANS:** At LbD, each student will have a personalized education experience tailored to meet his/her learning needs, defined in a Personalized Learning Plan (PLP) each quarter. The PLP will define the student's specific academic goals for the term, based on ongoing assessments and input from teachers, parents, students and, as appropriate, resource specialists/ELD staff. Each student's PLP will guide the teachers and student in determining specific assignments, pacing, differentiation, demonstrations of learning/assessments and, as needed, interventions and supports. During common planning time each week, teachers will collaboratively review students' PLPs and ongoing data, updating pacing and assignments in students' play lists and planning interventions and supports. PLP management will be an ongoing part of teacher professional development and coaching by school leaders to ensure consistency across the school. The PLP -- housed online in the school's sophisticated Illuminate platform -- will detail current levels of proficiency across core subjects as well as target goals for growth. Online PLP Portfolios will collect samples of student work; as they grow, students will learn to select their "best" work as well as examples of areas of challenge. Specific instructional supports through LbD's Response to Intervention (RTI) model will be included in the PLP, as well as a pacing plan for the student to achieve his/her goals for the quarter.

Throughout the week, teachers will conference briefly (5-10 minutes) with each student to review their progress against PLP targets. The teacher uses this time to check for understanding and determine if learning goals have been met by reviewing online data, PLP Portfolios, and talking/working with students to assess mastery of particular concepts/content strands. This practice becomes more in-depth and more student driven as students age. More choice, voice, and agency is given as the student grows and demonstrates ability to make sound decisions for their learning. Students (with teacher guidance) may note that during rotational class time they will spend more time with a teacher/TA in a

small group setting, engage in more online practice or more independent practice, or work with a peer/partner. The PLP is the foundation for the conferencing time and it is modified/updated at each conferencing session to document both goals that have been accomplished and new upcoming goals. Teachers continuously make adjustments to pacing, curricula delivery methods and supports.

**FLEX-ROTATIONAL MODEL:** A critical tool in our effort to personalize learning for each student will be the use of blended learning through a “flex-rotation model.” Each class will have both a certified Teacher and a Teacher’s Assistant in order to effectively implement our personalized learning model. During ELA and Math instructional time, in addition to whole class instruction and activities, students will rotate through three different learning modules: (1) online, interactive curriculum via customized “playlist” assignments in their PLP for each student; (2) independent or pair work such as reading books from the leveled library (students will choose from a selection of books at their “level”), writing in response to prompts, solving math problems with manipulatives or pencil and paper and more; and (3) Learning Hubs – small group instruction led by the teacher or aide. During this time, the teacher is meeting individually with students with their PLPs, checking in on progress and modifying and updating the PLPs.

**ONLINE CURRICULUM/BLENDED LEARNING:** Students at LbD will use the ever-growing body of rich on-line curriculum to practice skills and engage in fun, game-like learning that adapts continuously to their individual needs. For our youngest students, we will start with direct instruction in using these tech-based resources, including basic keyboard skills, proper care of the technology, and familiarity with processes ranging from the basics of logging on and off to monitoring one’s own progress by reviewing the results/ data generated in each program. LbD will utilize purchased, standards-aligned online curriculum such as Lexia Core 5 Reading, Brain Pop, Myon and EnVisionmath2.0. Standards-aligned instruction in phonetics, reading, math, science, history and much more also can be found on free websites such as [khanSchool.org](https://www.khan.org), [www.nasa.gov](https://www.nasa.gov), [pbskids.org](https://www.pbskids.org), and other Open Education Resources such as SAS Curriculum Pathways ([https://www.sas.com/en\\_us/software/curriculum-pathways.html](https://www.sas.com/en_us/software/curriculum-pathways.html)).

Through this interactive software, learning is easily differentiated as students can choose (agency) from different instructional activities selected by teachers, based on their level and area of need, and then as they engage in the curriculum, the system gives them instant feedback (e.g., praise for correct answers, or encouragement to try again) as they master the content. In many programs, the technology adjusts to meet student needs so that students who are ready to proceed rapidly through content get increasing levels of difficulty automatically, while those who need more time on a specific task do not advance as rapidly. Teachers can continuously review real-time data on students’ progress, tied to standards, and adjust each student’s digital “play list” of assignments accordingly while also providing additional supports.

Several of these programs have been shown to be particularly effective with English Learners and students with special needs by including images and visual content, sound and more. Programs such as, Lexia Core 5’s literacy program include specific ELD support, including instructions given via audio in multiple languages and targeted strategies in developing phonological awareness, vocabulary and comprehension skills. Blended learning also is particularly impactful as it allows for teachers to most effectively provide targeted one-on-one and small group instruction to students in real time while other students work online with the support of the teacher’s assistants.

While the field of online learning is rapidly developing, the following are some of the core programs we anticipate using:

Curriculum	Subject	Description
<b>Words Their Way: Digital</b>	ELA (phonics, vocabulary and spelling)	This new online platform includes the full Words Their Way library and provides interactive sorts with audio and visual support and instant progress monitoring by allowing teachers to use instantly scored sorts for formative assessment. Teachers can broadcast content onto student devices or a whiteboard. Includes translation support in 46 languages to help EL students.
<b>BrainPop and BrainPop Jr.</b>	ALL	Helps introduce new topics and illustrate complex concepts in math, reading, writing, science, and social studies through animated videos.
<b>EnVisionmath2.0</b>	Math	Online adaptive K-5 math curriculum that is problem-based with embedded visual learning and an emphasis on conceptual understanding.
<b>Myon</b>	Language Arts	An online tool where children learn a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success. Offers individualized, one-on-one lessons that are mostly game and song-based.
<b>Newsela</b>	Social Studies and Current Events	Newsela is an Instructional Content Platform that supercharges reading engagement and learning in every subject. A innovative tool for delivering high-interest, cross-curricular nonfiction texts to students, right at their reading level.
<b>Lexia Core 5</b>	Language Arts	Online system for differentiated reading practice, embedded assessment and targeted instruction designed for K-5. The on-line activities are designed to be multisensory games with engaging settings and characters. With norm-referenced performance measures, Lexia provides teachers with recommendations for the appropriate intensity of instruction in order to improve reading achievement of on-level and at-risk students. It also provides skill-specific lesson plans for teachers or other support providers to complete with students based on their needs.

It is important to note that explicit instruction – particularly in core foundational subjects such as reading, writing and mathematics – will play a crucial role within the overall delivery of instruction, both via whole class instruction and Learning Hubs, based on student needs and the particular lessons involves. Foundational skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that will be introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

Through whole-class, Learning Hub (small group) and individual/partner learning time off-line, LbD will use a variety of proven curriculum to develop student mastery of California Common Core State Standards (CA CCSS) in English and Math, as detailed further below in the section on Curriculum. LbD aim for 1:1 ratio (budget permitting) but are planning conservatively a 2:1 tablet ratio for all students (TK-1) and 2:1 Chromebooks (grades 2-5) in the school by the end of this charter term. We will provide students with safe and secure internet access for learning. Our faculty will have extensive training in implementing and using on-line curriculum and assessment tools. Parents also will be offered training to ensure equitable access to these tools – through various grant programs we hope to provide computers for families to use at home, but we also will ensure parent access to computers on our campus.

### **MASTERY-BASED LEARNING**

Mastery-based learning is the critical “cousin” to personalized learning suggesting that as curriculum is customized for each student, each student is also given the time and space needed to master that content.

Most current applications of mastery learning stem from the work of Benjamin S. Bloom (1971, 1976, 1984), who considered how teachers might adapt the most powerful aspects of tutoring and individualized instruction to improve student learning in general education classrooms. Bloom suggested that although students vary widely in their learning rates and modalities, if teachers could provide the necessary time and appropriate learning conditions, nearly all students could reach a high level of achievement.

....

In using [Bloom’s *mastery learning*] strategy, teachers organize the important concepts and skills they want students to acquire into learning units, [culminating in] a *formative* assessment (Bloom, Hastings, & Madaus, 1971) that identifies precisely what students have learned well and where they still need additional work. [After completing “corrective” work] to master the desired learning outcomes [. . .] student take a second, parallel formative assessment that addresses the same learning goals of the unit but includes somewhat different problems, questions, or prompts. The second formative assessment verifies whether the correctives were successful in helping students remedy their individual learning difficulties. It also serves as a powerful motivational tool by offering students a second chance to succeed.

Along with the corrective activities, Bloom recommended that teachers plan enrichment or extension activities for students who demonstrate their proficiency on the first formative assessment. Enrichment activities give these students exciting opportunities to broaden and expand their learning.

Bloom believed that nearly all students, when provided with the more favorable learning conditions of mastery learning, could truly master academic content (Bloom, 1976; Guskey, 1997a). A large body of research has borne him out: When compared with students in traditionally taught classes, students in well-implemented mastery learning classes consistently reach higher levels of achievement and develop greater confidence in their ability to learn and

in themselves as learners (Anderson, 1994; Guskey & Pigott, 1988; Kulik, Kulik, & Bangert-Drowns, 1990).<sup>20</sup>

Today, online-solutions facilitate this type of customized curriculum and personalized lessons in an optimal way. Students are able to proceed at their own pace, without the competition and fear of failure that comes when all students are expected to learn and master the same content at the same time. For struggling students, mastery-based learning offers time to “pause” and practice until they authentically understand the material. For those who grasp concepts quickly, there is an opportunity to move ahead or engage in deeper learning activities for challenge. Mastery-based learning ensures authentic proficiency for all students.

## EXPERIENTIAL LEARNING

Like an increasing number of schools across LAUSD and the nation, LbD will embrace a project-based/constructivist/hands-on approach to learning, with a particular emphasis on Maker-Centered Learning as a means of engaging students in deeper understandings of core content, while integrating the arts and technology.

## CONSTRUCTIVISM

Students in a constructivist model are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to “construct” their own meaning. Through group learning, students have the opportunity to interact with and learn from other students on more complex tasks than they could engage in alone, providing immediate feedback, encouraging them to explore their own and other students’ ideas, and helping develop communication and interpersonal skills. Learners work actively with concrete materials, try out ideas, ask essential questions, solve problems, make mistakes and correct them, and have opportunities to stop and reflect. The more actively engaged children are in the learning process, the more effectively and deeply they will understand and retain concepts and skills that are delineated in the state standards.

Constructivism, a concept developed by Jean Piaget, calls for the learning experience to be authentic, real and relevant, while being driven by students.<sup>21</sup> While specific definitions of constructivism vary, “One of the common threads of constructivism that runs across all these definitions is the idea that development of understanding requires the learner actively engage in meaning-making. . . . [C]onstructivists argue that ‘knowledge is not passively received but built up by the cognizing subject’ (Von Glasersfeld, 1995). Thus, constructivists shift the focus from knowledge as a product to knowing as a process.”<sup>22</sup> This begins with acknowledging and embracing each learner’s level of understanding and then guiding students through building knowledge via inquiry and research, then expressing this knowledge through a variety of methods, including project presentations and demonstrations. This method of teaching learning not only deepens the learning, but ultimately leads to greater mastery of CCSS/NGSS content standards.

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<sup>20</sup> Guskey, T., *Lessons of Mastery Learning*, Interventions That Work, Oct. 2010; <http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/Lessons-of-Mastery-Learning.aspx>

<sup>21</sup> Piaget, J., *Biology and Knowledge*, 1967

<sup>22</sup> Jones, M.G., Brader-Araje, L., *The Impact of Constructivism on Education: Language, Discourse, and Meaning*, American Communication Journal, Volume 5, Issue 3, Spring 2002 University of North Carolina at Chapel Hill.

Research shows that students who attend schools that employ constructivist methodologies gain critical thinking skills, deeper understandings, and learning that lasts.<sup>23</sup> Carol Tomlinson asserts that student motivation increases when they can build on topics of interest, as “modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement, and an improved sense of self-competence.” (Tomlinson, 2003.)

### **PROJECT-BASED LEARNING**

Project-Based Learning (PBL) builds on these critical elements of a Constructivist approach and expands the hands-on concept into a deeper, integrated approach that is reflective of the real world. Rather than studying each subject as an isolated silo, PBL allows students to see the interactions between language arts and science and history and math, while also incorporating the arts, technology and more. Learning how different content areas interact represents real understanding (Cajete, 1994). In collaborative PBL, students interact with and learn from other students on more complex tasks than they could engage in alone, providing immediate feedback, encouraging them to explore their own and other students’ ideas, and helping develop communication and interpersonal skills.

At LbD, PBL will be central to science and social science/history blocks of learning, with integrating of English Language Arts, math, the arts and technology into this learning time. During common planning time and with the support of an Innovation Specialist (who will help teachers develop projects, oversee Maker Carts/Maker Space, and help teacher implement innovative instructional tools and methods), teachers will collaboratively create projects using a common project planning template and resources from experts such as the Buck Institute, Edutopia, pbl-online.org and more. They will then use ongoing student achievement data to continuously refine their plans to ensure the needs of each individual student are being met. Projects will be designed to illustrate the real-world implications of the academic skills and knowledge students are mastering. As even the youngest students develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills in a variety of practical contexts and settings, they come to see how adults use these skills in the everyday workplace.

During projects, students may engage in a variety of learning activities including:

- ☐ Asking and Exploring Essential questions (to be answered/solved)
- ☐ Reading, researching and investigating
- ☐ Guessing, hypothesizing and discussing
- ☐ Experimenting/testing the hypothesis
- ☐ Analyzing, evaluating and reflecting on outcomes
- ☐ Documenting outcomes (essays, graphs and charts)
- ☐ Creating (design) visual presentations

To encourage collaboration, student engagement, leadership, and student agency during projects, students will work in small teams during projects. Each student within the team will be assigned a role and responsibility: scribe, leader, organizer, researcher, presenter. Each student’s role will be critical to the completion and overall success of the project. Students will rotate through these roles and responsibilities during different projects throughout the school year. In this way, projects help students

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<sup>23</sup> Marlowe and Page, 1998; Sagor & Cox, 2003. *At-Risk Students: Reaching and Teaching Them*; Pransky, 2002. “To meet your students where they are, first you have to find them.”



become self-directed and motivated. Engaging in hands-on, real-world projects helps learners:

- Gather, organize, and make sense of information,
- Become cognitively engaged and internally motivated to achieve, and
- Experience learning as a dynamic process of creating and changing.<sup>24</sup>

Through project-based learning, students engage in multiple modes of instruction within one class period, therefore meeting the needs of diverse learners. PBL inherently facilitates multiple modes of input and output, with built-in visuals and realia to contextualize new learning – a boon to English Learners in particular.

### **MAKER-CENTERED LEARNING**

Maker Education (a term coined by Dale Dougherty in 2013), or Maker-Centered Learning, is an approach to constructivism and project-based learning that relies upon hands-on, often collaborative, learning experiences as a method for solving authentic problems.<sup>25</sup> The concept is rapidly taking hold:

At last year's Maker Faire in San Mateo, California, more than 150,000 children and adults gathered over a weekend to make things, show off, challenge one another, laugh, play, invent, tinker, solve problems and inspire. In this magical environment full of fire-breathing sculptures; cupcake cars; bicycle-powered rock bands; soda and Mentos-propelled fountains; and workshops in programming, soldering, welding, lock-picking, knitting, crocheting and robot making, it is expertise — rather than the age of the expert — that is the coin of the realm. Makers are constructing knowledge as they build physical artifacts that have real-world value.<sup>26</sup>

Makerspace builds on a constructivist ideology to form a constructivist and constructionist approach to education, as introduced by Jean Piaget and developed by Seymour Papert. “These theories explain the remarkable accomplishments of young makers and remind educators that every classroom needs to be a place where, as Piaget taught, “knowledge is a consequence of experience.” . . . Papert's [constructionist] theory of learning provides the theoretical basis for making, which is a stance toward learning that is predicated on the active construction of a shareable artifact. Making asks teachers to create settings where students are, for example, mathematicians rather than passive receivers of math instruction.”<sup>27</sup> The primary goal of both constructivism and constructionism is to have learners create their own knowledge by creating and interacting with physical objects. It has clear connections to media literacy as well as to self-directed learning.

Maker-Centered learning is a complementary approach to PBL that typically employs STEAM-themed skills and knowledge to empower students to design, create, engineer and prototype new ideas in a “maker space” or lab environment. Maker-Centered Learning, while aligning with core standards, emphasizes invention, innovation and creativity, typically via collaboration. Maker-Centered learning reinforces the ideas of student agency and empowerment by taking students from being just consumers of information to empowering them to be curious creators and inventors of and contributors to new information and knowledge.

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<sup>24</sup> Betty Garner, *Getting to Got It!: Helping Struggling Students Learn How to Learn* (2007).

<sup>25</sup> See, e.g., Clapp, E. et al, Maker Centered Learning: Empowering Young People to Shape Their Worlds, 2016 (published by the Agency Team at Harvard Graduate School of Education's Project Zero).

<sup>26</sup> Martinez, S. and Stager, G., *The Maker Movement: A Learning Revolution*, International Society for Technology in Education (7/20/2014); <https://www.iste.org/explore/articleDetail?articleid=106>

<sup>27</sup> <https://www.iste.org/explore/articleDetail?articleid=106>

At LbD, Maker-Centered Learning will include both stand-alone Maker-space activities and experiences, as well as activities integrated into core content areas. For instance, students may create and apply equations/codes to build/3-D print a construct to help them learn equivalent ratios/proportionality. While many associate Maker Education with “high tech” tools and outputs such as 3-D printing, robotics and coding, Maker-Centered Learning also includes far more accessible and resourceful “low or no tech” tools. The following are the resources LbD plans to use for Maker-Center learning:

**Learning by Design  
Maker Space Materials and Resources**

<b>Low Tech Materials</b>	<b>Medium/High Tech Materials</b>	<b>Maker Programs and Curricula</b>	<b>Online Resources (i.e. coding, sample maker projects)</b>	<b>Tools</b>
Recyclables/Found Objects, Cardboard boxes, Straws, Pipe Cleaners, Toothpicks, Plastic Water bottles, Construction Paper, Paper clips, Cork, Cotton balls, Popsicle sticks, Gears, Rubberbands, Paper/Plastic cups, Aluminum Foil, Legos, Yarn/String, Wood, Toilet paper roles, Blank CD/DVDs, Newspaper, Milk Cartons, Marbles, Golfballs, Playdoh, Copper Tape Foil, K’Nex	Ipads/Chromebooks 3D Printer 3D Pens Sewing Machine Arduinos/Circuit Boards Cameras LEDs Raspberry Pi	Lego Education Makey Makey Snap Circuits Squishy Circuits	<a href="http://code.org">code.org</a> ITCH Coding Scratch Kodable iStopMotion The Foos	Hammers Drills Scissors Saws Wood cutters

A typical process utilized to “make,” known as the Design Thinking Process is as follows:

- Empathize with the user and his/her problem
- Define/Articulate the Problem for clarity
- Ideate (think about and sketch/ create solutions)
- Prototype (make the designed solution)
- Test
- Iterate (remake as needed until it is right)

The following graphic illustrates the process teachers use to create a successful Design Thinking Challenge:<sup>28</sup>

## CREATING A DESIGN CHALLENGE

(IN 5 MINUTES BY USING THE DESIGN PROCESS)

The framing of a Design Challenge sets the stage for student teams to explore characters and problems within a situation. The best framing does not constrain them to one problem to solve nor leave it too broad that they have trouble finding tangible problems.

<b>Step 1</b> <b>Plan Empathy -&gt;</b> List Settings that are both interesting to your students and have the potential to embed curricular content. Each setting should have between 3 and 6 potential Characters and at least 4 Potential Problems. It is common during the course of the Design Challenge for students to discover unanticipated problems.	<table border="0"> <tr> <th style="text-align: left;">Settings</th> <th style="text-align: left;">Characters</th> <th style="text-align: left;">Potential Problems</th> </tr> <tr> <td>Ex. A local park</td> <td>Kids who play there Parents Animals</td> <td>Litter Habitat disruption Park financial viability</td> </tr> </table>	Settings	Characters	Potential Problems	Ex. A local park	Kids who play there Parents Animals	Litter Habitat disruption Park financial viability
Settings	Characters	Potential Problems					
Ex. A local park	Kids who play there Parents Animals	Litter Habitat disruption Park financial viability					
<b>Step 2</b> <b>Develop Define/Ideate -&gt;</b> Chose a setting and write 3 versions of a statement that captures the situation. Use the scaffolds to the right to help. If you get stuck, try a new setting.	Redesign the ____ (situation) ____ experience . Design a way for ____ (specific group of people) ____ to better ____ (situation) ____ . How might we help ____ (achieve some goal) ____ ? Ex. How might we keep the park clean? Design a way for people at the park to better support native animal life.						
<b>Step 3</b> <b>Prototype and Test -&gt;</b> Pick one of the statements you generated and test it to make sure that it is properly scoped for a rich design challenge. The questions on the right are helpful in testing that a challenge is properly scoped.	By working with the statement above will students have the opportunity to address multiple characters, problems and character needs? If not, make the statement more broad.  By working with the above statement will students be able to find similarities between characters, problems, and needs? If not, make the statement more narrow.						

