



Charter Petition

New Los Angeles Charter Elementary

Charter Petition for a Five-Year Term
July 1, 2021 - June 30, 2026

Submitted to
LAUSD Board of Education
September 2, 2020

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

New Los Angeles Charter Elementary (also referred to herein as “NLACE,” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered

- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

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

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

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

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

GENERAL INFORMATION

• The contact person for Charter School is:	Brooke Rios, Executive Director
• The contact address of Charter School is:	5421 Obama Blvd. Los Angeles, CA 90016
• The contact phone number for Charter School is:	323.556.9500

• The current address for the Charter School is:	5421 Obama Blvd. Los Angeles, CA 90016
• This location is in the LAUSD Board District:	1
• This location is in the LAUSD Local District:	West
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year will be:	300
• The grade level(s) of the students in the first year will be:	TK-5
• The Charter School's scheduled first day of instruction in 2021-2022:	August 16, 2021
• The enrollment capacity of Charter School is:	500
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for the Charter School will be:	7:50am -2:20pm
• The term of this Charter for Middle performing schools:	July 1, 2021 to June 30, 2026

COMMUNITY NEED FOR CHARTER SCHOOL

New Los Angeles Charter Elementary originally opened in 2016, authorized by Los Angeles Unified School District. NLACE is located in the Mid-City area of Los Angeles and currently serves approximately 223 students in grades TK-5. Student demographics from 2019-2020 include: 75% Hispanic, 17% African-American, 36% English Learner, 15% Students with Disabilities, and 84% Socio-economically Disadvantaged.

The following is a list of accomplishments over the past 4-years:

1. In its first year of operation, New Los Angeles Charter Elementary was awarded the Public Charter School Grant Program Planning and Implementation Grant to fund start-up curricular/instructional programs and professional development ("PD").
2. In its first year of operation, New Los Angeles Charter Elementary was the recipient of the Riordan Foundation Grant that funded the development and implementation of Coding Curriculum starting with Kindergarten; and provided a multi-year co-teaching and professional development for all teachers. This has led to an ongoing partnership with 9Dots that provides Computer Science curriculum for all students in grades K-5.
3. Through a National Science Foundation grant awarded to 9Dots, and UCLA, New Los Angeles Charter Elementary was selected as a partner to explore how students' approach and bounce back from coding set-backs and engage in coding problem-solving.
4. As a school that has successfully implemented a comprehensive math program designed exclusively around Cognitive Guided Instruction ("CGI") Math methodologies, our teachers were invited to present at the 2018 CGI Conference. The focus of their presentation was on NLACE's experience of building this curriculum from the ground up, and implementing with fidelity to CGI Methodologies.
5. Through a partnership with Young Musicians Foundation, NLACE received ukuleles for its 4th grade Music class, through a generous grant.
6. NLACE was the recipient of a grant that funded the Natural History Mobile Museum onsite.

7. NLACE has successfully retained 100% of its founding cohort of teachers.
8. As part of our school's Core Values in engaging in our community, annually, our students are challenged on the 100th day of school, to donate canned food items to a local food bank. We have successfully collected over 1000 items every year.
9. Schoolwide initiative: Our 1st grade students collected and packed hygiene, and snack packs, and sewed pillows that were distributed to the local homeless shelters.
10. NLACE has developed a "Boys group" - dedicated to learning about themselves and their feelings, belonging, relationship building/social skills, and leadership through fun activities
11. Established a partnership with Open Paths who provides counseling and mental health support services to students on-site.
12. Fully implemented Niroga's Mindfulness program, a daily practice that takes place in every classroom; and weekly through our schoolwide Mindfulness assembly.
13. Successfully implemented a standards-aligned Music Program across all grade levels. Student performances take place twice per year that draws in high parent attendance.
14. NLACE has hosted annual Math, Coding, Literacy and Art Nights, that draws high parent/family attendance. Parents gain a hands-on understanding of the Charter School's educational program which promotes greater parent engagement in their child's learning.
15. NLACE hosts the annual Passion for Learning Nights, where students showcase their learning through projects.
16. Through a partnership with Parent Institute for Quality Education ("PIQE") and Factor, our school provides an 8-week Parent Education Program in both English and Spanish, on developing skills to successfully advocate for their child's education.
17. In our most recent survey conducted in May of 2020, 94% of parents surveyed (English/Spanish) stated they felt fully supported by the Charter School during the transition to Distance Learning.

New Los Angeles Charter Elementary has a fierce commitment to social justice and to serving any student who walks through the door. This commitment is evidenced through the unique program features established in the initial charter petition, which have evolved over the past four years. New Los Angeles Charter Elementary students have access to a rigorous academic program that inspires a passion for reading, social justice, coding, music and the arts. Internal data indicates that NLACE students experience annual growth, and students with disabilities and English Learners are keeping pace with their peers.