**When you feel you have a Design Challenge, write it down and begin.**

This process allows for students to think deeply about a concept they are learning and encourages them to explore various perspectives around that concept, and create/design ways in which to engage with that concept or solve a perceived problem regarding that concept.

Maker-Centered Learning deepens the learning experience (deeper levels of Blooms) and makes learning more aligned and relevant to what the 21st Century is asking and requiring of the current labor force as well as contributors to society overall. Learning knowledge, skills and concepts more deeply can ensure a student's ability to recall and apply this learning more effectively on assessments and standardized tests. Maker-Centered Learning helps students see themselves as people who can effectively take action in the world by making, hacking and redesigning the objects and systems in their lives. The frameworks on which constructivism are built are closely aligned to Common Core and

<sup>28</sup> An Educator's Guide to Design Thinking, the k12 Lab Wiki, <https://dschool-old.stanford.edu/sandbox/groups/k12/wiki/14340/attachments/e55cd/teacher%20takeaway.pdf?sessionID=c85b670208fde73cab552d4757ad4f368f20d455>

higher/deeper levels of thinking (i.e. Bloom's Taxonomy and Webb's Depth of Knowledge). Thus, maker-centered learning as an added element to Project-based Learning supports 21st Century skills preparing students to be successful in school, college, career and beyond.

## DEMOCRATIC LEARNING ENVIRONMENT

Just as we will support our students in being well-prepared for rigorous elementary and secondary schools, college and meaningful 21st century careers, we recognize that time and attention must also be paid to helping them develop their social-emotional capacity for lifelong success. Our faculty will be trained to establish a Democratic Learning environment, which in essence is a most ideal environment within which personalized learning and project-based learning are likely to be most effective, resulting in more successful outcomes.

Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (Aronson, 2002; cited in Durlak et al., 2011). Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005; cited in Durlak et al., 2011). Finally, students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006; cited in Durlak et al., 2011).<sup>29</sup>

All staff will have training by "Responsive Classroom," an evidence-based approach to elementary and middle school teaching that focuses on the strong link between academic success and social-emotional learning (SEL). Professional development in the Responsive Classroom approach strengthens educators' ability to:

- ☐ Design lessons that are active and interactive
- ☐ Use effective teacher language to promote academic and social growth
- ☐ Encourage engagement by giving students meaningful choices
- ☐ Start each day in a way that sets a positive tone for learning
- ☐ Set high expectations and teach students how to meet them
- ☐ Establish routines that promote autonomy and independence
- ☐ Build a sense of community and shared purpose
- ☐ Teach students 21st century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation.<sup>30</sup>

Teachers will read Faber & Matzlich's *How To Talk So Kids Listen and Listen So Kids Talk* and *Why Don't Students Like School?*, by Daniel Willingham in order to learn how to implement more democratic, socially and emotionally-based strategies to engage with students during conflict resolution, discipline, and in community building efforts. Numerous studies have documented the impact students' social-emotional state has on learning and academic outcomes, ranging from a student's fundamental need to feel safe in an orderly school environment, to fostering motivation and self-awareness in the learning process.<sup>31</sup>

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<sup>29</sup> Vega, V., 2012 <http://www.edutopia.org/sel-research-learning-outcomes#definition>.

<sup>30</sup> <https://www.responsiveclassroom.org/about/>

<sup>31</sup> Blum & Libby, 2004; Hamre & Pianta, 2006; Hawkins, Smith, & Catalano, 2004; Jennings & Greenberg 2009; cited in Durlak, et al., 2011, Marzano, 2003

Teachers also will be trained in how to implement the concepts of Character Lab, Co-Founded by Angela Duckworth, a MacArthur Fellow and Christopher H. Browne Distinguished Professor of Psychology at the University of Pennsylvania. Character Lab offers teachers a variety of science-based tools which focus on character development and self-awareness. (<https://characterlab.org>) Character Lab programs work to strengthen three kinds of “character”: *interpersonal* strengths like gratitude, which enable harmonious relationships with other people; *intrapersonal* strengths like grit and self-control, which enable achievement; and *intellectual* strengths like curiosity, which enable a fecund and free life of the mind.

We also will implement the Ojai Foundation’s acclaimed Way of Council, a community building practice of authentic expression and empathic, non-judgmental listening and receptivity in place at many LAUSD schools that provides tools and strategies for effective and positive communication. (<http://councilinschools.org/>).

Council has many applications in schools. As a relational practice, council is a powerful social and emotional learning strategy that promotes an environment of trust and respect in the classroom and school. Council invites students to share stories from their personal lives that establish connections and appreciation of differences among students and between students, teachers, and other adults at the school. As a mindfulness practice, council helps students become more aware of themselves and others. As an instructional approach, council creates a context for exploring standards-based curricula and making it relevant to students. As a leadership strategy, council provides opportunities for educators to mine the collective wisdom of groups and take informed, considered action. As a community-building tool, council also serves as the foundation for CIS’s approach to restorative justice.<sup>32</sup>

These are all philosophies and ways of managing classrooms and learning environments that are focused more on personal development, student empowerment, socio-emotional wellness, community awareness, fairness and justice versus a more controlled, punitive and rigidly structured learning environment.

## **CURRICULUM AND INSTRUCTION**

### **12. CURRICULUM/KEY FEATURES BY SUBJECT AREA**

LbD will implement an academically challenging and integrated curriculum, incorporating California standards, including the new Common Core State Standards and Next Gen Science Standards. Purchased curricular materials will be used as a basis upon which teachers will build, using the subject-specific *Frameworks for Instructional Design* to guide curriculum pacing, planning, assessments and differentiation.

Through our highly personalized, project-based approach, tailored to meet the needs of our students, we know that all children can and will achieve state standards mastery. Our instructional staff will be challenged to know each child and develop an appropriate means for each student’s success through the methodologies and strategies detailed here.

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<sup>32</sup> [http://councilinschools.org/?page\\_id=90](http://councilinschools.org/?page_id=90)

## ENGLISH LANGUAGE ARTS – CORE AND COLLEGE PREPARATORY

The English Language Arts (ELA) curriculum is based on California Common Core State Standards for English Language Arts, along with *Reading / Language Arts Framework; A Look At Kindergarten Through Grade Six in California Public Schools*. Our personalized approach with an emphasis on mastery will emphasize reading fluency and comprehension and writing across the curriculum, not just during scheduled ELA periods.

Instruction in ELA will rely heavily on the acclaimed Readers’ and Writers’ Workshop Programs from Lucy Calkins and Teachers College in New York. This core curriculum will be supplemented with online programs such as Lexia Core 5 Reading, BrainPop/BrainPop Jr., and Myon, which students can work on both during class time and at home. These programs will be supplemented with leveled readers and books from the CDE-recommended reading lists.

### Reading

Reading instruction incorporates four main components: (1) Shared Reading, (2) Guided Reading, (3) Letter and Word Study and (4) Independent Reading. Within this framework, teachers are able to incorporate different strategies and approaches daily in order to meet the diverse needs of students. Students will receive direct instruction, work with partners and in small learning groups and engage in independent work. Teachers will explicitly teach reading comprehension skills and strategies, and then provide a myriad of opportunities for students to practice and apply their new skills.

As students progress, reading instruction will shift to “reading to learn” rather than “learning to read.” Personalized instruction will be the focus as students rotate through small groups, independent practice and customized individual playlists for online learning. Teachers, intervention specialists, Instructional Aides and trained parent and community volunteers all will work to move struggling students towards grade-level reading proficiency and overall language arts mastery.

*Shared Reading:* Focusing on comprehension, teachers will choose text for a particular purpose, then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections from social studies and science texts in both hard copies and on-line forms. During shared reading, teachers will model the appropriate use of strategies by employing “think alouds” to allow students the chance to explicitly learn what is generally a more implicit process. Students will be given the appropriate vocabulary to identify the strategies they are learning and using, and teachers will reinforce and encourage students to share their thinking processes and articulate what strategies they are using. Teachers might also teach particular comprehension skills during shared reading by demonstrating the use of a specific graphic organizer such as a thinking maps to chart and organize ideas or a Venn Diagrams to compare and contrast.

*Guided Reading:* Teachers will target instruction based on the individual needs of students through guided reading. As a whole class, reading instruction might be focused on the reading strategy of asking questions. During guided reading time, the teacher will choose texts that provide opportunities to guide students in the use of this strategy based on the appropriate instructional levels of individual students. Students will all be working on the same objective, but using different

texts to remain consistent with personalizing learning. At other times, reading groups might be working on different strategies, again based on need. Because students are more likely to reveal questions, tentative hypotheses, inferences and connections to past learning in small groups rather than in front of the whole class (Rhodes and Shanklin, 1993), teachers will regularly observe and assess the reading habits and progress of students. In the upper grades, in addition to guided reading, teachers will employ literature circles and discussion groups. Both of these activities encourage student exploration of complex themes in text, enhance oral language and higher-level cognition, provide a chance for students to freely explore ideas, deepen students' understanding of what they read, while creating more enthusiastic and engaged readers. The cooperative and heterogeneous grouping practices used in these activities are also beneficial to English Learners who may be less hesitant to practice and perform in smaller groups where peer interaction is more natural and comfortable.

*Letter and Word Study:* Major research studies have shown that systematic, explicit phonics instruction is the most effective type of instruction, especially for those students who are considered "at risk" for academic failure (Report of the National Reading Panel, 2000). Therefore, Letter and Word Study in the primary grades (TK-2) using Pearson's Words Their Way – including on-line learning -- will focus primarily on phonics instruction in which sounds/spellings are introduced systematically and sequentially, taught in isolation, blended into whole words, and practiced in decodable texts. Primary grades also include high frequency word instruction to help students become fluent readers. Classroom word walls will contribute to a print-rich environment, and word wall games and activities will reinforce learning.

In all grades, letter and word study will include spelling instruction and targeted vocabulary development. Spelling lists will be grouped by pattern (sound, visual, or meaning) and presented in a systematic sequence. Targeted vocabulary development at all levels will be aimed at making sure students acquire new word knowledge and increase their depth of knowledge over time. Explicit instruction in word-learning strategies allows students to determine meanings of unfamiliar words encountered while reading, such as using dictionaries (print and online). As students get older, they will learn and apply more sophisticated strategies such as identifying examples, restatements, and comparisons in order to clarify word meanings.

*Independent Reading:* Throughout the day, students will have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum at all levels. Classroom libraries will be stocked with high-interest books of various genres at a variety of levels as well, students will have access to an on-line library of books via MyOn. Teachers will explicitly teach students how to select books appropriate to their level and interests. Often teachers will create special book boxes or areas of the room stocked with books that relate to current themes in the classroom (e.g., first graders learning about seasons will have access to a variety of fiction and nonfiction texts relating to weather and seasons, including poetry and magazine articles). To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students will be given opportunities to talk about or respond to the books they read. Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3<sup>rd</sup> grade students complete reflection forms to evaluate books read.



**Readers Workshop Unit Titles**

Grade Level	Unit Summaries
TK/K	<ul style="list-style-type: none"><li><input type="checkbox"/> We Are Readers</li><li><input type="checkbox"/> Super Powers: <i>Reading with Print Strategies and Sight Word Power</i></li><li><input type="checkbox"/> Bigger Books, Bigger Reading Muscles</li><li><input type="checkbox"/> Becoming Avid Readers</li></ul>
1 <sup>st</sup> Grade	<ul style="list-style-type: none"><li><input type="checkbox"/> Building Good Reading Habits</li><li><input type="checkbox"/> Learning About the Word: <i>Reading Nonfiction</i></li><li><input type="checkbox"/> Readers Have Big Jobs to Do: <i>Fluency, Phonics, and Comprehension</i></li><li><input type="checkbox"/> Meeting Characters and Learning Lessons: <i>A Study of Story Elements</i></li></ul>
2 <sup>nd</sup> Grade	<ul style="list-style-type: none"><li><input type="checkbox"/> Second-Grade Reading Growth Spurt</li><li><input type="checkbox"/> Becoming Experts: <i>Reading Nonfiction</i></li><li><input type="checkbox"/> Bigger Books Mean Amping Up Reading Power</li><li><input type="checkbox"/> Series Book Clubs</li></ul>
3 <sup>rd</sup> Grade	<ul style="list-style-type: none"><li><input type="checkbox"/> Building a Reading Life</li><li><input type="checkbox"/> Reading to Learn</li><li><input type="checkbox"/> Character Studies</li><li><input type="checkbox"/> Research Clubs: <i>Elephants, Penguins, and Frogs, Oh My!</i></li></ul>
4 <sup>th</sup> Grade	<ul style="list-style-type: none"><li><input type="checkbox"/> Interpreting Characters: <i>The Heart of the Story</i></li><li><input type="checkbox"/> Reading the Weather, Reading the World</li><li><input type="checkbox"/> Reading History: <i>The American Revolution</i></li><li><input type="checkbox"/> Historical Fiction Clubs</li></ul>
5 <sup>th</sup> Grade	<ul style="list-style-type: none"><li><input type="checkbox"/> Interpretation Book Clubs: <i>Analyzing Themes</i></li><li><input type="checkbox"/> Tackling Complexity: <i>Moving Up Levels of Nonfiction</i></li><li><input type="checkbox"/> Argument and Advocacy: <i>Researching Debatable Issues</i></li><li><input type="checkbox"/> Fantasy Book Clubs: <i>The Magic of Themes and Symbols</i></li></ul>

In all grade levels, students read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Students also determine central ideas or themes of a text and analyze their development and summarize the key supporting details and ideas. Furthermore, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Students develop understanding in the craft and structure of all types of texts, interpreting words and phrases as they are used, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students in grades TK-5 analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. They also assess how point of



view or purpose shapes the content and style of a text.

As students integrate knowledge and ideas they read, they evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. They also delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. As students progress in their range of reading and level of text complexity, they analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Students learn to understand complex text and ideas as well as reason, analyze, persuade, and problem solve. Students encounter a significant representation of the best classic and contemporary literature including novels, biographies, essays and plays.

Beginning in kindergarten, students listen to stories and informational text and begin learning research strategies, completing reports based on multiple sources to demonstrate their comprehension. As students advance in reading levels, they both listen to and read a variety of texts, and learn to use reading comprehension strategies (predicting, connecting, questioning, monitoring, clarifying, summarizing, inferring and visualizing) in concert to analyze, evaluate, and interpret what they read. Reading strategies are posted on classroom walls for teacher reference during reading instruction to help students with metacognition (the ability to understand the thinking process). Teachers use strategies such as think-alouds, wherein they use reading strategies, model them aloud, and then have students practice them during read-alouds, shared reading, guided reading, reciprocal reading and independent reading. Guided reading groups use books organized by reading levels to facilitate targeted instruction based on the needs of the individual students. Read alouds are frequently connected to integrated curriculum units as they are taught in the classroom. Teachers use a diversity of print and digital sources so that students integrate and evaluate content, visually and quantitatively, as well as in words.

English Learners and students who are struggling are provided access to reading materials through use of leveled libraries with high-interest books at all levels, reading conferences with teachers, one-on-one reading tutoring; and partner reading. Since students develop more quickly as fluent readers and writers if they have had numerous opportunities to listen to fluent readers, students will listen to fluent readers frequently through shared reading, read-alouds, books on tape, and listening centers.

In addition, students at all grade levels will be required to read nightly and keep a reading log that is signed by their parents. This outside reading will be rewarded with various incentives such as reading parties where students celebrate their reading success and enjoyment.

### Writing

Hand in hand with the school's reading program is a structured daily writing program, which is directly aligned to the CCSS emphasis on writing. The chief component of the writing program will be Writer's Workshop, based on the Lucy Calkins'/Teachers College Writer's Workshop model. Writer's Workshop, which is based on the constructivist principle that learning to write is as much about the process as the product, is used to teach students in all grade levels how to enjoy writing and at the same time reach the goal of becoming competent writers.

The Writer's Workshop design consists of three components that occur daily: the Mini-lesson or direct instruction, independent writing time and share time. Mini-lessons can relate to craft (applications,

content, or strategies), skills (conventions and editing) or procedures relating to workshop. During independent writing time, students choose writing topics, a strategy that helps develop personal investment in the writing process. They apply learning from mini-lessons, move themselves through the writing process and may engage in partner talk to help focus and develop ideas. Students understand the rituals and procedures of the workshop including how to access materials and information from around the room (charts, posters, model authors) and to organize their writers' notebooks and folders. The sharing component of workshop occurs at the end of workshop and provides another opportunity for teaching and reinforcing the content of the mini-lesson. Sharing takes a variety of forms, including Author's Chair, pair-share, or popcorn around the room. During this time the teacher can also address listening and speaking standards. Teachers model the process that teaches students to use the language of the genre and the standards, to refer to the author's text to support comments and to provide specific feedback to help peers move forward.

The writing conference is an integral part of workshop. These frequent, on-going conferences allow teachers the opportunity to further provide personal, targeted instruction that equips all students with the necessary tools to develop their authorship. The teacher's role is to understand where an individual writer is at a particular moment in time, to determine the goals/needs of that student along with an appropriate course of action and then to guide the student toward those goals. The teacher reinforces the child's strengths and motivates the child to push himself/herself by applying new learning. Teachers keep detailed conference notes in order to evaluate students' progress and determine next steps for instruction. Additional support for students demonstrating difficulties might include scaffolding in the form of graphic organizers or sentence frames, more frequent meetings with the teacher or instructional aide and peer support in the form of a specific writing partner. Teachers might also allow students struggling to articulate their thoughts on paper to dictate their ideas to them in order to facilitate the writing process until students become more confident in their abilities.

Beginning in kindergarten, teachers in every grade guide students through this process so that students become independent writers who can write on demand for a variety of audiences and purposes, namely opinion/argument pieces, informative/ explanatory texts, and narratives. Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. They write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content; and narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

*Examples of Increasing Levels of Depth and Complexity within Text Types & Purposes Standard 2: Write informative/explanatory texts:*

Grade	Complexity
TK/K	Use a combination of drawing, dictating, and writing to name what they are writing about and supply some information about the topic.
1 <sup>st</sup>	Name a topic, supply some facts about the topic, and provide some sense of closure.
2 <sup>nd</sup>	Introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Grade	Complexity
3 <sup>rd</sup>	<p>Examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ul>
4 <sup>th</sup>	<p>Examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also because).</li> <li>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>
5 <sup>th</sup>	<p>Examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>

Students learn descriptive, narrative, expository, and persuasive writing, which are then broken into subcategories:

Argumentative Writing - This form of persuasive writing has a primary purpose of making a statement that the reader will disagree with, then supporting the statement with specific details that will convince the reader of the truth of the statement

Business Writing - This form of expository writing has a primary purpose of communicating with others in the work place.

Comparison and Contrast Writing- This form of expository writing has a primary purpose of showing the similarities and differences between two subjects.

Expressive Writing- This form of creative writing has a primary purpose of sharing thoughts, ideas, and feelings on the topic.

Informative Writing - This form of expository writing has a primary purpose of providing

information in a clear, concise manner.

Literary Response - This form of expository writing has a primary purpose of providing a personal reaction to a piece of literature.

Personal Narrative Writing - This form of narrative writing has a primary purpose of sharing an experience or event from the author's own life.

Poetry - This form of creative writing has a primary purpose of imaginatively reflecting on a subject, idea, or event. This is usually done in stanzas rather than paragraphs.

Process Writing - This form of expository writing has a primary purpose of explaining the steps or procedure of something.

Reaction Writing - This form of expository writing has a primary purpose of providing a personal response to something.

Research Writing - This form of expository writing has a primary purpose of reporting new information that has been learned by studying available resources.

Technical Writing - This form of expository writing has a primary purpose of conveying technical information in a simple, no-nonsense manner.

### ***Writers Workshop Unit Titles***

Grade Level	Unit Summaries
TK/K	<ul style="list-style-type: none"><li><input type="checkbox"/> Launching the Writing Workshop</li><li><input type="checkbox"/> Writer for Readers</li><li><input type="checkbox"/> How-to Books: Writing to Teach Others</li><li><input type="checkbox"/> Persuasive Writing of All Kinds: Using Words to Make a Change</li></ul>
1 <sup>st</sup> Grade	<ul style="list-style-type: none"><li><input type="checkbox"/> Small Moments: Writing with Focus, Detail, and Dialogue</li><li><input type="checkbox"/> Nonfiction Chapter Books</li><li><input type="checkbox"/> Writing Reviews</li><li><input type="checkbox"/> From Scenes to Series: Writing Fiction</li></ul>
2 <sup>nd</sup> Grade	<ul style="list-style-type: none"><li><input type="checkbox"/> Lessons from the Master: Improving Narrative Writing</li><li><input type="checkbox"/> Lab Reports and Science Books</li><li><input type="checkbox"/> Writing About Reading</li><li><input type="checkbox"/> Poetry: Big Thoughts in Small Packages</li></ul>
3 <sup>rd</sup> Grade	<ul style="list-style-type: none"><li><input type="checkbox"/> Crafting True Stories</li><li><input type="checkbox"/> The Art of Information Writing</li><li><input type="checkbox"/> Changing the World: Persuasive Speeches, Petitions, and Editorials</li><li><input type="checkbox"/> Upon a Time: Adapting and Writing Fairy Tales</li></ul>
4 <sup>th</sup> Grade	<ul style="list-style-type: none"><li><input type="checkbox"/> The Arc of Story: Writing Realistic Fiction</li><li><input type="checkbox"/> Boxes and Bullets: Personal and Persuasive Essays</li><li><input type="checkbox"/> Bringing History to Life</li><li><input type="checkbox"/> The Literary Essay: Writing About Fiction</li></ul>

Grade Level	Unit Summaries
5 <sup>th</sup> Grade	<input type="checkbox"/> Narrative Craft <input type="checkbox"/> The Lens of History: Research Reports <input type="checkbox"/> Shaping Tests: From Essay and Narrative to Memoir <input type="checkbox"/> The Research-Based Argument Essay

### Speaking

In all classrooms, teachers will provide students with multiple opportunities to explore oral communication in the classroom. For example, students will develop active and responsive listening skills through class and small group discussions. Classes will take turns presenting and performing at weekly school meetings and daily class meetings (Council sessions). Each teacher will use scaffolding strategies to help English Learners build confidence in communicating information and ideas. Additional structured speaking activities in class include Author's Chair and literature circles where students discuss and analyze elements of books as well as relate reading experiences to their own lives. Students practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers will develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics will provide students with an understanding of the components of effective speaking enabling them to reflect on their own performance and from the presentations of their peers.

### Listening

Based on the ELA and ELD standards for listening, students will be taught that active, effective listening is a habit to develop and the foundation of effective communication. Students will be taught how to focus their attention, avoid distractions, use body position to signal their interest, express appreciation and appropriately pose questions. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer's Workshop, writing dictated sentences and repeating rhythms through movement and clapping. In second grade, to address the standard that requires students to give and follow multi-step directions, teachers will create projects that require partners to listen to each other's directions in order to correctly complete a task. Partner A learns how to complete part of the task and gives directions to Partner B, then they switch roles. Success depends on careful listening on the part of both students.

## ENGLISH LANGUAGE DEVELOPMENT

Based on the enrollment at nearby schools, we anticipate that the English Learner (EL) population will include students who predominantly come from Spanish-speaking families, but also those who speak a variety of other home languages. The ELD program will implement both the California ELD Standards and the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). Our ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to "ensure that ELs are fully supported as they:

- ☐ Read, analyze, interpret, and create a variety of literary and informational text types;
- ☐ Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- ☐ Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;

- ❑ Become aware that different languages and varieties of English exist;
- ❑ Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- ❑ Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- ❑ Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- ❑ Develop proficiency in shifting registers based on task, purpose, audience, and text type.” (ELA/ELD Framework p. 9-10).

EL students, like their English-fluent counterparts, are expected to gain progress in each of the ELA strands -- Listening, Speaking, Reading, and Writing. The Principal will monitor EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student’s parents/guardians. (See English Learner section below for more details about support/ELD instruction, assessment, reclassification and monitoring of ELs.)

## **MATHEMATICS – CORE/COLLEGE-PREPARATORY**

Learning objectives and outcomes will be aligned to the rigorous CA CCSS mathematics standards. Teachers will use the *Mathematics Frameworks for California Public Schools* for planning and guidance. The goal of the math curriculum is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving.

Teachers will provide direct instruction in new skills, along with hands-on activities and online learning time in math. EnVisionmath2.0, Brain Pop/Brain Pop Jr. and other Open Education Resources will enable customization of instruction along with real-time data for teachers on specific standards and strands as students proceed through the online learning exercises and activities. Through EnVisionmath2.0’s blended learning program (online, print and manipulatives), students engage in adaptive online learning that reactions to students’ actions to meet them at the right level—with personalized instruction that promotes student decision making and strategy development. An engaging, game-like environment motivates students to persist in a fun learning setting. The standards-aligned curriculum is evidence-based to promote student growth and conceptual understanding by encouraging different pathways to solving problems. The program includes embedded differentiation and support for EL students. Like many online learning tools today, EnVisionmath2.0 provides teachers with real-time data and academic insights to inform learning and differentiation for student needs.<sup>33</sup> Units in EnVisionmath 2.0 include the following:

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33

[http://assets.pearsonschool.com/asset\\_mgr/current/201633/MatBro581M416EVMOverNonCC\\_Medresingle.pdf](http://assets.pearsonschool.com/asset_mgr/current/201633/MatBro581M416EVMOverNonCC_Medresingle.pdf)

Grade	Description
<b>TK/K</b>	<p>Counting and Cardinality Know number names and the count sequence. Count to tell the number of objects</p> <p>Measurement and Data Classify objects and count the number of objects in each category</p> <p>Operations and Algebraic Thinking Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</p> <p>Geometry Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</p> <p>Number and Operations in Base Ten Work with numbers 11-19 to gain foundation for place value.</p>
<b>1st Grade</b>	<p>Measurement and Data Measure lengths indirectly and by iterating length units Tell and write time</p> <p>Operations and Algebraic Thinking Understand and apply properties of operations and the relationship between addition and subtraction</p> <p>Geometry Reason with shapes and their attributes</p> <p>Number and Operations in Base Ten Use place value understanding and properties of operations to add and subtract. Extend the counting sequence.</p>
<b>2nd Grade</b>	<p>Measurement and Data Work with time and money Measure and estimate lengths in standard units Relate addition and subtraction to length Represent and interpret data</p> <p>Operations and Algebraic Thinking Work with equal groups of objects to gain foundations for multiplication Represent and solve problems involving addition and subtraction.</p> <p>Geometry Reason with shapes and their attributes.</p> <p>Number and Operations in Base Ten Use place value understanding and properties of operations to add and subtract.</p>

Grade	Description
<b>3rd Grade</b>	<p>Measurement and Data Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p> <p>Operations and Algebraic Thinking Solve problems involving the four operations, and identify and explain patterns in arithmetic. Understand properties of multiplication and the relationship between multiplication and division.</p> <p>Geometry Reason with shapes and their attributes.</p> <p>Number and Operations in Base Ten Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Number and Operations - Fractions Develop understanding of fractions as numbers.</p>
<b>4th Grade</b>	<p>Measurement and Data Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Geometric measurement: Understand concepts of angle and measure angles.</p> <p>Operations and Algebraic Thinking Use the four operations with whole numbers to solve problems. Gain familiarity with factors and multiples Generate and analyze patterns.</p> <p>Geometry Draw and identify lines and angles, and classify shapes by properties of their lines and angles</p> <p>Number and Operations in Base Ten Generalize place value understanding for multi-digit numbers Use place value understanding and properties of operations to perform multi-digit arithmetic</p> <p>Number and Operations - Fractions Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers Extend understanding of fraction equivalence and ordering Understand decimal notation for fractions, and compare decimal fractions</p>



Grade	Description
<b>5th Grade</b>	<p>Measurement and Data</p> <ul style="list-style-type: none"> <li>Convert like measurement units within a given measurement system</li> <li>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition</li> <li>Represent and interpret data</li> </ul> <p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> <li>Write and interpret numerical expressions</li> <li>Analyze patterns and relationships</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>Graph points on the coordinate plane to solve real-world mathematical problems</li> <li>Classify two-dimensional figures into categories based on their properties</li> </ul> <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> <li>Understand the place value system.</li> <li>Perform operations with multi-digit whole numbers and with decimals to hundredths.</li> </ul> <p>Number and Operations - Fractions</p> <ul style="list-style-type: none"> <li>Use equivalent fractions as a strategy to add and subtract fractions</li> <li>Apply and extend previous understandings of multiplication and division to multiply and divide fractions</li> </ul>

Hands-on math activities will also be a focus of learning, particularly in the earliest grades. Daily math sessions will incorporate a daily warm-up activity focused on applying previously learned skills (spiral review) to solve a problem situation. The teacher will reinforce math vocabulary during the warm-up by requiring students to prepare a brief written or oral summary of the steps they took to solve the problem.

As part of our emphasis on writing and listening/speaking skills and on problem solving in the mathematics curriculum, the mathematics curriculum will frequently require students to explain, orally or in writing, their methods of solving a problem and their rationale for choosing those methods. Assessment of mathematics standards will be based on evaluation of these presentations as well as on more traditional mathematics assessments from the state adopted textbook. Students will also use math skills, particularly statistics and data analysis, to enhance oral and written presentations required in other subject areas.

Maker-Centered Learning practices will also encourage students to apply math concepts to tangible and authentic experiences where students will be asked to create, design, engineer and/or prototype objects that represent their learning

Curriculum and software tools will include online curriculum comparable to EnVisionmath2.0, Brain Pop/Brain Pop Jr, and Khan Academy. Our partners at LA Maker Space and Nonscriptum, both organizations that are well-versed and highly knowledgeable in the integration of “making” with core curriculum, will help train our teachers on integrating Maker-Centered learning into the curriculum.

## SCIENCE – CORE AND COLLEGE PREPARATORY

Science instruction at LbD will be driven by the new Next Generation Science Standards (NGSS) with an emphasis on how to apply the scientific method to design controlled experiments; the ability to analyze and interpret qualitative and quantitative data; how to apply scientific writing skills to communicate conclusions from scientific data; and the ability to apply scientific knowledge and research to current social and world issues.

The implementation of our standards-based Science curriculum is driven by the constructivist belief that students learn best in an inquiry-based, hands-on, investigative environment that builds upon the knowledge of previous learning. Our students will work in cooperative groups to advance through the stages of the scientific process. It is through these cooperative groups that our students learn how to work together to solve a problem.

The project-based/constructivist-driven Science instructional program encourages students to learn content at higher levels of Bloom's Taxonomy (3, 4, 5 and 6 – see below for more details about teachers' use of Bloom's in their teaching strategies) as students will have opportunities to apply their knowledge as well as analyze, synthesize, evaluate and create information. While NGSS set the learning foundation, the actual project is the framework through which all of the teaching and experiential learning will take place. Students will learn concepts via active engagement in the project. Projects may be problem-, inquiry-, experiment-, or design- focused ultimately making the learning more authentic and student-centered. Projects will also focus on "real-life", current, possibly community- based problems (i.e. understanding, responding to, and designing a solution for the water drought). Students will be responsible for presenting their project outcomes in front of their peers and sometimes the larger school community.

FOSS Science Kits will be a primary curricula source for our faculty in science. Full Option Science Systems (FOSS) is an inquiry-based hands-on science curriculum, with 3-5 units that align to the new NGSS standards for each elementary grade level. FOSS integrates all three dimensions of the NGSS: Disciplinary Core Ideas, the Science and Engineering Practices, and the Crosscutting Concepts, leading to enduring experiences that lead to deeper understanding of the natural and designed world. FOSS builds understanding of the core ideas of science. Each module or course is composed of multiple investigations. The modules are connected and build upon one another across each strand and each grade, progressively moving students toward the big ideas of science.

Grade	Physical Science	Earth Science	Life Science
5	Mixtures and Solutions	Earth and Sun	Living Systems
4	Energy	Soils, Rocks, and Landforms	Environments
3	Motion and Matter	Water and Climate	Structures of Life
2	Solids and Liquids	Pebbles, Sand and Silt	Insects and Plants
1	Sound and Light	Air and Weather	Plants and Animals
K	Materials and Motion	Trees and Weather	Animals Two by Two

(<https://www.deltaeducation.com/foss/next-generation>)

Our teachers also will embed science into interdisciplinary projects (using Buck Institute of Education processes and templates) and Maker Space learning, to help deepen the authenticity of the learning.

## SOCIAL STUDIES – CORE AND COLLEGE PREPARATORY

The Social Studies curriculum is based on a holistic approach to develop students’ critical understanding of history and their own identity; as the new California standards are released, LbD will implement them in all grade levels. Teachers utilize literature from around the world, non-fiction resources, and primary resources to foster a culturally sensitive perspective rooted in civic-mindedness. Instruction is aligned to the classroom theme, providing opportunities for students to explore and celebrate history, community, diversity, and multiculturalism. LbD’s teachers will incorporate CDE-approved curricular programs like Social Studies Alive! (K-5), which includes age-appropriate themes for each grade level:

Kindergarten	Me and My World explores the relationships in students’ lives with their families, friends, teachers, and neighbors. Students learn that people live differently in different places and that they can help care for the world.
1 <sup>st</sup> Grade	My School and Family introduces the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school.
2 <sup>nd</sup> Grade	My Community teaches students the basics of geography, economics, and citizenship in the context of learning about their local community.
3 <sup>rd</sup> Grade	Our Community and Beyond broadens students’ awareness about the local and global communities in which they live. Students learn the fundamentals of geography and explore different cultures and public service roles.

4 <sup>th</sup> Grade	Regions of Our Country presents five regions of the United States through the lens of four social sciences — economics, geography, political science, and history.
5 <sup>th</sup> Grade	America's Past covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history.

(<https://www.teachtci.com/social-studies/elementary-school/>)

Teachers will provide students with access to primary and secondary historical sources, maps, charts, and timelines from which to draw information about the historical time periods and cultures studied. In teaching social science, teachers will use a variety of graphic organizers, charts, and visual aids to support students' developing analytic skills and to assist English language learners. To further increase understanding and motivation, social science will be taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, United States and world history with connections to mathematics, science, visual art, music, dance, and drama. Learning activities will engage students in reading rich literature as well as original source documents across all content areas. Our teachers will invite experts from the community to speak to students. For example, during a second grade study of the Neighborhood, we can have firemen, policemen, bankers, librarians, doctors, etc. —interviewed by our second graders. When third grade is studying government, field representatives from our councilman, assemblyman, and senator's office can speak with students and share materials. Online curriculum such as Brain Pop and Newsela will be used as a guided source of research and information. Students will experience daily opportunities to develop listening, speaking, research, and writing skills across the content areas and to develop proficiency in the use of the arts as tools for learning, creative thinking, and problem solving as well as assessment.

As with Science, Social Studies/Humanities will also follow a project-based format relying more on the higher levels of Blooms (Analysis, Evaluation and Creation). Using learning standards as the foundation for the learning, this instructional program will engage students in Socratic questioning methods, dialectic methods, inquiry, research, and debate, while they explore and examine historical and current as well as community and global events. Additional integration of social science curriculum will occur in the math and science, when students may study the scientific and mathematical contributions of cultures they are studying. At all grade levels, the curriculum will be enhanced whenever possible with maker-centered, multimedia resources, hands-on experience (e.g. artifacts from cultures studied) and field trips. While covering the social science standards, teachers will also focus on reinforcing and employing reading comprehension, writing, and listening speaking standards through social science content. For example, students will apply reading comprehension and vocabulary strategies to their social studies text and will complete assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

Equally as important, students will learn/experience how their lives and efforts have an impact on their school and larger community. Projects will be developed to allow students to actively and authentically respond to/solve local and global issues. Students will work in Learning Hubs to complete projects and each student will be assigned a role and responsibility for helping the project progress successfully.

Students will have access to both digital and hard copy resources for research such as, SAS Curriculum pathways, Newsela, films and stories. Students can/will also use technology to document and design their presentations.

## **INNOVATION, ENRICHMENT AND TECHNOLOGY**

Students will participate in an Innovation/Enrichment block each day, at all grade levels. LbD will employ an Innovation and Curriculum Specialist (starting in Year 3; in the first two years, the Lead Teacher will handle these responsibilities). The Innovation and Curriculum Specialist will be responsible for working with teachers to plan the integration of the arts, technology and maker-centered learning projects with core content, as well as support with creating curriculum to support student digital/media literacy and fluency that will take place during the Innovation/Enrichment Block of the school day. The Innovation Specialist will design and implement the “Making” curriculum and manage the Maker Mobile Carts that will house all the Making materials and other low and high-tech tools to be used for class projects to support core content or to be used during the Innovation/Enrichment scheduled time during the day. (See Maker-Centered Learning section above for a detailed list of materials and resources that will be included on these carts). Making activities may include opportunities for students to tinker, code, design and prototype their inventions.

Also, partnerships with LA Maker Space and Nonscriptum as consultants for our faculty and school leaders will support the development of curriculum with Media, Technology and Maker-Centered Learning.

## **WELLNESS EDUCATION**

Wellness (P.E.): LbD will provide Wellness Education for all students, including P.E. for 200 minutes for every 10 school days. The importance of a healthy mind and body is emphasized at the LbD. Through the support of our Wellness Coordinator, our goal is for all students to improve their motor skills, understand good sportsmanship, and gain self-confidence and body awareness as they continue to grow and develop over time, while also preparing them to excel on the California FITNESSGRAM assessments. Our commitment to building a community of respect continues on the field and court. As students learn the rules of games, good sportsmanship will be promoted and fair play will be explicitly taught. They will begin at an early age developing self-control and gross motor skills and then move toward contributing to a team working collaboratively. P.E. will include structured game play, cardio/aerobic activity and strength training and conditioning in engaging, age-appropriate activities. Students will be exposed to myriad sports and physical activities (facilities and fundraising permitting) and also will include Yoga and Mindfulness practices and activities as this not only builds physical strength and agility but also develops in students the strategies and techniques for monitoring, regulating and managing their emotions and behaviors.

**Wellness (Garden):** Gardening also will be an important part of our curriculum, combining concepts in wellness, science, math, arts, history, writing and more into enriching experiences for our urban students. LbD's Wellness Coordinator will work with teachers to integrate gardening with other subjects. Depending on our facilities, we will use a Tower Garden that is easily managed by students or establish a full-scale Learning Garden. Students will design and carry out standards-aligned experiments, maintain a weather station, and keep summaries of their activities in lab journals. Across grade levels, students will learn to gather data about dynamic processes happening in the garden, and report on their data via increasingly complex means as growing scientists. Students may learn math by calculating germination rates, estimating seed production, measuring garden beds, and mapping the natural ecosystems. Art may be incorporated when the students create botanical illustrations in a scientific way. Students may learn about the cultural significance of plants in different time periods throughout history. Students will keep garden journals that include record keeping of their experiments and reflections on their experiences in the garden. Through this hands-on gardening experience, students strengthen their observation and classification skills and see natural patterns such as the food chain, the seasonal cycles of growth, watershed study, decomposition, and soil differences in their real-life context.

Our students will be involved in the care and maintenance of all the gardens on our campus. The purpose of the students maintaining the gardens is not just to take ownership and pride in the campus, but also that they may experience important teachable moments such as the life cycle of plants and vegetation. Our students will incorporate what they learn in gardening to understanding how food affects the body. It is incredibly powerful and meaningful to plant a seed, watch it grow over time, and understand that the nutrients going into that plant will provide nourishment as a part of a balanced diet. As they have these learning experiences at the LbD, it is our hope that our students will continue making healthy choices and thrive.

## **INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM**

As detailed throughout this petition, LbD's personalized, experiential education program is designed to ensure that the instructional program meets each individual student's needs and that all of our students are engaged in their learning. Our infusion of technology and collaborative, project-based work – including Maker-Center Learning -- helps students master critical 21<sup>st</sup> century skills while further bolstering engagement. Our Mastery-Based approach ensures that students progress onto the next lesson only when they truly have learned and “mastered” the current content, ensuring at this critical age that learning that builds upon previous lessons does not leave a child further and further behind. Our small school size and integration of parents into school activities as volunteers and participants in celebrations of learning will all ensure students experience a strong sense of community and social support.

## **INTERVENTION AND ENRICHMENT PROGRAMS**

See sections above regarding Enrichments in the Arts, Media and Technology as well as P.E./Wellness. Intervention and supports for students in need are detailed below.

## CURRICULAR AND INSTRUCTIONAL MATERIALS

The academic program at LbD begins with the CCSS/NGSS. Teachers will use standards-aligned, research proven curricula (textbook, online and curricular kits) for the core academic subjects. Core course curricula is selected based on review and recommendation of the department and/or grade level team based on the CCSS and CDE Frameworks for each subject. Specific purchased curriculum will be selected by the faculty and school leaders based on specific student needs.

At this time, we plan to use the following key textbooks and online curricular resources:

English Language Arts	Reader's & Writer's Workshop (and related Lucy Calkins materials) Words Their Way (Pearson) Lexia Core 5 Learning myON Brain Pop/Brain Pop Jr.
Mathematics	EnVisionmath2.0, Brain Pop/Brain Pop Jr.
Science	FOSS Science Kits (K-5)
Social Studies/History	Social Studies Alive! (K-5), Newsela
English Language Development	Lexia Core 5 Learning SDAIE strategies
Innovation and Arts	Teacher-created curriculum based on standards
P.E./Wellness	Teacher-created curriculum based on standards

### 13. COURSE LIST (N/A TO ELEMENTARY SCHOOLS)

### 14. INSTRUCTIONAL METHODS AND STRATEGIES

LbD will utilize instructional methods that incorporate one or more of the nine components found to have a positive effect on student learning, as described by Marzano.<sup>34</sup> These include:

- ☐ Small projects and other ways of experiencing real-world problems
- ☐ Collaborative investigations and demonstrations
- ☐ Mini-lessons that address specific skills within the context of larger projects
- ☐ Giving guidance and adequate time to self-reflect and self-assess
- ☐ Democratic classrooms and school structure
- ☐ Authentic assessments
- ☐ Direct instruction
- ☐ Research based projects
- ☐ Cooperative group work and projects

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<sup>34</sup> Marzano, R. Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement. 2001.

To ensure success for each LbD student, teachers will use multiple means of engaging and reaching students—relying first on each student’s identified learning preferences and cultural styles, and gradually stretching each student to adapt to a variety of teaching styles that might present themselves in secondary and post-secondary education. The core instructional methods discussed above – project-based/constructivist learning, online learning, Maker-Centered Learning and so on will help to ensure that each student accesses and masters the content standards in a meaningful way.

### **Backwards Design and Differentiation of Instruction**

According to Robert Marzano, successful school models employ accountability measures to ensure that all standards are covered throughout the course of the school year. LbD will utilize backward planning as a strategy to ensure that all students receive instruction in all standards. In backward planning, teachers start with the desired results (goals or standards) and then work backwards to derive the curriculum based upon the evidence of learning called for by the standards and the teaching needed to equip students to perform. Teachers first “unpack” and prioritize the content standards and identify desired results of student learning, and design or select assessments to measure those results. Teachers then differentiation instruction to meet each learner’s needs.

Our mastery-based approach will support students to progress at their own pace and receive targeted support and instruction to ensure they master content before moving on. Differentiated instruction “is to recognize students’ varying background knowledge, readiness, language, preferences in learning, and interests, and to react responsively.”<sup>35</sup> The intent is to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting then them in the learning process. Through differentiated and highly personalized instruction, all LbD students – including our special needs populations (English learners, At-Risk/Low Achieving, GATE, economically disadvantaged, Special Education) – will receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments.

### **Universal Design for Learning**

Instruction also will be based on the Universal Design for Learning (UDL) approach.<sup>36</sup> The purpose of UDL is not simply to help students master a specific body of knowledge or a specific set of skills, but to help them master learning itself—in short, to become expert learners. Expert learners are: 1) strategic, skillful, and goal directed; 2) knowledgeable; and 3) purposeful and motivated to learn more. Developing tailored instruction using UDL allows teachers to remove potential barriers that could prevent learners from meeting these important goals.

Because each student is unique when it comes to learning, teachers will use a variety of methods when differentiating instruction. These might include varying the modes of curriculum delivery, offering students choices in materials, and/or allowing different ways for students to demonstrate knowledge and content mastery. Diverse learning and teaching styles, multiple intelligences, and cultural preferences will be taken into account when developing plans to address each student’s learning needs.

Each student’s PLP will articulate their learning assets (strengths to build upon), preferred learning styles, challenges, and strategies to address learning challenges. Each student will reflect upon his/her

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<sup>35</sup> Hall, T. Strangman, N., & Meyer, A. (2009). Differentiated instruction and implications for UDL implementation. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved 10/16/10 from [http://www.cast.org/publications/ncac\\_diffinstructu dl.html](http://www.cast.org/publications/ncac_diffinstructu%20dl.html)

<sup>36</sup> Ibid



individual academic and social talents, passions and needs, and long-term goals. As students progress, they will be challenged to stretch beyond their most comfortable modalities so that they are prepared for what they may encounter in secondary school, college and/or careers.

### **Bloom's Taxonomy**

Teachers at LbD will receive training on using Bloom's Taxonomy as a way of thinking about the mastery students achieve in their learning.<sup>37</sup> In the 1950's, Benjamin Bloom created The Taxonomy of Educational Objectives as a means of expressing qualitatively different kinds of thinking.<sup>38</sup> As shown in the table below, the revised Bloom's Taxonomy identifies and classifies different levels of thinking about a concept or skill from "Remembering" through "Creating and Evaluating." At LbD, teacher-designed rubrics for project-based work and Maker-Centered learning will be collaboratively designed in grade level teams, based on these different stages.

*A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.*

Competencies	Absence of Evidence	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced (Create/Evaluate) 5
		Choose Define Describe Identify Label List Locate Memorize Recognize Select	Classify Confirm Differentiate Discuss Explain Give example Infer Interpret Match Predict Prepare Show Summarize	Assumptions Categorize Compare Demonstrate Dramatize Examine Investigate Order Relate Solve Survey Use	Appraise Compare Consider Debate Defend Inspect Judge Question Recommend Weigh Evidence	Assess Generalize Combine Compose Construct Create Critique Design Develop Formulate Hypothesize Originate Synthesize

Data-driven instruction utilizing a data management system such as Illuminate (illuminateed.com) school leaders will be able to track individual, subgroup, classroom and whole school academic growth and identify and analyze any gaps or patterns. School leaders will also be able to access teacher efficacy in real-time, ensuring that teachers who are struggling to achieve intended outcomes in specific subject areas, or with specific students, receive targeted training, support and professional development to improve their teaching practice. Grade level teams will be provided with common planning time that they will use to examine data at least monthly. Any problematic data trends will be directly addressed through meetings with individual teachers, and through the examination of policies or practices that may need to be changed.

The various online curriculum we utilize will provide a rich array of data points about each student in real time, including mastery of specific content strands and standards, while helping teachers identify which students need extra support or intervention, including re-teaching.

Illuminate also allows parents and students real-time access to student's grades, both cumulative and on an assignment-by-assignment basis, and student attendance records. As students become self-directed

<sup>37</sup> Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman

<sup>38</sup> Bloom, B., *The Taxonomy of Educational Objectives* (2<sup>nd</sup> Ed. 1984. Boston: Addison Wesley Publishing)

learners, they will learn to track their own progress and reflect on their accomplishments and challenges in meeting their own goals for each quarter.

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

As detailed above, the entire content of LbD's curriculum will start with the California state standards, including CCSS and NGSS, as its foundation. Units will be explicitly designed to ensure all grade-level standards are met. LbD recognizes the importance of regular, ongoing professional development in the continued implementation of the CCSS and realizes the importance of keeping abreast of CCSS developments, new publications and requirements.

#### **16. HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY**

Technology is fully integrated into our instructional program, as we view computers as a basic learning tool, much like a pencil or box of crayons, that gives both students and teachers valuable ways to explore, deepen, extend, and communicate skills and ideas. Students use computers and tablets to gather and share information, as well as practice and develop a variety of academic skills. Teachers use technology to design many of their projects, assignments, and handouts. Technology projects go far beyond researching on the Internet and typing stories, as our students create things such as podcasts, animations, and video games to enrich their learning experiences. The three fundamental philosophical principles for using computers are:

- ☐ Computers are used as a knowledge medium rather than an instructional delivery system.
- ☐ Computers are used to create mental bridges between hands-on knowledge and symbolic knowledge.
- ☐ Technology is driven by the curricular needs and classroom use. Computers serve as an amplifying medium for the concepts brought forth from the curriculum.

All students will have access to a tablet (TK-1) or Chromebook (grades 2-5) for school use (2:1). Our youngest students will become comfortable with technology through fun, interactive game-based programs with dynamic visuals that develop core content knowledge simultaneously with technology usage skills. Basic keyboarding skills, document, presentation and online database skills will be taught both explicitly and inherently as students engage with the curriculum. Students will use these devices to support their personalized on-line learning as well as for creating documents, coding lessons, storing work in digital portfolios, and other projects that can be enhanced using digital devices. Staff will set benchmarks in technical knowledge to be mastered in each grade level – including principles of digital citizenship and online responsibility and integrity -- within the existing curriculum – these skills are explicitly taught both during Innovation/Enrichment Blocks as well as core subject courses (e.g., an English class might include specific instruction on internet research and citation skills, using Word, etc.). These benchmarks will be referenced against ISTE standards and will incorporate California's new Computer Science standards when these are released (expected 2019).

## **17. – 19. NOT APPLICABLE**

## **TRANSITIONAL KINDERGARTEN**

### **20. TRANSITIONAL KINDERGARTEN PROGRAM**

LbD will incorporate a strong transitional kindergarten (TK) program for any student whose fifth birthday falls between September 1st and December 1st, with curriculum aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)). Students in TK will be integrated in Kindergarten classrooms. The TK program thus will use the same curriculum as our kindergarten program, but pacing and instructional delivery will be monitored through data-driven differentiation based on student needs, including slower pacing than the K students and incorporation of Foundations curriculum goals. We will employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

LbD will comply with teacher credential requirements for TK classrooms, specifically, teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

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

## **ACADEMIC CALENDAR AND SCHEDULES**

### **21. ACADEMIC CALENDAR**

The school calendar shares nearly all vacations and holidays with the Los Angeles Unified School District and includes 180 days of school instruction and more than the minimum minutes of instruction for each grade level (36,000 for Kindergarten; 50,400 minutes for grades 1-3; and 54,000 for grades 4-5). The following is a preliminary Academic Calendar for our first year of operations, 2018-19:

## Learning by Design DRAFT Annual Calendar 2018-19

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	Reg Days	Early Dismissal	PD	
Aug			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31				
											PD	PD	PD	PD	PD	PD	PD	PD	PD	PD		1 <sup>st</sup> Day	ED			3	1	10	
Sep	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28									
	H		ED					ED					PD					ED								15	3	1	
Oct	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31						
			ED					ED					ED					ED					ED			18	5	0	
Nov				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30				
			1 <sup>st</sup> Qtr					ED		PD	H		ED					ED	H	H			ED			14	4	1	
Dec	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31								
			ED					ED			H	H	H	H	H	H	H	H	H	H	H					8	2	0	
Jan		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31					
		H	H	H	H	PD		ED					ED			H		ED					2 <sup>nd</sup> Qtr			14	4	1	
Feb					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28					
								PD					ED			H		ED					ED			15	3	1	
Mar					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29				
								ED					ED					ED			H	H	H	H	H	13	3	0	
Apr	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30							
	H		ED					ED			3 <sup>rd</sup> Qtr		ED					PD								17	3	1	
May			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31				
			ED					ED					ED					ED			H		ED			17	5	0	
Jun	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28									
			ED					ED					Last Day	PD	PD											10	3	2	
																											144	36	17

ED - Early Dismissal

PD - Professional Development Day

H - Holiday

R - Regular School Days

180 Instructional Days

First Day of School	August 28, 2018
Labor Day	September 3, 2018
Veteran's Day	November 12, 2018
Thanksgiving	November 19-23, 2018
Winter Recess	December 18, 2018 - January 4, 2019
Dr. King Day	January 21, 2019
President's Day	February 18, 2019
Spring Recess	March 25-29, 2019
Cesar Chavez Day	April 1, 2019
Memorial Day	May 27, 2019
Last Day of School	June 19, 2019

## 22. SAMPLE DAILY SCHEDULES

Each Wednesday, students in all grades will be dismissed at 1:00 so that teachers can participate in two hours of professional development and common planning time.

One note about the schedule: our schedule includes long blocks of learning time to accommodate our flex-rotational model, yet we also recognize that young bodies need to move and young brains need a

break. “Brain Breaks” in the middle of the core instructional block each day will include fun, active, physical yet educational games and activities that get the children moving and help to break up the morning.<sup>39</sup> Teachers may have students toss a rubber band ball from one to the next, each calling out a letter to spell the word the teacher said, or do a dance that involves a math pattern.

### Grades TK/K-2

Grades TK-2	Monday	Tuesday	Wednesday	Thursday	Friday	Instructional Minutes
8:00 - 8:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	15
8:15 - 9:35	PBL - Science or Social Studies	PBL - Science or Social Studies	ELA Rotation (incl. Designated ELD)	PBL - Science or Social Studies	PBL - Science or Social Studies	80
9:35 - 9:50	Recess & Snack	Recess & Snack	9:30-9:45 Recess & Snack	Recess & Snack	Recess & Snack	
9:50 - 12:10	9:50 - 11:00 ELA Rotation (incl. Designated ELD)	9:50 - 11:00 ELA Rotation (incl. Designated ELD)	9:45 - 11:00 Math Rotation	9:50 - 11:00 ELA Rotation (incl. Designated ELD)	9:50 - 11:00 ELA Rotation (incl. Designated ELD)	140; W 155
	<i>Brain Break</i> 11:00 - 11:10	<i>Brain Break</i> 11:00 - 11:10	<i>Brain Break</i> 11:00 - 11:10	<i>Brain Break</i> 11:00 - 11:10	<i>Brain Break</i> 11:00 - 11:10	
	11:10-12:10 Math Rotation:	11:10-12:10 Math Rotation:	11:10 - 12:20 PBL - Science/Social Studies	11:10-12:10 Math Rotation	11:10-12:10 Math Rotation	
12:10 - 12:50	Lunch	Lunch	12:20-12:50 Lunch	Lunch	Lunch	
12:50 - 1:40	Wellness	Wellness	1:00 Dismissal  1:30 - 3:30 Teacher Professional Development and PLC Planning	Wellness	Wellness	50 (M/T/Th/F)
1:40 - 2:30	Innovation, Enrichment & Technology	Innovation, Enrichment & Technology		Weekly Assembly	Innovation, Enrichment & Technology	50 (M/T/Th/F)
2:30 - 2:45	Closing Meeting	Closing Meeting		Closing Meeting	Closing Meeting	15 (M/T/Th/F)
Total Instructional Minutes						350; 250 on Weds.

<sup>39</sup> See, e.g., <https://www.weareteachers.com/21-awesome-ways-to-get-your-students-moving-during-learning-center-time/>

## Grades 3-5

Grades 3-5	Monday	Tuesday	Wednesday	Thursday	Friday	Instructional Minutes
8:00 - 8:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	15
8:15 - 10:45	ELA Rotation (incl. Designated ELD): 8:15-9:30  Math Rotation: 9:30-10:45	ELA Rotation (incl. Designated ELD): 8:15-9:30  Math Rotation: 9:30-10:45	ELA Rotation (incl. Designated ELD): 8:15-9:30  Math Rotation: 9:30-10:45	ELA Rotation (incl. Designated ELD): 8:15-9:30  Math Rotation: 9:30-10:45	ELA Rotation (incl. Designated ELD): 8:15-9:30  Math Rotation: 9:30-10:45	150
10:45 - 11:00	Recess & Snack	Recess & Snack	Recess & Snack	Recess & Snack	Recess & Snack	
11:00 - 12:10	PBL - Science or Social Studies	PBL - Science or Social Studies	11:00 - 12:25 PBL - Science/Social Studies	PBL - Science or Social Studies	PBL - Science or Social Studies	70; W 85
12:10 - 12:50	Lunch	Lunch	12:25 - 12:55pm Lunch	Lunch	Lunch	
12:50 - 1:55	Innovation, Enrichment & Technology	Innovation, Enrichment & Technology	1:00 Dismissal  1:30 - 3:30 Teacher Professional Development and PLC Planning	Innovation, Enrichment & Technology	Innovation, Enrichment & Technology	65 (M/T/Th/F)
1:55 - 2:45	Wellness	Wellness		Weekly Assembly	Wellness	50 (M/T/Th/F)
Total Instructional Minutes						350; 250 Wednesdays

### 23. INSTRUCTIONAL MINUTES

LbD exceeds the required number of instructional minutes set forth in the California Education Code. LbD will offer 180 total days of instruction.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	144	350	36	250					180	36000	59400	23400
1	Yes	144	350	36	250					180	50400	59400	9000
2	Yes	144	350	36	250					180	50400	59400	9000
3	Yes	144	350	36	250					180	50400	59400	9000
4	Yes	144	350	36	250					180	54000	59400	5400
5	Yes	144	350	36	250					180	54000	59400	5400
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

### 24. EARLY COLLEGE (NOT APPLICABLE)

## TEACHER RECRUITMENT AND PROFESSIONAL DEVELOPMENT

### 25. TEACHER RECRUITMENT

LbD will attract and recruit teachers qualified to deliver the instructional program through a variety of search methods including EdJoin, CLBD job fairs and website, LinkedIn, Indeed, advertisements at local colleges and universities and word of mouth. Our Principal, joined in later years by lead teachers, along with the Executive Director will lead all hiring, selecting teachers based on written applications, interviews, (where possible) demonstration lessons, and reference checks. All teachers are highly qualified as required.

Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities.

### 26. PROFESSIONAL DEVELOPMENT

Professional development and coaching is a critical aspect of operations. LbD believes in providing ample time, support and resources to teachers through a high-quality Professional Learning Committee (PLC) model, where internal expertise is continuously shared with other teachers regarding curriculum, instruction, assessment, and behavior management as well as open-ended discussions about how the

school might best promote student success. The PLC model fosters collaboration to continually improve learning, develop shared values and norms, and ensure greater accountability for results. Through PLCs, instructional staff will analyze student achievement data, conduct reflective inquiry, actively seek and cooperatively implement solutions, and evaluate learning outcomes. PLCs will be a regular and ongoing function of staff meetings. LbD's Principal will lead training in how to conduct and participate effectively in PLCs.

LbD instructional staff will meet for two hours weekly on Wednesdays (early release) with school leaders. Each teacher will have at least one bi-weekly Instructional Meeting with the Principal to discuss individual students, overall classroom strategies and teacher performance, and provide targeted coaching. Teachers will engage in collaborative planning and professional development for two weeks prior to the school first opening in August 2018, and five full days of professional development (PD) throughout the school year. In subsequent years, one week of teacher PD and collaborative planning time will occur each summer. During summer PD, emphasis will be placed on ensuring all of our teachers have comprehensive understanding of our instructional methodologies and are able to plan and implement lessons that incorporate our model consistently across classrooms. During the initial weeks of each school year, instructional leaders will spend more intensive time visiting classrooms and coaching teachers on pedagogy and instructional methods.

PD will be led by our staff, most commonly the Principal and Executive Director, but also by teachers who develop specific expertise or attend off-site trainings and then in turn train their peers. Outside consultants also will be retained to lead teacher PD as needed. PD topics will include:

- ☐ Charter Petition review and understanding the LbD model and mission
- ☐ Common Core State Standards
- ☐ Buck Institute of Education: Constructivism and Project-Based Learning
- ☐ Personalized/ Blended learning and small group instruction
- ☐ Responsive Classrooms: Social-Emotional curriculum and strategies
- ☐ Formative and summative assessments, including state standardized tests
- ☐ RTI Model, Role of the SST, identification of students with special needs, the IEP process, modifications for students with disabilities, available resources (e.g., counseling) for students and families in need
- ☐ Strategies for English learners including SDAIE
- ☐ Using Illuminate data system; Collecting, analyzing and using student achievement data to drive classroom instruction
- ☐ Health and Safety policies and procedures including emergency protocols, mandated reporter, blood borne pathogens and first aid/CPR training
- ☐ School administrative policies and procedures (attendance reporting, student discipline, etc.)
- ☐ Responsive Classroom (discipline and classroom management)
- ☐ Character Lab (discipline and classroom management)
- ☐ Way of Council (discipline and classroom management)
- ☐ Understanding and implementation of Online learning curriculum
- ☐ LA Maker Space on integrating Maker-centered learning in the classroom
- ☐ Nonscriptum on integrating Maker technology (i.e. 3-D printing in the classroom)

Staff work with school leaders to develop curriculum and assessments, review student achievement data (with a focus on subgroup performance), and discuss individual students. are utilized in which the

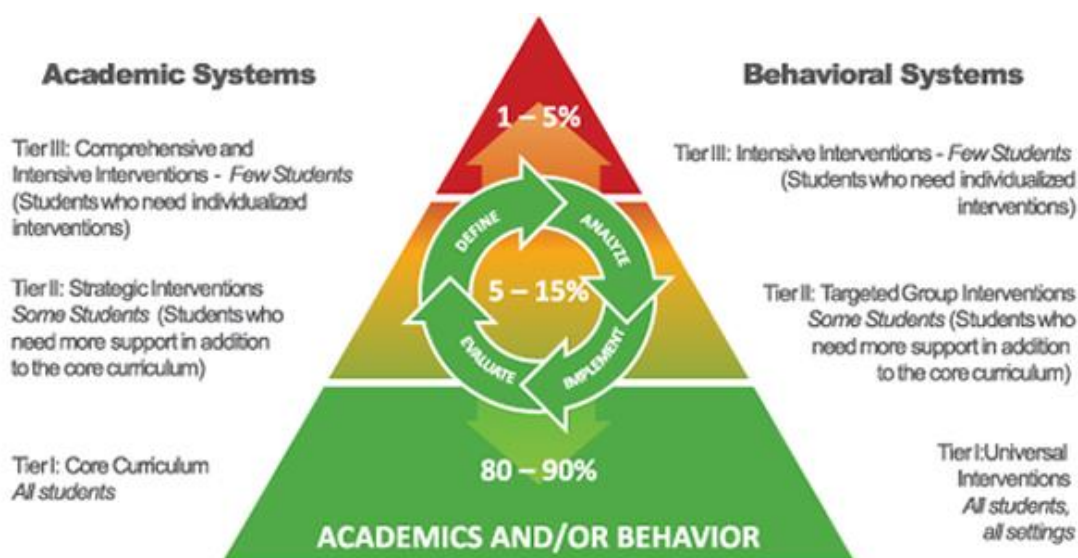


teachers come together as a professional learning community to examine student work, lesson or unit plans and give each other supportive and critical feedback. Through ongoing classroom observations, grade level teacher meetings, facilitated discussions around best practices, PLC meetings, analyzing data, and academic planning), teachers continuously collaborate to meet individual, subgroup, grade level and whole school student needs. Teachers also can attend off-site training as approved by the Principal.

## MEETING THE NEEDS OF ALL STUDENTS

LbD is built upon a premise of equity – giving each student what they need via a personalized learning experience that supports his/her individual growth and development towards success. As noted above, each student at LbD will have a Personalized Learning Plan, developed in a collaborative effort by the student, teacher and parents/guardians. Through regular check-ins and conferences, teachers and school leaders will continuously monitor the progress of each student toward the goals stated in the PLP, and be able to quickly intervene if additional supports or interventions become necessary. This process is the first step in intervention. Should more supports be needed, LbD will implement its RTI Model of Intervention.

LbD's Response to Intervention Model with integrated systems of leveled support are designed to ensure that the school and community are doing everything possible to make students successful at school. The Response to Intervention (RTI) process is used to provide multi-tiered systems of support for academic and behavioral instruction; where these supports and interventions are not successful in achieving desired results, students may be referred for evaluation for potential special education services and an IEP. The RTI system of support constructs interventions, programs, and services based on student data and student outcomes.



Tier 1 interventions involve providing all students with high quality, differentiated instruction as part of the regular core instruction in the classroom. As detailed above, through student's individual PLPs, customized "play lists," small Learning Hub groups and more, instruction at LbD is inherently differentiated for all students.

Students who need additional time beyond the regular classroom instruction and who have failed to meet standards, based on formative and diagnostic assessments, will be referred to the Student Support Progress Team (SSPT) and provided Tier 2 interventions. A request for consult with the SSPT can be made by a teacher, administrator, parent or guardian. Tier 2 provides targeted interventions for students who need additional support in addition to core instruction, including more focused time in Learning Hubs, individual and small group tutoring, differentiated materials in their play lists for online learning, and other targeted supports. The SSPT's recommendations, strategies or actions typically will be implemented for a six to eight week progress monitoring period. Progress monitoring and data collection are part of both Tier 1, and Tier 2 intervention. The student progress and data is then analyzed to determine the level of support based on the student outcomes from the interventions.

A small percentage of students require additional support beyond the Tier 2 intervention and are eligible for Tier 3 intervention that is generally more intensive and longer term and occur after and before school. Tier 3 – also coordinated by the SSPT -- provides intensive interventions for students with significant academic or behavioral needs. Tier 3 interventions include “pull out” instruction during enrichment blocks.

The SSPT meetings will be coordinated by the Principal who will schedule and oversee all SSPT meetings – including inviting parents/guardians to participate – and monitor student progress and follow-up. During the SSPT meeting, the core team (parent, guardian, school personnel, and student) will review test scores from current and previous years, review data and progress monitoring from interventions and review student's current behavior, academic, attendance, and social progress. The team will identify student strengths and successes, and then discuss concerns. A copy will be given to team members, and a record will be put in an SSPT folder in student's cumulative file. During the SSPT meeting, measures will be made to ensure the process is individualized with appropriate next steps assigned. The six to eight week RTI progress monitoring is the time to identify student strengths/challenges, work to create solutions, and set or revise goals. A follow up meeting may be scheduled if needed to reevaluate goals or consider Special Education testing as part of the RTI process.

## **27. ENGLISH LEARNERS (EL)**

Based upon the data from the surrounding neighborhood schools, we expect approximately 22 % of students to be English Learners (ELs), with the vast majority being Spanish speaking. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. LbD teachers, staff and school leaders will communicate to parents in Spanish as needed—but will use English instruction for the content areas in the classroom.

We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. LbD teachers, staff and school leaders will communicate to parents in their home language as needed—but will use English instruction for the content areas in the classroom.

## IDENTIFICATION OF ENGLISH LEARNERS

LbD's EL program, which will adopt the LAUSD English Learner Master Plan, is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports 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 will be required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English will be assessed using the English Language Proficiency 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 will take 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 LbD.

The Intervention/EL Coordinator assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities will be 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 will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of 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>40</sup>

This document provides the general performance level descriptors (general PLDs) for the English Language Proficiency Assessments for California. These general PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories on page 20 of the [2012 California English Language Development Standards: Kindergarten Through Grade 12](#) (PDF).

Following the field tests for the initial assessment (IA) and summative assessment (SA), the specific performance level threshold score recommendations will be submitted to the State Board of Education (SBE) for approval pursuant to California *Education Code* Section 60810(2) after the IA and SA standard settings. These general PLDs are structured so that for the summative assessment, a recommendation to consider an English learner for reclassification would be based on the threshold between level 3 and level 4. For the IA, a student whose IA results fall at or above the threshold between level 3 and level 4 would be considered Initial Fluent English Proficient (IFEP). These recommendations for IFEP and reclassification will be reconsidered by the SBE upon adoption of the specific threshold scores.

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<sup>40</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
4	English learners at this level have <b>fully functional</b> receptive (listening and reading) and productive skills (speaking and writing). 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.
3	English learners at this level have <b>moderately functional</b> receptive (listening and reading) and productive skills (speaking and writing). 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.
2	English learners at this level have <b>somewhat functional</b> receptive (listening and reading) and productive skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.
1	English learners at this level have <b>limited functional</b> receptive (listening and reading) and productive English skills (speaking and writing). 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.

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

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

#### EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION

All EL students will learn with all other students in the classroom during instructional time. In addition, EL students will have designated English language instructional time in small groups daily. 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 LbD teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model used by LbD will place a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. LbD's 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 will engage in the following practices to support universal access of subject matter content for all students:<sup>41</sup>

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers will link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers will 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. For example, SDAIE-enhanced instruction might proceed as follows:

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

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

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

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

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

Comparison-Contrast Matrix-Students determine similarities and differences

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<sup>41</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).

between two topics studied

Flowcharts – Students sequence important events in the content studied.

Cause and Effect Chart – Students chart the ways in different characteristics effect change and impact others.

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

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

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

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

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

Quotes – Students identify quotes from a fictional text related to the unit. They create a chart listing the quote and the point they feel the quote illustrates.

### **HOW THE PROGRAM WILL MEET THE NEW STATE ELD STANDARDS AND USE THE RESULTS OF THE ELPAC**

LbD 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, will be replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which will be aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, LbD teachers and instructional consultants provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level annually. Our Intervention/EL Coordinator

will partner with the classroom teachers to include ELD goals on students' learning plans, including specific goals to be met during daily Designated ELD instruction. Additionally, our Intervention/EL Coordinator will assess 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 will modify our EL program as needed.

LbD will ensure that teachers are qualified and supported to meet the needs of ELs. We will hire teachers that are CLAD/BLAD certified, and will 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. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

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

#### **SERVICES AND SUPPORTS FOR ENGLISH LEARNERS, INCLUDING INSTRUCTIONAL STRATEGIES AND INTERVENTION**

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

LbD will provide 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 are authorized to teach English Learners and receive training in the effective implementation of techniques such as SDAIE and scaffolding. Our Intervention/EL 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. As noted above, EL students will have English language tutoring time in small groups twice weekly during the regular ELA period, with focused time devoted to SDAIE strategies incorporated in regular classroom instruction.

#### **PROCESS FOR ANNUAL EVALUATION OF THE SCHOOL'S ENGLISH LEARNER PROGRAM**

The Principal at LbD is responsible for ensuring the quality and success of all instructional programs, and will report to the Board on progress towards academic goals, including serving EL students. The Principal conducts regular classroom observations and provides feedback and coaching. In addition, the Principal 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 will improve at least one ELD level annually as measured by the ELPAC.

Teachers are expected to evaluate student progress by reviewing EL data from formative and summative assessments weekly and monthly, respectively. Teachers use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers will receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders will 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**

LbD monitors student mastery of the ELD standards through the use of portfolios. The portfolio is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program as defined by the LAUSD Master Plan. (LAUSD Reference Guide, 2004). Teachers select assessments and work samples that accurately represent the student's current level of performance based on the CA ELD standards 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 Intervention/EL Coordinator reviews EL portfolios at the end of each reporting period and EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of EL portfolio 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 Principal, in collaboration with the Intervention/EL Coordinator, to ensure that classroom teachers carry out the EL Master Plan. The Intervention/EL Coordinator maintains EL portfolios, monitors classroom instruction, updates ELD levels in the LbD Student Information System (Illuminate), 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 Intervention/EL Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

Students scoring Level 3 or 4 on the ELPAC are considered for possible reclassification. If a student scores below Level 3 on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered for reclassification despite an overall score of Level 3 or Level 4. Teachers will 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 will be 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 will 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 also discusses if the student has met sufficient goals. If a student has satisfied all of these requirements they will then be 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 will be officially reclassified, and their file will be updated to reflect R-FEP in that academic year. A student will continue to be monitored by the reclassification team for two years after official reclassification.

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

In order to meet the individual needs of each English learner, the Intervention/EL Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the ELPAC will be 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 daily designated and integrated ELD instruction 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 LbD provides for all students.

Students will be 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 will guide LbD teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas<sup>42</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.

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<sup>42</sup> <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

English learners will 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). LbD will set a demanding reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process. The Intervention/EL Coordinator will serve as the ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue 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 AT-RISK ENGLISH LEARNERS**

Under California law, Long Term English Learners (LTELs) are defined as those students who have spent seven years or more in California schools, score Far Below Basic or Below Basic on the state academic exams in English Language Arts (or presumably equivalents under the new CAASPP testing) and are failing to progress on the state's English language proficiency exam (AB 2193, Lara). As LbD will only serve six grade levels (TK-5), we will not officially have any designated LTELs. That said, we will closely monitor each EL's progress and any instances in which a student is not making sufficient progress towards reclassification. The Intervention/EL 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. LbD will prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

### **28. GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL**

The philosophy of the school is that within a heterogeneously grouped classroom, each student is challenged at his or her own level. This includes gifted students, thus LbD will not segregate GATE students from their peers. LbD will use its beginning of the year diagnostic exams that are administered to all new students as a measure of whether a student is achieving substantially above grade level. Students identified as potentially gifted may be referred for additional evaluation. Teachers, administrators and parents may request an assessment. LbD will administer the Otis-Lennon School Ability Test (OLSAT) to all second grade students. Ultimately, the Principal, in consultation with teachers, review a variety of data and then determines GATE designation. Parents are notified both in writing and in an in-person meeting about the designation and ways in which they can support their child's learning. The progress of gifted and talented students will be tracked and monitored by faculty and by school leaders, just as the progress of all students is monitored. Project-Based Learning and Maker-Center Learning is well-suited to GATE students, as is our personalized online learning program that will enable students to progress more quickly as they master content online.

According to Carol Ann Tomlinson, a recognized expert in the field of education for gifted students, "a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given." (Tomlinson, 1995.) LbD will employ many of the strategies recommended by Tomlinson and others for effective teaching in mixed-ability classrooms, such as:

- Providing alternative and/or extension activities for students who have already mastered the

- content being taught;
- Allowing gifted and high achieving students to work at an accelerated pace;
- Providing opportunities for students to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher;
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking;
- Incorporating a variety of the levels of thinking described in Bloom’s taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products;
- Opportunities for leadership roles and mentoring outside of the classroom.

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners will be met within the regular classroom program.

## **29. STUDENTS ACHIEVING BELOW GRADE LEVEL**

Students will be identified as low achieving by multiple measures, including state standardized assessments, in-house benchmarks (NWEA/MAP), or DIBELS scores for K-1 students, teacher observations, low achievement on curriculum assessments, parent input or SSTP recommendations. At-risk students are targeted for specific areas of growth by student goals. The teachers monitor progress using the multiple measures mentioned for students who are identified as academically low achieving that do not show progress after the first quarter review. Students will be recommended to the SST, where appropriate intervention staff will consult for additional interventions and supports through the RTI model, and determine next steps.

Targeted Tier 2 and Tier 3 support for students who are academically low achieving may include:

- ☐ Early intervention in reading during ELA;
- ☐ Tutoring;
- ☐ Focused attention – prepared in consultation with the student and the parent/guardian, if needed in the context of the SSTP process, regarding specific strategies and supports;
- ☐ Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve;
- ☐ Other program modifications and supports as determined by the classroom teacher;
- ☐ More frequent parent-teacher communication and parent involvement;
- ☐ Access to technology at home and school for mastery of target areas of growth (i.e., Lexia Core 5, MyON).

Classroom modifications also may be made to support academically low-achieving students, including using different materials (visual aids, manipulatives, audio materials), using different methods (reading written material aloud to student, guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more.

## **30. SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS**

As demonstrated by the success of countless schools in California and beyond serving students who are socio-economically disadvantaged, income is not a determinate factor in a students’ ability to succeed academically. If students that are socioeconomically disadvantaged also are academically low achieving

or struggle with learning differences or are identified as English Learners, LbD will utilize strategies described in other sections of this petition. LbD will identify SED students based on free/reduced meal forms at the time of enrollment. Like all other subgroups, school leaders and faculty will monitor the progress of SED students throughout the year by disaggregating test and other assessment data.

Our teachers and staff will all receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Our SST will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. Parents will be able to drop-off their children starting at 7:30 a.m. and after-care will be provided (pending funding) until 6:00, both to best serve our students' needs and accommodate working families. In addition, we will connect with local non-profit agencies for referrals for social services if needed by our families.

### **31. STUDENTS WITH DISABILITIES**

See District Required Language at the beginning of Element 1.

### **32. STUDENTS IN OTHER SUBGROUPS**

LbD will offer a variety of support for students with extraordinary needs, such as foster youth, homeless youth, and more that will be managed by the Executive Director. Our extensive intervention program provides several levels of guidance depending on the need of the student. The SSPT and student's teacher will 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 SSPT process and teacher training will 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.

### **"A TYPICAL DAY"**

It's 7:45am and Bria Walker, a 3rd grader at Learning by Design Charter School arrives at school a few minutes early to spend a little time with her friends on the yard. Bria is a bright outgoing 8 year old who transferred to Learning by Design in 2nd grade.

At 7:55am, the first bell rings, notifying students that it is time to head to their classrooms and hang their backpacks and jackets on the hooks outside the classrooms. When the second bell rings at 8:00am, all students should be lined up outside their classrooms ready to enter. Mrs. Sparks, a beloved 3rd grade teacher, opens the doors and welcomes all of her 3rd grade students. All of the students know the routine, which is to head to the carpet for Morning Meeting. Today is Alvin's turn to lead the class in a brief check-in discussion where they talk about the Character Lab focus for the week which is "Growth Mindset." Some students share examples of how they have demonstrated "Growth Mindset" so far this week and other share how they will plan to practice this skill. Some students share ways in which all of them can try to practice this skill. Alvin asks the class if there are any current events anyone would like to discuss briefly and he reminds all the students about the Maker Faire happening in the Spring and think about a project they might like to present at the Faire. While this Morning Meeting is going on, The

classroom assistant, Mr. Clark, takes roll. Before moving to ELA Block, Alvin leads the class in a “Mindful Minute” activity.

8:15am and students move to their assigned “station” according to their pre-assigned grouping (posted on the board) to begin their ELA Block. Bria and six other students know that this is the day that their first station is online learning on their Chromebooks. So, they go to the computer area and sign-in to begin their individual online lessons. Bria is working on “Parts of a Sentence” on Lexia while a few other students are watching Brain Pop videos. Five other students join the teacher for a Readers’ Workshop lesson. Six students get their PLP Portfolios to do independent practice with a different ELA concept, and six students pull out their readers bags that houses several books at their reading level to begin silent reading. While reading, students write in their notebooks about different characters’ thoughts, feelings, actions and motives. After approximately 30 minutes, students rotate to new stations. Mrs. Sparks next works with another small group of students, and then meets one on one with students in Conference regarding their PLPs and progress they have made for the week. Bria’s second rotation is silent reading. She is reading a story from the Magic Treehouse Series by Mary Pope Osbourne. During this time, Mr. Stevens, the Intervention Specialist, comes to the class to get two EL students to join him and four other students from the other 3rd grade classes for some targeted reading/EL fluency support. They meet with Mr. Stevens for 30 minutes before returning to class.

9:30am All the students transitions to Math Block. Based on her pre-assessment from EnVisionmath from the previous week, Bria needs additional support on fractions and partitioning shapes into equal shares, so she moves into her flexible Math group for her mini-lesson with Mr. Clark. After her small group, Bria and Richard work together to play a math fraction game. Mr. Clark joins them to observe the game for a few minutes and prompts them with a few questions. Mrs. Sparks continues conferencing with other students. In her last math rotation, Bria then works online with EnVisionmath, completing problems in fractions. She completes the lesson and post-assessment which she passes with flying colors (90%).

10:45am Bria has snack and recess outside, where she plays a game of Four Square with some of her friends.

11:00am Mrs. Sparks’ 3rd grade class returns to class ready to engage in their Science projects for the day; while they were gone, Mrs. Sparks set up the room for their project time. Mrs. Sparks does a brief check-in at the beginning of the block to check for basic understanding on Sound Waves for the entire class. She also reviews the project rubric with the class so they can all be sure their projects are meeting the requirements for success. Bria then gathers with her Project-Based Learning Team for their daily work time on their Sound Waves project. Bria’s team of five students has decided they will build a telephone for their project. Over the previous weeks, Mrs. Sparks has done whole group lessons on Sound Waves, Bria’s team has watched Sound Wave videos on YouTube, and they have articles they have found online. They are also creating a Power Point presentation to accompany their “telephone.” Today they are outlining their Power Point Presentation and Bria will place these notes from today’s group outline to her Google Drive and share it with her group. Mrs. Sparks and Mr. Clark rotate through each group inquiring about where they are in the process, asking them questions that cause them to think more about different aspects of their project, and working with them to determine their next steps. Bria likes that she feels like she is playing an important part in her group as the primary “recorder” of information.

12:10pm Bria next heads out to lunch and recess. She picks up her hot lunch and sits with her friends and talks in an animated way. After the finish and clear their places, Bria and her friends play jump rope or hula hoops, and then Bria helps another friend draw chalk art on the ground. Other children are busy in the Imagination Station building a fort, playing basketball ball and soccer, and just hanging out in the "Hangout Zone. The assistants monitor the yard and lunch area during lunch.

12:50pm This week, during the Innovation, Enrichment & Technology Block, Bria's entire class is learning how to code games using the Scratch app. They also sometimes use code.org or The Foos (a game-based coding app) to practice coding. Bria and her partner, Sofia, are working on a game that builds a code to move a character through a maze or obstacle course. The maze features several obstacles that the students must code the character through such as jumping over a ditch, ducking under a floating wall, or using optional tools. In previous weeks during this Block, the class has worked on art and 3-D printing projects that are a part of their 3rd grade class Social Studies project on World Cultures, where they are creating Native American Pictographs, Aztec Sundials, and an Egyptian Sarcophagus. Each of the 3rd grade classes has been assigned a different area of study and they will all come together to share their projects at the completion of the Unit on World Cultures.

1:45pm For PE this semester, Bria's class has Yoga twice a week. The Wellness Coordinator assists Bria and the other students in sun salutations and poses that require them to balance; then she takes them through a series of mindful exercises to help them learn how to manage their emotions. Tomorrow, Bria will have Gardening and Nutrition where she is actively engaged in learning how a seed germinates and about the irrigation process of the Tower Garden. Mrs. Sparks uses this time to do some planning with a few other teachers.

After PE, Bria collects her things and heads to the dismissal line to meet her dad. At home, Bria reviews her math facts with her dad. She reads to him for 20 minutes from The Magic Treehouse and circles/writes down any words she does not know or understand in her Challenge Words notebook.

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

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

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

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

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

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

### **STANDARDIZED TESTING**

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

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

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

### **MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

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



## MEASURING PUPIL PROGRESS TOWARDS OUTCOMES: FORMATIVE ASSESSMENT

In our Mastery-Based approach to learning, formative and summative assessments work hand-in-hand. Students will complete summative assessments (publisher and teacher-created) to demonstrate their mastery of content before they move on to the next lesson or unit. Formative assessments are used as *part of the learning process*, where students (and teachers) see which strands and skills they have mastered and which they need to complete. Whether through online curricula and ongoing assessments, or through teacher-designed rubrics, even our young students will learn to measure their own performance and progress as they move through the curriculum. Students who fail to demonstrate mastery of a particular skill or competency are given the opportunity to relearn the material in different ways or engage in more practice, including online curricula/skills practice (with either the same, or different items as determined by their teacher), working with teachers in small groups or one-on-one, alternative kinds of scaffolding and support provided by teachers. Students then try once again to demonstrate mastery. This ability to “pause” on material that is challenging before moving on is instrumental in long-term student success.

In this way, our faculty will use a variety of assessments to measure individual students’ attainment of state content standards and the objectives of our curriculum. Students will participate in several formal assessments each year, including the NWEA MAP diagnostic assessments. Official checklists and rubrics from the published curriculum programs and online resources will play a major role in teachers’ determination of student achievement of standards mastery. More informal assessment techniques will also play a major role including teacher observation, homework samples, written work, project-based rubrics and more.

As students become increasingly able to produce independent work samples such as journal entries, written reports, project work and presentations, these products will also be evaluated by teachers. By the end of the third grade we expect that most students will Meet/Exceed standards in ELA and Math according to the school’s identified assessment measures. Ongoing assessment of daily work and formal evaluation using online assessments, scoring guides, tests and checklists will provide the teacher, parent and student with feedback on student achievement and progress. As students progress towards middle grades, student evaluation will become more formal, including student-produced projects, final draft writing, science experiments and presentations of research. Portfolios and projects will be used to assess student growth and to assist both the student and the teacher in identifying the next steps for growth. Students will be assessed in a summative manner on a weekly basis in the form of a quiz, test (both written and online), essay, research paper, presentation or project.

To make certain that the school’s primary goal of increased academic achievement for all students is met, student achievement data obtained from standardized assessments will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Additional internal assessments, such as teacher-created, publisher and online assessment tools, will be analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction. Throughout the year benchmark student achievement data will be analyzed among the school faculty during pupil-free professional development days.



The following chart illustrates the types of assessments administered by subject, grade level, and frequency.

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject	TK-5	Daily and /or weekly
Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery	TK-5	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	TK-5	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	3-5	Once a year
California Science Test (CAST)	State Assessment in Science	5	Once a year
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	3-5	Once a year
NWEA MAPs	National Normed-Referenced Assessment in ELA and Math	K-5	Beginning, mid- and end-of-year
DIBELS/DRA	Reading Assessment	TK-1	Beginning and end of year
ELPAC	Measure language acquisition	TK-5	Upon enrollment; twice annually
Presentations of Learning	Measure mastery of grade-level content	3-5	End of each quarter

## DATA ANALYSIS AND REPORTING

LbD will utilize the highly customizable and integrated Illuminate management system to track and monitor students' progress on classroom and state standardized assessments. Illuminate will include student information such as registration, attendance, demographics, emergency contacts and more. We will also will utilize Illuminate to collect, analyze, and communicate to parents and other stakeholders a variety of reports on student achievement, including school-wide and subgroup analyses. While the Principal has primary responsibility for overseeing all student achievement data entry, analysis, reporting and reflection on data, all teachers will receive intensive training on student achievement data and effective usage of Illuminate.

Administrators and teachers will regularly analyze student data to identify strengths and weaknesses and create action plans for instruction and determine areas for intervention. This analysis will be done

for individual students, as well as subgroups, whole classes, grade levels and schoolwide to help fuel continuous improvements at every level. School leaders and the Board will review student achievement data and other metrics (attendance, behavior, survey results, etc.) at least quarterly to assess whether LbD is meeting its annual goals and what additional resources or changes may be needed to ensure the school's success. Through individual report cards, school newsletters/website, Board meeting agendas and minutes and other "official" documents (the LCAP, SARC, etc.) the school will distribute information about the school's progress, successes and challenges to all stakeholders.

The Principal will monitor the progress of all subgroups (particularly English language learners and special education students), and patterns of academic achievement that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends will be directly addressed through meetings with individual teachers, and through the examination of policies or curriculum that may be contributing to declining achievement or inequities.

Data review also will be used by school leaders to assess teacher efficacy in real-time, ensuring that teachers who are struggling to achieve intended outcomes in specific subject areas, or with specific students, receive targeted training, support and professional development to improve their teaching practice.

## **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

LbD's grading policy is based on demonstration of mastery of CCSS. Grades include student performance on in-class work, homework, assessments (tests/quizzes – online and offline -- written work, project work), and other components such as participation in group projects and in-class participation. Teachers will formally report student progress to parents four times each year (at the end of each quarter) using progress reports. Teachers will conduct parent conferences twice annually (fall/spring) so that parents have regular opportunities to discuss their child's progress and update the student's PLP personally with his or her teacher. For students that need additional support, an additional parent conference may be held. In addition, parents have access to Illuminate at all times and can login and receive up to the minute, real time grades for their student.

Student achievement will be evaluated against state standards and the school's stated outcomes and will reflect student progress on a continuum toward mastery of the concepts and skills at each grade level. The progress reports will include a score on a scale of 1-4 indicating the student's level of mastery in each standard:

1	Not yet mastered
2	Nearly mastered
3	Achieved mastery
4	Exceeded mastery

The goal is for every student to prove mastery on each standard, indicated by a score of 3. If a student proves mastery above and beyond grade level, the student will earn a 4 on that standard. In addition to a scale score on a continuum toward mastery, teachers will include verbal narrative evaluations regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school during parent teacher conferences.

During the summer prior and into the first month of the school's operation, the Principal and teachers will collaboratively review the report card format, policies and procedures that will be used to report student progress. All instructional staff will receive detailed training about the preparation of these reports during professional development sessions during summer and throughout the year.

Despite various interventions and extra supports (detailed extensively above), if students are still far below grade level (scores of "1" on the grade scale), another possible intervention will be retention. LbD views this as a last resort when, in spite of the aforementioned ongoing interventions, a student cannot exhibit mastery of grade level standards. Parents will be informed through SSPT meetings and in written reports of student progress about possibility of retention by the end of the third quarter (March). Although parents will be informed throughout the process, the final decision for retention rests with the LbD Principal and will be made on a case-by-case basis by the last instructional week in May.

## ELEMENT 4: GOVERNANCE

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***“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>43</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.

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<sup>43</sup> The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

Charter School shall 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.

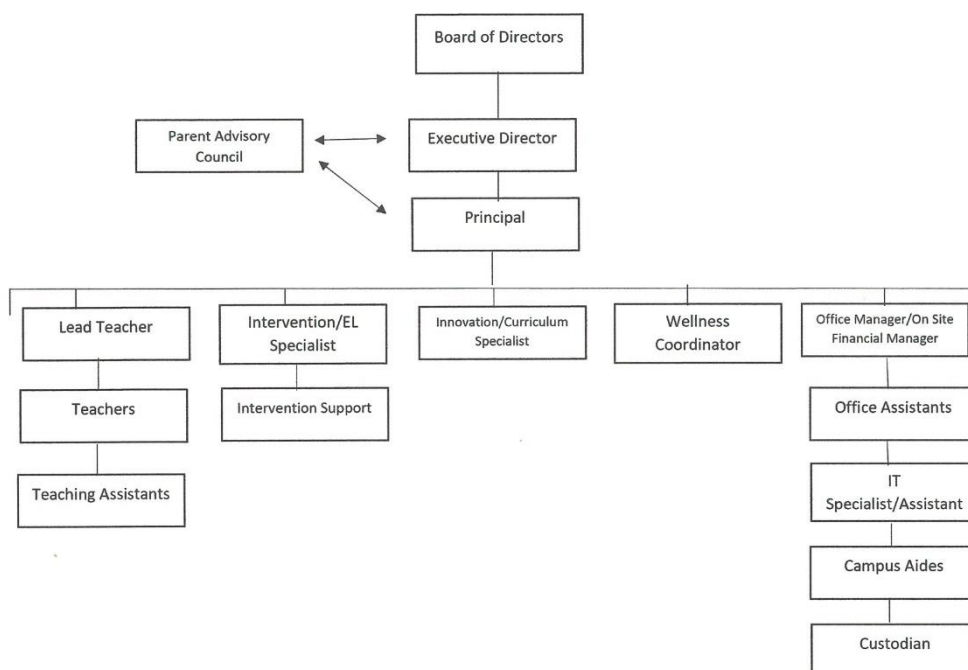
#### **FEDERAL PROGRAM COMPLIANCE**

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

LbD will be a direct-funded independent charter school, operated by Learning by Design, Inc. (LbD, Inc.), a California Nonprofit Public Benefit Corporation with 501(c)(3) status from the IRS, pursuant to California law. LbD will be governed by the LbD Board of Directors (“Board”) in accordance with California’s Charter Schools Act, the Nonprofit Public Benefit Corporation Law, the corporation’s Bylaws and the terms of this charter.

### 1. ORGANIZATIONAL CHART



### 2. BOARD OF DIRECTORS

LbD will be governed by the LbD, Inc. Board of Directors, who will maintain active and effective governance in accordance with its charter and its adopted corporate bylaws that shall be consistent with the terms of this charter.

Our Board of Directors is guided by our Bylaws. The Board will have a maximum of nine (9) directors and no less than five (5).

+3

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been

designated and qualified. Terms for the initial Board of Directors shall be staggered. The initial Board shall consist of at least one (1) Directors who shall serve a one-year term, at least two (2) Directors who shall serve a two-year term, and at least two (2) Directors who shall serve a three-year term. The initial Board of Directors shall be as follows:

Lybroan James	September 6, 2018
Andrea Martin	September 6, 2019
Theresa Key	September 6, 2019
Charles Inokon	September 6, 2020
Meteka Bullard	September 6, 2020

Per the Bylaws, the Board's Nominating Committee will be responsible for designating qualified candidates for the Board. The Chairman of the Board of Directors, if none, the President will appoint a committee to designate qualified candidates for the election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its reports at least seven (7) days before the date of such designation or at such other times as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by the committee. Current Board members will have looked into local professional networks and other sources and will have reviewed potential board members resumes and backgrounds. Potential board members will be interviewed by current board members. eSelection of future members will be by consent of the Board (via election) to expressly fill positions that work within the needs of LbD and its Board of Directors. Directors will be voted on the Board based on their experience, qualifications and commitment to the mission and vision of LbD. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, and more. Although not required, the Board will strive to create an odd number of Directors for voting purposes. In the event of a tied vote, per Robert's Rule of Order, the Board of Directors will continue to vote until a consensus is met. The Board will strive to seat new Directors as promptly as possible upon any vacancy or change in the Board's designated number of directors.

LbD, Inc. will comply with conflict of interest laws related to public entities including Govt. Code 1090 and Political Reform Act.

## **BOARD MEETINGS AND DUTIES**

The Board meets once a month for at least ten months out of the year; additional meetings may be called as necessary. All meetings of the Board of Directors and Board committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code). All Board meetings are held within the boundaries of LAUSD, with telephonic participation available within the requirements of the Brown Act. We will not start with standing committees as they may be established in the future. Directors may participate in a meeting through use of conference telephone, or other electronic transmission in compliance with the Bylaws so long as:



- 1) Each director participating in the meeting can communicate with all of the other directors concurrently and;
- 2) Each director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection specific to, a specific action to be taken by the corporation.
- 3) For any meeting with board member telephonic participation, the agenda identifies the teleconferenced location and that location is open to the public. The agenda is also posted at the teleconferenced location. All votes taken at a meeting with telephone participation shall be roll call vote. At least a quorum of the board must be present within the jurisdiction of the corporation.

Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the Charter School, at the entrance of the Charter School's main office, and on the Charter School's website for public viewing at least 72 hours in advance of scheduled meetings. The schedule for regular Board meetings will also be included in the school's monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. Minutes of each meeting will be published on the Charter School's website and kept in the Board Book located in the corporate records and available for review by the public.

The majority of the authorized directors then in office constitutes a quorum. All matters shall be decided by the vote of a majority of directors present at a meeting duly held at which a quorum is present, and every such act or decision shall be the act of the Board, unless a greater number is required by the California Nonprofit Public Benefit Corporation Law or by the Articles of Incorporation or Bylaws, except that a meeting at which a quorum is initially present may continue to transact business and when there's less than an a quorum and a decision needs a vote, the meeting will be adjourned to a future date.

LbD, Inc. has adopted a conflicts of interest policy that complies with the Political Reform Act, Corporations Code, and District policy. The Board of Directors attends an annual in-service for the purposes of training individual board members on their responsibilities with topics including at minimum Conflicts of Interest and the Brown Act.

## **MAJOR ROLES AND RESPONSIBILITIES**

### **1. BOARD OF DIRECTORS**

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

- ☐ Ensure LbD meets its mission and goals
- ☐ Monitor student achievement to ensure progress toward fulfillment of the mission;
- ☐ Hire, supervise, and evaluate the Executive Director and Principal;
- ☐ Approve contractual agreements in accordance with Board policies;
- ☐ Approve and monitor the school's annual budget, budget revisions, and monthly cash flow statements;
- ☐ Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation

of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of LbD;

- ☐ Board of Directors will appoint an Audit Committee that will be responsible for contracting 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 the Charter School;
- ☐ Execute all applicable responsibilities provided for in the California Corporations Code;
- ☐ Engage in ongoing strategic planning;
- ☐ Approve the schedule of Board meetings;
- ☐ Participate in the dispute resolution procedure and complaint procedures when necessary;
- ☐ Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- ☐ Approve annual independent fiscal audit and performance report;
- ☐ Appoint an administrative panel to take action on recommended student expulsions.

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

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

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of 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.

## **2. EXECUTIVE DIRECTOR**

The Executive Director is the Chief Executive Officer of the Charter School. S/he is responsible for the effective operation of the school, general administration of all instructional, business, and other operations of LbD. S/he will administer and supervise the Charter School and its employees, lead development of educational program improvement, foster a culture of positive, engaged learners, and serve as a strong advocate for the school's core values. He/she will recruit, hire, supervise, evaluate, train, discipline and terminate all school site staff with Board approval and in accordance with Board policies and employment contracts. The Executive Director will provide leadership for and facilitate collaboration with all stakeholders on identifying goals for student achievement and assess progress toward meeting the goals.

### **3. PRINCIPAL**

The Principal will serve as the instructional leader of the Charter School and oversee all instructional staff at the school site, reporting to the Executive Director. S/he will create an engaging, joyful, academically rigorous school built on our core values. S/he will have depth of understanding and knowledge of and experience with personalized learning practices, constructivist approach, balanced-literacy, backward design planning efforts to support project-based curriculum, and building and/or working in underserved communities. The Principal will create and maintain a school culture that challenges and motivates our students, teachers, and families to achieve academic excellence, develop as people, and positively impact the communities in which they live. S/he will work closely with other stakeholders, including the school's Board of Directors, the District, parents/families, local community and other stakeholders as needed.

#### **PARENT INVOLVEMENT IN DECISION MAKING**

Parents will be involved in decision-making with regards to the overall school program in the following ways:

- Parent representation on the Advisory Council: The Advisory Council will include parents and staff who meet monthly to advise the Principal on school policies, resource allocations and other matters, assist in the development of the School Safety Plan, the LCAP and other important policies and plans. The Council is advisory in nature, with decision-making authority retained by the Principal and Board of Directors. As needed, Council representatives will make presentations and recommendations to the Board of Directors.
- Parent participation in the school's English Learner Advisory Committee (ELAC), as applicable (if LbD enrolls 21 or more EL students).
- Parent participation in the Parent Association, as described below.
- Parent attendance at Board meetings and engagement in the annual goal setting and reflection process for the annual LCAP.
- Parent completion of annual surveys, with incentives offered to generate full participation.

All parents of enrolled students are invited to be members of the Parent Association. The Parent Association will facilitate open communication among the entire LbD community through monthly meetings where parents share information and have the opportunity to learn more about school activities and educational programming. Meetings will feature updates on committee work, parent education events conducted by LbD staff and outside guest speakers, and opportunities for open discussion and mutual support. The Parent Association will also encourage community participation in school activities including performances, fundraisers, site beautification projects and other volunteer opportunities. A president of the Parent Association will be elected by the membership each spring to serve the following year. The Parent Association leaders will collaborate with the Principal to maintain a comprehensive list of volunteer opportunities including but not limited to the following:

- Playground supervision before and after school and during recess
- Assisting during school celebrations and events
- Assisting in an enrichment class
- Hospitality (hosting a visiting teacher candidate or speaker)
- Service as "Class Parent"
- Coordinating and chaperoning field trips
- Assisting with fundraisers
- Assisting in the office

While all parents will be encouraged to volunteer to support the school and help foster a strong community, no child will be excluded from the school or any school activities due to the failure of his or her parent or legal guardian volunteer.

In addition, LbD will strive to ensure frequent and comprehensive home-school communications. LbD will use a variety of means to communicate effectively with parents, including, but not limited to: Website, Facebook, Newsletter, email, monthly breakfast meetings with Principal and many other opportunities to connect including family nights and parent training.

Parents, students and staff will use Illuminate, a schoolwide system that allows ready access to students' attendance, grades, and teacher assignments. We believe that the parent portal will transform the collaborative process among parents and teachers, enabling them to focus on the crux of the student information system - student performance and achievement.

Parents and students will be invited to monthly meetings that will include topics such as:

- Preparing your student for success in school
- Preparing your student for high school
- Getting ready for college begins now
- Common struggles for elementary school students

As detailed in Element 1, the Charter School will engage all stakeholders annually in the development and adoption of the LCAP, including review of progress, goal-setting, and resource allocation.

## ELEMENT 5: EMPLOYEE QUALIFICATIONS

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***“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(I). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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

## **EMPLOYEE QUALIFICATIONS AND RESPONSIBILITIES**

### **1. EXECUTIVE DIRECTOR**

The Executive Director serves as the leader of the Charter School and assumes responsibilities for the direction of the instructional program, the public image of the organization, and all aspects of operations. This includes continuing to oversee the development and design of the school education program in close collaboration with the Principal, ensuring all efforts and purchases align with the intended mission and vision of the school. The Executive Director will continue fundraising, community outreach, and partnership development. In the first two years, the Executive Director will take on the role and responsibilities of the Principal. The Executive Director will oversee and ensure that all charter school requirements are met, act as the primary liaison with the school district, and oversee all facility matters.

The Executive Director reports directly to the Board of Directors and supervises all charter school programs and operations in accordance with the approved charter petition and Board policies. Although the Executive Director may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, he/she is responsible for the execution of these

powers and duties.

**Qualifications:**

- A Master's Degree from accredited college or university.
- Evidence of successful administrative experience.
- Teaching and/or supervisory experience in educational programs serving students and their families.
- Demonstrated track record to quality education and creative approaches to program management, development and implementation.
- Demonstrated commitment to working with diverse students and families.
- Demonstrated knowledge of evidence based curriculum for grades TK-5.
- A California Teaching Credential or its equivalent.
- A California Administrative Credential or equivalent in experience
- Five years of full-time teaching service.

**Preferred Knowledge, Skills, Abilities, and Personal Characteristics:**

- Understanding of the Charter School's philosophy and approach to education.
- Knowledge of and ability to recognize and implement the impact of the Charter School Petition, and applicable state and federal laws and regulations.
- A commitment to Charter School's mission and vision and to working collaboratively with staff, parents and Board members to make the best policy decisions possible for the success and longevity of the school and its students.
- Understanding of and sensibility towards a diverse, multi-cultural population of students and experience conducting parent/community outreach.
- Knowledge of the relationship between the Charter school, the authorizing district, the state and federal agencies.
- Knowledge of evidence-based practice for TK/K-5 curriculum, teaching and management techniques, with a focus of achieving basic and advanced academic performance for all students.
- Knowledge of and skill in effective budgetary processes and school finance.
- Ability to establish and maintain cooperative working relationships with community at large, including potential donors and community/stakeholders: staff, faculty, parents, Board, LAUSD.
- Ability to select, train, supervise and support, and evaluate staff and a commitment to continued staff development as a means to improve the school's program.
- Ability to integrate Charter School's vision in order to build on and develop its educational program.
- Entrepreneurial ability to manage change and be responsible to community needs.
- Ability to motivate and lead individuals and groups.
- A firm commitment and demonstrated record to quality education and efficient approaches to program management, development and implementation

**Responsibilities:**

- Oversees adherence to the Charter School's philosophy, mission and vision and serves as the chief administrator of the Charter School.
- Makes reports to the Board on all facets of Charter School operations; advises the Board on the need for new and/revised policies and makes policy recommendations based on data and input from stakeholders and expert consultants (back-office, legal, etc.); collaborates with the Board in strategic planning and goal setting for the charter schools.

- Provide input on the Board meeting agenda and help ensure Brown Act compliance, in conjunction with the Board Chairperson.
- Attend District Board meetings as necessary, as the Charter School representative, and serve as Charter School's primary contact with District representatives.
- Propose policies for adoption by the Board and provide comments and recommendations regarding policies presented by others to the Board.
- Establish Charter School procedures designed to carry out Board policies and oversee staff regarding compliance with applicable laws and Charter School policies, including Health and Safety policies and procedures.
- Communicate with legal counsel and any outside consultants.
- Approve all purchase orders and contracts up to \$10,000 (LbD Treasurer approves purchase orders over \$10,001 and under \$25,000, the full Board approves purchase orders and contracts over \$25,000), pay warrants and requisitions and, upon approval, forward on for processing.
- Develop the Charter School budget and any necessary revisions in collaboration with the Principal, Back-Office services provider and stakeholders, and submit to the Board for review and approval.
- Oversees and supports Charter School's Principal in implementing instructional programs, realizing student achievement goals for grades TK-5.
- Serves as the point person with LAUSD, County, State and other governmental entities; and other community partners, ensuring effective communication and timely reporting.
- Ensures compliance at school site and through all operations with all applicable laws, regulations and District/County/State policies regarding public charter schools.
- Oversees operating budgets, seeks and identifies sources of income and funding resources for school.
- Oversees facilities development and management.
- Attracts new resources to the school.
- Oversees charter renewal process and any necessary Material Revision requests along with the Principal and Operations Manager.
- Oversees all required reporting to the District, County, State and other relevant entities (e.g., grant funders), including leading the annual LCAP process.
- Other duties as assigned by the Board.

**In Collaboration with the Principal:**

- Recruit, hire, supervise, evaluate, train, discipline and terminate all school site staff in accordance with Board policies and employment contracts.
- Oversee Instructional program and student achievement.
- Guide professional development for staff and faculty.
- Providing effective communication with the community, families and community partners.

**2. PRINCIPAL (YEAR 3; IN YEARS 1-2 RESPONSIBILITIES WILL BE ASSUMED BY EXECUTIVE DIRECTOR AND LEAD TEACHER WHERE APPROPRIATE)**

The LbD Principal will be an educator with proven, successful results in serving underserved students. He or she will practice a constructivist/project-based approach to curriculum design, and be a collaborative individual who will engage students, parents and teachers at LbD. He or she will be a leader and learner who practices 21st Century skills as outlined in our charter and the California State Frameworks and one who models and believes in service to the community, whether local or global, as the pathway to a successful society.

The Principal shall act as the instructional leader at LbD and shall be responsible for helping students achieve outcomes as outlined in the educational program. The Principal, along with the Executive Director, Lead Teacher and Innovation and Curriculum Specialist, will also develop and lead professional development as well as oversee the strategic planning of LbD. The Principal reports to the Executive Director and the Board.

**Qualifications:**

- K-12 Teaching Credential preferred
- Master's Degree from accredited college or university
- 5 years of successful full-time public school certificated service, with no fewer than 3 years as a teacher
- At least one year of administrative experience in a school-based position

**Responsibilities:**

- Serve as the instructional leader of the Charter School and oversee all instructional staff at the school site and co-supervise all administrative/operational staff in collaboration with the Executive Director.
- Recruit, hire, supervise, evaluate, train, discipline and terminate all school site staff in collaboration with the Executive Director and in accordance with Board policies and employment contracts.
- Organize and lead professional development for teachers and staff.
- Provide leadership for and facilitate collaboration with all stakeholders on identifying goals for student achievement; assess progress toward meeting the goals.
- Provide guidance, supervision, and assistance in instructional practices and curriculum and assessment development that is standards-aligned and culturally relevant and responsive to the language, social, and the academic needs of the student population.
- Develop annual performance target goals as part of the LCAP planning and update process in collaboration with school stakeholders; lead ELAC, Advisory Council and all other parent committees/councils.
- Provide input on the Board meeting agenda to the Executive Director and attend all Board meetings and provide regular updates on student achievement and progress towards annual goals.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Oversee outreach and recruitment, lottery and enrollment, and student/family orientation.
- Attend SST and IEP meetings when necessary.
- Address discipline issues in coordination with teachers and staff, including entering discipline information into student records.
- Coordinate the administration of Standardized Testing, EL program and reclassification.
- Oversee all parent/student/teacher relations, school events, parent communications and workshops and parent volunteers.
- Other duties as assigned by the Board of Directors.



### **3. INNOVATION AND CURRICULUM SPECIALIST (YEAR 3; IN YEARS 1-2 RESPONSIBILITIES WILL BE ASSUMED BY LEAD TEACHER)**

#### **Qualifications:**

- Bachelor's degree
- Three years or more of full-time teaching service
- California multi-subject teaching credential preferred
- Understanding of CA Common Core State Standards and grades TK-5
- Knowledge of innovative and progressive curriculum and instructional efforts with advanced understanding and knowledge of Project-based and Maker-Centered learning best practices
- Demonstrated success with similar populations
- Entrepreneurial spirit

#### **Responsibilities:**

- Reports to the Principal
- Oversees and manages LbD Innovation Program, including working closely with all teachers to integrate PBL and Maker-Centered Learning elements into the core curriculum and overseeing the after-school Innovation (Maker) program.
- Assists and coaches teachers in developing standards-aligned projects and Maker activities and providing all the materials, resources and support needed.
- Supports teachers with accessing, understanding and effectively implementing online curriculum.
- Manages the Maker Carts (and in later years, a school site Maker Space/Atelier) and all the low and high-tech materials and equipment needed to support Innovation, including 3D printers.
- Coordinates all teacher PD related to innovation including Maker-centered learning and project-based learning.
- Research, selects and implements other innovative or tech-based curriculum such as coding and robotics.

### **4. TEACHERS**

Teachers at LbD will be selected based on their experience with and commitment to achieving successful results in serving underserved students. Teachers will practice a constructivist/project-based approach to curriculum design, and be collaborative individuals who will engage students, parents and their peer teachers at LbD. Teachers report to the Principal. Teachers at LbD are responsible for implementing the instructional mission and vision of the Charter School including:

- *Personalized Curriculum:* Teachers will be responsible for reviewing and analyzing real-time data in order to customize learning paths and create student Playlists to adequately address each student's learning needs and ensure Mastery.
- *Standards-Based Curriculum:* LbD Charter School will offer a rigorous education for all students in alignment with the California State Standards.
- *Technology Integration:* By implementing technology with the curriculum, students will be digitally literate and fluent while using also learning how to effectively utilize technology to successfully pursue academic goals.
- *Community Council:* Students will be given the opportunity to work in small cohort groups as well as connect with their peers during Council to develop their socio-emotional and community awareness and capacity. Teachers will draw from curricula and programs such as Responsive Classrooms, Character Lab and Way of Council to develop and implement this practice in their classrooms and school wide.

- **Interdisciplinary Curriculum:** Students will understand how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers.
- ***Project-Based/Maker-Centered Learning:*** Teachers will engage students by organizing curricula around central ideas, building on students' prior knowledge, connecting learning to students' lives, and empowering students to demonstrate and express their learning via creations and inventions of their own design.

### **Qualifications:**

Teachers shall meet or exceed all state requirements as applicable. Accordingly, a teacher of core academic subjects must have:

- A state multi-subject credential or have an Intern Credential for no more than three years while actively working toward completion of their state credential, and demonstrated expertise; SpEd teachers must possess an appropriate Special Ed credential; teachers with CLAD/BCLAD preferred
- Bachelor's degree
- Understanding of subjects/grade levels assigned
- Knowledge of curriculum and instruction
- Demonstrated success with similar populations

Teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- A child development permit issued by the CTC.

### **Responsibilities:**

- Responsible for conducting a professional, organized, and learner-centered classroom
- Teach core subjects and enrichments according to curriculum goals developed by the grade level teams. Collaborate with other faculty in delivery of appropriate instructional approaches, working to serve the various learning needs of LbD students.
- Implement curriculum and instruction in a manner consistent with LbD model and mission statement, including understanding, modeling and fostering independent thinking skills, creative problem solving and abstract reasoning. Show empathy and understanding of students.
- Implement data-driven instruction using online learning platforms and differentiation based on data.
- Develop with parents and students a cooperative partnership based on mutual respect and encourage parents to be contributors to their students' education
- Hold parent/student/teacher conferences
- Collaborate as a member of a team, that can include experts from the community, in the design of projects, curriculum and student outcomes
- Implement LbD's classroom management and discipline strategies and keep clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class
- Maintain records for attendance, submit grades and completed report cards on time, and complete school-wide assessments on time

- Participate in all school community professional development as well as individual professional development in areas identified through evaluations
- Provide leadership to before and after school activities and act as the teacher liaison to select committees
- Follow policies established by LbD Board of Directors as well as applicable laws and regulations
- Other duties as assigned, including evening events at school sit
- **LEAD TEACHER** will assume all responsibilities of the teachers including some of the responsibilities of the Principal and Innovation and Curriculum Specialist for Years 1 and 2).

## 5. TEACHING ASSISTANTS (PART-TIME YEAR 1 AND STARTING IN YEAR 2, SOME FULL-TIME)

### Qualifications

- High school diploma and minimum 60+ credits towards college degree in Education or AA preferred
- Basic knowledge of innovative curriculum and instructional practices including online learning options and experiential learning practices
- Ability to communicate effectively, both orally and in writing
- Oral and written proficiency in Spanish preferred
- Prior teaching assistant experience preferred
- Strong proficiency with the Microsoft Office suite

### Responsibilities

- Assist the teacher in planning and implementing lessons and activities with students
- Work with individual or small group of students to support the implementation of Personalized Learning Plans
- Support the implementation and management of Projects and Maker activities
- Assist Curriculum and Innovation Specialist with planning, implementation and integration of Project-based and Maker-Centered lessons and activities in the classroom
- Support with the management and maintenance of the Maker Carts
- Establish and maintain effective, working relationships with children, parents, staff, and program
- Helps monitor and manage flex-rotation during Core learning
- Support the Wellness Coordinator with the implementation of PE, Health and Gardening lessons and activities
- Assists the teacher in planning and maintaining a safe, clean, learning environment and in ensuring the well-being and safety of the children in his/her care.
- Maintains a cooperative attitude of working together with the teacher, volunteers, parents, and program specialists in planning and implementing activities.
- Plans with and assists the teacher in preparing materials and supplies in advance for activities. Assists the teacher in maintaining confidential child classroom portfolios, by collecting monthly samples of children's work.
- Assists the teacher in maintaining a confidential assessment binder, consisting of developmental assessments, individual goals, and observations of progress toward meeting goals. Shares in the development and implementation of written lesson plans with the teacher.
- Performs any other task deemed necessary by the teacher and/Principal.

## **6. INTERVENTION/EL COORDINATOR**

The Intervention/EL Coordinator bears full responsibility for the planning and implementation of intervention support to individual and/or groups of students. Also administers all aspects of the English Learner (EL) program. Coordinator is responsible for working with teachers to improve student learning and teacher practice. In close collaboration with the Principal, the Intervention/EL coordinator plans and implements individual and group professional learning that will expand and refine student understanding.

### **Qualifications**

- Five or more years of classroom experience
- Bachelor's Degree in Education or related field
- Multiple Subject teaching credential
- Must be Bilingual (E/S); BCLAD preferred
- Demonstrate a proven record of success with providing effective intervention supports to students resulting in student growth and achievement
- Experience and demonstrated success with developing and implementing SDAIE strategies and supporting ELD
- Knowledge and experience with IEP process; Ability to provide evaluation and screening to determine eligibility for special education when needed
- Knowledge of resources available to parents to support intervention efforts.
- Ability to provide in-service training, including curriculum resource to teachers.
- Ability to monitor and evaluate pupil progress by observation and informal assessment.
- Experience and commitment to working collaboratively with staff, parents, and the community.

### **Responsibilities:**

- Develop and implement appropriate educational curriculum and strategies for students with intervention needs, including providing faculty with program and testing modifications
- Work with teachers to design, modify and implement curriculum to meet the individual learning needs of students with disabilities, English Learners (ELs) and other students with special needs.
- Provide direct instruction to individuals and small groups as needed
- Monitor student progress towards achieving instructional objectives and goals on the IEPs
- Coordinate and administer all aspects of the English Learner (EL) program
- Develop, maintain, and participate in Student Support Team meetings for students with special needs, including ELs, students with low academic achievement or behavioral issues, and all students who struggle with access to core curriculum.
- Conduct diagnostic tests and timely assessments of students including completion of the Evaluation Report (ER) and Individual Education Plan (IEP) related paperwork, ELPAC testing and other benchmark and alternative assessments for students with special needs.
- Report quarterly progress on each student to team teachers
- Meet with parents/guardians to communicate results of assessment so that parents can fully understand the assessment results and contribute fully to the SSPT and IEP meetings about their child
- Create welcoming environment for parents participating in any meetings with school personnel regarding student performance
- Participate in the shared decision-making through which the program is administered by attending faculty meetings and collaborating with others on staff to make the best decisions for the overall school program

- Participate in determining appropriate classroom placement for incoming and transitioning students
- Supervise assigned staff/volunteers/classroom supports effectively.
- Ensuring compliance with state and federal mandates for EL students and students with IEPs

## **7. INTERVENTION SUPPORT (YEAR 3; PART-TIME)**

Under the direction of the Intervention/EL Coordinator, the Intervention Support Staff will provide support to student(s) that need academic and EL supports and intervention. The Intervention Support Staff will implement comprehensive academic (literacy and numeracy) intervention plans using proven strategies, deliver small group and independent instruction, participate as a member of the educational team, and assist in designing and implementing all components of the student's individual program. The Intervention Support Staff will dually report to the Intervention/EL Coordinator and School Leadership team.

### **Qualifications:**

- High school diploma required
- 60+ credit hours or a B.A. degree in a field such as education
- Experience working with students with IEPs and with EL students
- Must have knowledge and ability to incorporate academic interventions into daily instruction
- Ability to establish and maintain positive working relationships with teachers, school administrators, parents and students
- Ability to address a wide range of instructional and academic objectives to allow student to successfully access the classroom curriculum and routine
- Basic computer skills
- Good oral and written skills
- Bi-lingual Spanish/English preferred

### **Responsibilities:**

- Adapt classroom activities, assignments and/or materials under the direction of the Teacher and Intervention/EL Coordinator to provide greater access to class activities
- Assist teacher in classroom instruction and with one-on-one intervention support
- Confer with Intervention/EL Coordinator and teacher(s) on a regular basis to assist in evaluation of student progress and/or implementation of student individual progress goals and objectives
- Maintain appropriate documentation, records, and reports
- Maintain confidentiality of students and families as mandated by district, state and federal regulations
- Participate in school and regional trainings, in-services, and meetings
- Establish and maintain cooperative working relationships with students, staff, and parents
- Other duties as assigned by the Intervention/EL Coordinator or School Administrator.

## **8. WELLNESS COORDINATOR (PART-TIME YEAR 1; FULL-TIME YEAR 3)**

The Wellness Coordinator will be responsible for designing and implementing the Physical Education, Health, and Nutrition Program at LbD which includes the oversight and management of the Learning Garden/Tower Garden.

**Qualifications:**

- A state multi-subject credential preferred
- BA or BS (as appropriate) degree
- Understanding of subjects/grade levels assigned
- Knowledge of innovative and progressive curriculum and instructional efforts
- Demonstrated success with similar populations
- Three years or more of full-time teaching service.

**Responsibilities:**

The main goal of the physical education program is to instill in students the importance of a healthy mind and body, help students improve their motor skills, understand good sportsmanship, and gain self-confidence and body awareness as they continue to grow and develop over time. The Wellness Coordinator, with the support of teachers and teaching assistants, will teach basic motor skills and build up to more advanced organized sports which will include:

- Teaching the rules and safety, spatial awareness, movement exploration, and to play games that incorporate locomotive and non-locomotive skills.
- Emphasize calisthenics and rules for handball, kickball, tetherball, foursquare, basketball, soccer and other school sports and activities also reviewing good sportsmanship and fair play.
- Teach proper push-up and sit-up form, and increase the number of laps they run in preparation for the mile run in the 5th grade physical fitness exam. We ensure that our older students understand and utilize good sportsmanship and fair play.
- Exploring healthy lifestyle choices.
- Teaching basic yoga and mindfulness practices.

The main goal of the Learning/Tower garden program at LbD is to deepen children's understanding of the natural world and how the choices they make within this world impacts their health and their lives. The Wellness Coordinator will lead the students through:

- Growing food while learning the life cycle of plants
- Water irrigation for plants
- Nutritional content of fresh grown food
- Food preparation
- Keeping summaries of their activities in lab journals.
- Gathering data about dynamic processes happening in the garden, which they process as graphs, maps, and written reports.
- Healthy food choices

**9. CAMPUS AIDES (YEAR 3; PART-TIME)****Qualifications:**

- High School Diploma or Equivalent
- Knowledge of safety rules and conditions to be maintained by students.
- Knowledge of standards of courtesy and behavior expected of students.
- Knowledge of games and sports in which students participate.
- Ability to maintain acceptable standards of behavior among students.
- Ability to maintain poise, and exercise tact and good judgment.
- Ability to work effectively with school personnel, community representatives, parents, and

students.

**Responsibilities:**

Assists in maintaining proper environment and student control at school including:

- Perform regularly scheduled non-classroom supervision duties, supervise students in the cafeteria, indoor assembly areas, outdoor eating areas, halls, restrooms, on the playground, and in other areas to which assigned.
- Enforce activity and safety rules in school buildings and on school property.
- Report problems of a serious nature, including recurring behavior problems and safety hazards to the Principal or other designated certificated employee.
- Work with the school staff in alleviating behavior problems occurring during supervision period.
- Assume responsibilities in inclement weather as assigned by the Principal or other designated certificated employee.
- Perform other duties as assigned including office support as needed.

**10. IT SPECIALIST/ASSISTANT (PART-TIME IN YEAR 1; FULL-TIME YEAR 3)**

Works closely with school administrators and instructional staff to ensure that computer operations and technical services align with instructional needs and support office needs as needed.

**Qualifications**

- A four-year high school diploma or its educational equivalent
- A minimum of one year of satisfactory full-time experience in computer maintenance or repair, mainframe, server and/or mini computer operations, software or technical support
- Graduation from an approved technical school with at least 450 hours in a specialization in server or computer operations or a certified technical training program in computer maintenance and repair

**Responsibilities**

- Maintains, organizes, and troubleshoots all computers and other technology, including administrative offices, classrooms, computer lab, and laptop carts.
- Maintains, organizes, and troubleshoots the school's official website, Google Apps domain, Illuminate Learning Management Systems.
- Trains staff on how to use instructional technology and on how to access our instructional information systems.
- Conducts routine service functions in maintaining, troubleshooting, repairing or replacing component parts in school computers on-site.
- Determine causes of computer malfunctions by observation in classrooms, including labs, and by use of diagnostic tools.
- Resolves issues with all electronic devices in the school building.
- Repairs electro-mechanical components, such as printer circuit boards, switches, and speed of disk drives.
- Knowledgeable of and uses state-of-the-art test instruments and equipment. Installs instructional and office support computer software.
- Assist administration, staff and faculty in development and use of educational software.
- Maintains inventory and security of all computers and technology based materials.
- Facilitates the implementation of technology related grants and programs.
- Updates and maintains Google application for staff and students (emails and apps).

- Provide office support as needed.

## **11. OFFICE OPERATIONS AND FINANCE MANAGER**

The Office Operations and Finance Manager will support the day-to-day financial and operational activities of LbD.

### **Qualifications:**

- Bachelor's degree
- Minimum of 2 years of professional experience required
- Spanish language skills preferred
- Prior school or non-profit experience preferred
- Excellent organizational, planning, and implementation skills
- Excellent written and verbal communication skills.
- Ability to multi-task, adapt to changing priorities and meet deadlines
- Highly detail-focused and results-oriented
- Ability to communicate and interact effectively with multiple constituencies including parents, faculty, staff and students
- Highly proficient in Microsoft Excel, PowerPoint, and Word
- Demonstrated initiative, leadership, and tenacity

### **Responsibilities:**

- Develop and implement clerical and administrative procedures for daily school operations.
- Manage/monitor/supervise office operations.
- Prepare correspondence, reports, bulletins, files, forms, memorandums.
- Act as a liaison between the Administration, Board of Directors and the back-office provider.
- Maintain and execute the Charter School's emergency and safety plans.
- Manage all school-based procurement.
- Track expenses and communicate trends in spending.
- Collect payments, manage deposits, and process credit card recaps.
- Oversee and manage school's food service program.
- Coordinate special events such as field trips and school based fundraisers
- Coordinate travel arrangements as needed
- Manage incident reporting process for student/staff injuries, property loss/damage, and other claims.
- Report payroll, coordinate with benefits provider and act as liaison between employees and benefits providers.
- Serve as a liaison between the school and vendors.
- Adhere to the Fiscal Policies and Procedures Handbook.
- Maintain and update online student enrollment.
- Organize public lottery.
- Other duties as assigned.

## **12. OFFICE ASSISTANT (YEAR 3)**

### **Qualifications**

- High School Diploma; Associate's degree preferred
- Oral and written proficiency in Spanish required



- Prior school administrative experience preferred
- Strong proficiency with the Microsoft Office suite
- Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies

#### **Responsibilities**

- Answer telephones and greet guests
- Organize, secure, and maintain the reception area
- Attend to student needs and injuries
- Clear student absences, run Illuminate reports, make daily attendance calls
- Assist with student enrollment and lottery
- Prepare correspondence, reports, bulletins, files, forms, memorandums, and perform other clerical and administrative duties as assigned by the Principal or Office Operations and Finance Manager
- Maintain student emergency cards and health records and ensure confidentiality
- Request, send, and maintain cumulative records
- Other duties as assigned.

### **13. CUSTODIANS**

Maintains assigned areas of buildings and grounds in a clean, sanitary, and safe condition.

#### **Qualifications**

- High School Diploma

#### **Responsibilities**

- Sweeps, dusts, cleans, scrubs, strips, seals, waxes, polishes, and mops floors in classrooms, kitchen, cafeteria, bathrooms, offices, and similar facilities.
- Operates equipment, such as floor polishing and scrubbing machines, wall washing machines, steam shampooers, vacuum cleaners, yard vacuums, lawn mowers, lawn edgers, weed eaters, and power sweepers.
- Services soap dispensers, towel boxes, and similar facilities.
- Sweeps and hoses blacktops, playgrounds, sidewalks, and parkways.
- Receives, checks, and delivers custodial and instructional supplies
- Locks and unlocks doors, gates, windows, transoms, and storerooms. Assists in providing security for buildings and grounds, contacts proper authority for assistance as needed, and may escort authorized and unauthorized persons in and from buildings and grounds.
- Keeps records relative to equipment and furniture.
- Identifies and reports information regarding vandalism, theft, fire damage, and floods, and identifies, records, and reports maintenance needs.
- Makes minor repairs to building hardware, plumbing, woodwork, building equipment, and furniture.
- Performs related duties as assigned.

## ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

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

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

### **SAFE PLACE TO LEARN ACT**

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

### **SUICIDE PREVENTION POLICY**

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

## **CUSTODIAN(S) OF RECORDS**

The Principal will serve as the Custodian of Records for LbD.

## **STUDENT HEALTH AND WELLNESS**

Pursuant to the Healthy, Hunger-Free Kids Act of 2010, LbD will offer the National School Lunch Program, and provides a nutritious breakfast, hot lunch and snack program via a third-party vendor. LbD will provide Wellness Education for all students, including P.E. for 200 minutes for every 10 school days. The importance of a healthy mind and body is emphasized at the LbD. Through the support of our Wellness Coordinator, our goal is for all students to improve their motor skills, understand good sportsmanship, and gain self-confidence and body awareness as they continue to grow and develop over time. Gardening also will be an important part of our curriculum, combining concepts in wellness, science, math, arts, history, writing and more into enriching experiences for our urban students. LbD's Wellness Coordinator will work with teachers to integrate gardening with other subjects.

## ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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***“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.

LbD will make every effort to recruit students of various racial and ethnic groups so as to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD.

Already, our founding team has met with leaders in the local community including:

- ☐ U.S. Congresswoman Karen Bass’s Office
- ☐ Mark Ridley Thomas, Supervisor of the 2nd District
- ☐ Katie Braude, Founder and Executive Director of SpeakUP and LACOE Board Member
- ☐ Dr. Dyke Redmond a business owner, community activist, educator, and pastor

We have identified the following local organizations in Hyde Park for targeted outreach efforts:

Marcus Garvey Pre-School  
Hyde Park Children's Center  
From the Heart Preschool & Enrichment Center  
Academy for Early Learning Inc.  
Viewpark Brighter Future  
Hidden Gems Pre School and Enrichment Center  
Ivy League Christian Preschool  
Buckner Educational Christian

Golden Day Schools  
Definitely Learning Infant Center and PreSchool  
Milestones Preschool  
Cii-Chesterfield Head Start-State Preschool Child Care  
A Bright Beginning Preschool  
Flores Family Child Care  
Music Garden Child Care  
Candy Lane Child Care Center  
Sleepytime 24 Hour Child Care  
Margie's Day Care

Children Youth and Family  
Youth Justice Coalition  
Urban City Youth  
West Angeles Youth Center  
Alvin Leonard Youth & Family  
Youth N Motion  
People Who Care Youth Ctr  
Eggelston Family Service  
Community Build Inc.  
50th Street Girl & Boy Scouts

House of God Apostolic Church Inc.  
Church of Nazarene  
Lincoln Memorial Congregation Church  
Ebenezer Inglesia Adventista del Septimo  
Saint Cecilia Catholic Church  
Apostolic Faith Church  
Crusaders Christian Community  
The Church of Jesus Christ of Latter-day Saints  
Blessed Family Covenant Church  
St. John Chrysostom Church  
Blessed Family Covenant Church  
Shabach Four Square Church  
Robbins Memorial Church of God  
Inglewood Community Church

Recruitment efforts will include, but are not necessarily limited to:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting process, including several months of outreach activities, open houses and informational meetings (August – March); an application period with a clearly published deadline; lottery (as necessary); and enrollment period.
- The development of promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English, including Spanish, to appeal to limited English proficient populations.

- The distribution of promotional and informational materials to a broad variety of community groups, day care/preschools (including Head Start), agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district.

LbD realizes that students and their families are the best ambassadors of the program. As the school grows and develops, LbD families will be asked to tell their friends, neighbors, and community about the new school. Local events, local media, fliers and more will all help to spread the word; school staff will meet with leaders of local preschools and day care centers to inform them about the new school.

LbD will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. LbD will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

## **ELEMENT 8: ADMISSION REQUIREMENTS**

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*“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 & PREFERENCES**

LbD will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the school is open to any resident of the State of California. LbD will enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

## **STUDENT RECRUITMENT**

LbD will make every effort to encourage and recruit students of various racial and ethnic groups, socioeconomically disadvantaged students, students with disabilities, students with a history of low academic performance, as well as girls who traditionally have not been drawn to the technology field. LbD will maintain an outreach program to inform prospective students about the opportunities at LbD and will continuously monitor the success of specific efforts and the broader program to ensure that “hard to reach” students are included.

As detailed in Element 7, LbD’s outreach plan includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial, ethnic balance among students that is reflective of the general population of the District, with a focus on targeted recruitment of students who are academically low achieving and SpEd students who may benefit from our alternative, personalized model, as well as socio-economically disadvantaged residents (the majority of residents in our target neighborhood):

Advertisements about LbD informational meetings and Open Houses will be placed in local English and Spanish language newspapers in the late summer. Informational meetings for interested families will be held August - March.

## **LOTTERY PREFERENCES AND PROCEDURES**

Should the number of pupils who wish to attend LbD exceed space available, a public random lottery will take place to determine the school enrollment in accordance to Education Code section 47605(d)(2)(B) and all federal requirements. Students currently attending the school are exempt from the lottery and their siblings will be given preference from the lottery. Priority preference will be given to LAUSD students.<sup>44</sup>

Open enrollment will begin each September on a designated date set by LbD and continue until the designated application deadline (mid-March). All interested students who complete a Lottery Application Form (detailing basic information about the student – name, age, entering grade, parent contact information) by the designated deadline will be considered for the public random drawing, approximately two weeks after the application deadline. Public notice will be posted regarding the date and time of the public drawing. Lottery deadlines will be communicated via the Lottery Application Form, flyers/posters, during Open Houses and other recruiting events, and on the school website; lottery rules will also be communicated during Open Houses and recruiting events and on the school

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<sup>44</sup> In the event LbD is awarded a discretionary grant from the U.S. Department of Education, including a Public Charter Schools Grant Program (PCSGP) start-up sub-grant -- during the charter term, admissions preferences will be amended as needed to comply with the U.S. DoE Charter Schools Program’s Non-Regulatory Guidance regarding charter school admissions in order to preserve eligibility for the grant funds.

website. Public notice will be posted at the school site and on the website regarding the date and time of the public drawing. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so. The Charter School will choose a date and time for the lottery approximately four weeks after the application deadline in March (preferably on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the school site. LbD will invite LAUSD representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed. The lottery is open to the public.

Within two weeks following the lottery, students who are offered spots will be asked via mail (at the address parents listed on the Lottery Application Form) to complete an Enrollment Packet and return the Packet within two weeks to secure their spot. School staff will be available to assist families in completing this paperwork if needed. Students who are placed on the wait list will be notified of their status in writing. Upon enrollment, the following is required:

- Parent signature of Parent/Student Handbook agreement form
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Parent attendance at a school orientation meeting is encouraged but not required for enrollment.

Once all spaces are filled via the lottery, a waiting list will be developed in the order names are drawn in the lottery, with students who apply after the lottery deadline added to the end of the wait list. Wait lists will not carry over from one year to the next; students may submit a new Lottery Application Form each year for admission. Students on the waiting list will be notified by phone immediately if space becomes available and, if it is still at least two weeks prior to the start of the new school year, they will have two weeks to return the enrollment forms; if it is less than two weeks to the start of the new school year or school has already begun, families will have 72 hours to return the enrollment forms and secure their child's place. If the enrollment forms are not returned within the allotted time, then admission for that student is forfeited, and the next student on the waiting list will be contacted. As students' parents/guardians are called from the wait list, the front office personnel will make a notation of the date and time of the call, if a contact was reached or a message left, and whether the student accepted or declined to be enrolled.

Records of each application will be kept on file in the main office and, after the lottery has been held, a record of the students selected for admission via the lottery, and the order in which they were selected, will be kept in the main office as well as the wait list.

## ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

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

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

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

In addition:

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

## ANNUAL AUDIT PROCEDURES

As required under Ed. Code § 47605 (b)(5)(I), each fiscal year an independent auditor conducts an audit of the financial affairs of LbD to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any staff of the corporation. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract.

- The Executive Director will work with the auditor and back-office firm to ensure the auditor receives all requested information.
- At the conclusion of the audit, the Principal and the Audit Committee will be responsible for reviewing the results of the annual audit, identify any audit exceptions or deficiencies, and report them to the Board of Directors with recommendations on how to resolve them.
- The Board will review and approve the audit no later than December 15.
- The Board will submit a report to the District describing how the exceptions or deficiencies (if any) have been or will be resolved to the satisfaction of the District along with an anticipated timeline.
- The Principal will provide a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline.

## ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

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

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

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

### **OUTCOME DATA**

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

### **REHABILITATION PLANS**

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

### **READMISSION**

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

### **REINSTATEMENT**

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

### **GUN-FREE SCHOOLS ACT**

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

## **DISCIPLINE FOUNDATION POLICY**

LbD will adhere to a positive behavior philosophy consistent with the District's discipline policy, with modeling and reinforcement of positive behavior and lifestyle choices. While based on LbD's successful discipline policies for students at the high school level, in order to ensure stakeholder "buy-in," the school-wide discipline policies at LbD will be developed with considerable input from parents, teachers and students regarding their opinions on how to create a safe and healthy school environment, modifications will be discussed with LAUSD's CSD staff to determine whether a material revision to this charter petition may be required. This policy will include, but is not limited to the students' rights and responsibilities while on school grounds as well as the school's suspension and expulsion policies. LbD will focus on a positive school climate consistent with the District's School Climate Bill of Rights resolution. We use alternatives to suspensions to support students when behavioral missteps occur, including advising and counseling students, detention during and after school, and the use of alternative educational environments. The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process.

Upon enrollment and at the beginning of each school year, LbD families will each receive a copy of the Student and Parent Information Packet sent to each family at the beginning of the school year. School staff also will review the discipline policy with new students and parents at the commencement of school each year.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior and how to understand, distinguish, and address different types of behaviors. Management strategies focus on proactive, rather than reactive strategies, and will focus on empowering students to evaluate their own behaviors and make responsible decisions. The discipline system is designed to create a culture of learning and the Code of Conduct is created to be preventative. Teachers will use a range of lower-level

consequences (non-verbal cues, conferencing with student, loss of privileges, etc.) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion.

Students who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior. Consequences may include, but are not limited to:

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

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

Any student who engages in repeated violations of the Charter School's behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the Principal or his/her designee and the student's parents. The Principal (or his/her designee) will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Only the most egregious violations will be considered grounds for expulsion. Suspended students will also be responsible for making up all missed work within specified timetable.

In creating the LbD discipline policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion; modifications will be discussed with LAUSD's CSD staff to determine whether a material revision to this charter petition may be required.



## CAUSE FOR SUSPENSION AND EXPULSION

LbD is exempt from Education Code requirements and procedures related to student suspension and expulsion. A student may be suspended or expelled for –conduct related to school activity or school attendance occurring anytime including but not limited to any of the following: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

*Mandatory Expulsion/Suspension:* It is a federal mandate that a school expel, for a period of not less than one year any student who is determined to have brought a firearm to school.

In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

- possession of a firearm
- brandishing of a knife
- possession of a controlled substance
- sexual assault or battery, and
- possession of an explosive
- sexual assault/battery: Any student who commits or attempts to commit a sexual assault or who commits a sexual battery must be recommended for expulsion, regardless of grade level. In some instances, sexual harassment, sexual battery or sexual assault may also constitute child abuse. Child abuse reporting procedures, sexual harassment policies and procedures, and disciplinary policies and procedures must be effected in a coordinated manner. If child abuse is suspected or alleged, a suspected child abuse must be reported immediately by first calling the local law enforcement agency that has the jurisdiction.

### *Discretionary Expulsion/Suspension*

In addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed below:

- Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
- Hate violence (defined by Section 48900.3)
- Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Knowingly received stolen school property or private property.

- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
- Aided or abetted the infliction or attempted infliction of physical injury to another person.
- Engaged in sexual harassment as defined in Education Code Section 48900.2.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4.
- Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
- 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.
- Possession of any knife or other dangerous object of no reasonable use to the pupil
- Robbery or extortion
- Assault or batter upon any school employee
- Sold, furnished or offered a substitute substance represented as a controlled substance
- Possession of an imitation firearm
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

## **PROCESS FOR SUSPENSION AND/OR EXPULSION**

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process. The Principal is authorized to suspend students.

### **In-School Suspension**

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers provide support. During the day of the suspension, the students' teachers address behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

### **Family Conference**

Suspension shall be preceded by a conference conducted by the Principal with the student and his/her parent or guardian. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested by LbD as soon as possible.

### **Notice to Parents/Guardians**

At the time of suspension, the Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice will contain the date and time the student may return to school. If the Principal wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall note that the parents are required to respond to this request without delay.

### Length of Suspension

The length of the out of school and in school suspensions will be determined by the Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 consecutive days unless a recommendation has been made by the Principal and agreed to by the student's parent/guardian. The total number of days for which a pupil may be suspended from Charter School shall not exceed 20 school days in any school year, or more than 10 days for a student with an IEP, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

The teacher of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student's parents and all needed materials will be left in the front office. Students will take all tests missed upon their return to school.

### Recommendations for Expulsion

Students will be recommended for expulsion if the Principal finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

### Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing, to determine whether or not the student should be expelled. The hearing will be held within 30 days from the date of the recommended expulsion.

The Principal will prepare a written notice of the hearing, which will be emailed and mailed, to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date, time and place of the hearing
- A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel or other advocate.
- Right of postponement
- Presentation and cross examination of witnessed and other evidence
- Information regarding reasonable accommodations and language support

Upon a recommendation of expulsion by the Principal or Principal's designee which would be the Executive Director, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion

hearing. The student will receive meaningful access to education during suspension, and will have the opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through classroom teacher(s) during their suspension and be provided the opportunity to make up any missed exams.

The hearing will be presided over by an Administrative Panel appointed by the Board of Directors. The Administrative Panel will consist of three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board in order to ensure impartiality.

The decision of the Administrative Panel shall be in the form of written findings of fact within ten days and a determination regarding the expulsion. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program. Following a decision of the Administrative Panel to expel, the Principal shall send written notice of the decision to expel, including the adopted findings of fact, to the student or parent/guardian. A notice shall also include the following:

- Notice of the specific offense(s) committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School
- Terms of expulsion
- Rehabilitation Plan
- Criteria for Rehabilitation plan
- Eligibility date for reinstatement
- Notice of appeal rights/procedures.

#### Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony. At the discretion of the Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room. The Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness. The Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay

unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel conducting the hearing from exercising its discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination during the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person.

## **APPEAL OF SUSPENSION OR EXPULSION**

Parents will be notified by the Principal through a telephone call and in writing at the time of enactment of the suspension or expulsion and can appeal a student's suspension or expulsion.

The suspension of a student will be at the discretion of the Principal. A suspension appeal may be made in writing to the Board Chair within ten days of the suspension. Immediately following the request to appeal the suspension, the Board Chair will meet with the parent/guardian to hear their evidence as to why the student should not be suspended. Following the meeting, the Board Chair will determine whether to uphold or deny the request to suspend. The parent/guardian and Principal will be notified within 24 hours of the final decision. Following due consideration of the facts and safety of students, a decision by the Board Chair regarding student suspension will be considered final. If the Board Chair reverses a decision to suspend, the student will be returned to class and record of his/her suspension will be deleted.

An expulsion may be appealed to the Board of Directors within ten working days and must be submitted in writing to the Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 30 working days). The appeal will be considered by the Board of Directors and the family will have a meaningful opportunity in the appeal process, including by making written and verbal testimony, to be heard in the appeal process. For a student who is not reinstated upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The appeal decision of the Board of Directors will be impartial and final. LbD will create and maintain records of the expulsion proceedings and make audio records and written findings available to students/parents. LbD will provide support and will help facilitate family's with enrolling in the educational options (i.e. access to education, including preparing a list of educational options for the student) to expelled students and their families to facilitate continued access to education.

## Reinstatement and Readmission

The readmission process will include a meeting with the Principal to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The Principal shall make a recommendation to the Board of Directors for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. LbD is responsible for reinstating the student upon the conclusion of the expulsion period.

### Rehabilitation Plans

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. LbD shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The Board of Directors shall review the reinstatement documentation and vote to reinstate or not. If the Board votes to reinstate the student, LbD shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

## ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

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***“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.

LbD will not participate or offer coverage in CalSTRS or CalPERS.

The Charter School retains the option to elect the California State Teachers’ Retirement System (CalSTRS) coverage at a future date. Contributions will be made at the rate established by the Teacher’s Retirement Board. The Charter School will complete all required documentation (including an amendment to the charter to include the election of CalSTRS) prior to the effective date of coverage and before reporting contributions to CalSTRS.

All classified and certificated employees will be covered by Medicare and Social Security and the school will make the required contributions. Eligible employees may elect to participate in a 403b retirement contribution plan.

The Executive Director will be responsible for ensuring that appropriate arrangements for benefits (including employer contributions to mandated programs such as Social Security) have been made. The 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

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***“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.

LbD is a school of choice that is open to anyone in the State of California. All parents and students will be informed of their public school attendance alternatives during the enrollment process.



## ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

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***“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

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***“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

Director/Principal  
Charla N. Austin-Harris  
Learning by Design  
10736 Jefferson Blvd, Unit 119  
Culver City, CA 90230

- 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

Charla N. Austin-Harris  
Learning by Design  
10736 Jefferson Blvd, Unit 119  
Culver City, CA 90230

- 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

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***“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 school closes, the Executive Director will serve as the 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

Learning by Design Charter (also referred to herein as “Learning by Design” 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 as they may be amended from time to time.<sup>45</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.

## **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.

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<sup>45</sup> The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list is expected to be finalized by February 1, 2018. The LAUSD Board of Education may, at its discretion, annually review and approve the District policies for application to charter schools.

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

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

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

## **RESPONDING TO INQUIRIES**

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

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

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

## **NOTIFICATION OF THE DISTRICT**

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

## **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the

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

## **PARENT ENGAGEMENT**

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

## **FEDERAL PROGRAM COMPLIANCE**

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

## **Element 5 – Employee Qualifications**

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

## **EQUAL EMPLOYMENT OPPORTUNITY**

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

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

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

## Element 6 – Health and Safety Procedures

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

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

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.



## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

## **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

## **SAFE PLACE TO LEARN ACT**

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



## **SUICIDE PREVENTION POLICY**

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

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

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

## **COURT-ORDERED INTEGRATION**

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

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

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

## **Element 8 – Admission Requirements**

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

## **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

## **HOMELESS AND FOSTER YOUTH**

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

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

## **NON-DISCRIMINATION**

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

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

## **Element 9 – Annual Financial Audits**

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

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)(l) 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

Director/Principal  
[Charter School Name]  
[Charter School Address]

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.



- 3) If the Dispute has not been 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. 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

Director/Principal  
[Charter School]  
[Charter School Address]



- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## Element 15 – Charter School Closure Procedures

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

### **REVOCATION OF THE CHARTER**

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

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

## **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

## **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

## **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

## **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This

list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.



## Additional Provisions

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

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 shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. 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).)