NLACE was established in Fall 2016 serving grades TK-1 and has expanded by one grade level annually. Due to the COVID-19 pandemic closing schools in Spring 2020, resulting in the cancellation of state mandated assessments, our school has only one year of CAASPP academic performance data from Spring 2019 (grade 3) that serves as a baseline.

ANNUAL STUDENT ENROLLMENT BY GRADE							
	TK/K	GR 1	GR 2	GR 3	GR 4	GR 5	TOTAL
2016-17	74	32	0	0	0	0	106
2017-18	66	56	40	0	0	0	162
2018-19	66	47	51	33	0	0	197
2019-20	47	53	46	45	32	0	223

When New Los Angeles Charter Elementary opened in 2016, the Charter School enrolled students in grades TK-1. This cohort of students took the Grade 3 CAASPP in 2019 and began their NLACE experience as first graders, with most transferring to the Charter School after a challenging start to kindergarten at other schools. Twenty seven percent of students in this cohort joined the NLACE community in second or third grade. Many families in the NLACE community are highly transient, and reflects a student body where in Spring of 2020, approximately 84% qualify for free and reduced price meals. Research shows that there is a direct link between transience and poverty.

Empirical research on the impact of transience shows that students who experience school moves are at risk for lower grades in reading and math. This is particularly hard on children in the elementary grades who are learning foundational skills in reading and math (Rumberger & Larson, 1998)¹. NLACE's internal data shows that the cohort who took the Grade 3 CAASPP in 2019 has consistently underperformed their peers in other grade levels. Given the challenges that this cohort has experienced, our benchmark assessment predictions aligned with the 2019 CAASPP results.

At New Los Angeles Charter Elementary, we strive to meet the needs of all students and provide a plethora of resources to supporting the academic, social-emotional and behavioral needs. To-date efforts have included maintaining a lower teacher to student ratio, providing teachers with coaching and a robust professional development in reading and math instruction, and dedicating a reading specialist to work closely with students in this group.

CHARTER RENEWAL CRITERIA

A. Evidence of Meeting Charter Renewal Criteria Pursuant to:

- Education Code Section 47607.2(b) (Middle Tier)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

¹ Rumberger, R.W & Larson, K.A (1998), Student Mobility and the Increased Risk of High School Drop Out. *American Journal of Education*.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

New Los Angeles Charter Elementary fits into the middle tier as determined by the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).

DASHBOARD PERFORMANCE

New Los Angeles Charter Elementary does not have performance levels (colors) for the Academic Indicator, English Language Arts (ELA) & Math, on the California School Dashboard. In order to receive a performance level, the Charter School must have 2 years of CAASPP assessment results (status and change). NLACE has only one year of CAASPP results from its grade 3 students that were tested in Spring 2019, which served as the “status,” on the dashboard.

Furthermore, as a result of COVID-19 school closure in Spring 2020, the CAASPP and ELPAC assessments were not administered. Since the Governor suspended all state-mandated assessments in Spring 2020, the CDE will not release a Fall 2020 CA School Dashboard.

FALL 2019 CA SCHOOL DASHBOARD

For the most recent dashboard, released Fall 2019, NLACE had performance levels for 2 of the 4 indicators: Chronic Absenteeism and Suspension Rate.

The following chart outlines the performance level (color) both schoolwide and by numerically significant student group (n-size >29) for the 2 most recent school years (2017-18 and 2018-19). LEAs, schools and student groups must have at least 30 or more students in both the current and prior year to receive a performance level or color. Note, the data used to determine the N-size of “30 or more” differs for each state indicator.

2019 DASHBOARD: NEW LA ELEMENTARY				
STUDENT GROUP	CHRONIC ABSENTEEISM	SUSPENSION RATE	ELA	MATH
ALL STUDENTS	ORANGE	BLUE	--	--
EL	GREEN	BLUE	--	--
SOCIO-ECON	RED	BLUE	--	--
AFRIC. AMER.	RED	BLUE	--	--
HISPANIC	ORANGE	BLUE	--	--

2019 DASHBOARD COMPARISON: NLACE and CA STATE

- NLACE's Dashboard Performance Level of orange for ***Chronic Absenteeism*** is ***comparable*** to the State's Dashboard Performance Level of orange.
- NLACE's Dashboard Performance Level of blue for ***Suspension Rate indicator*** ***exceeds*** the State's Dashboard Performance Level of yellow.

CHRONIC ABSENTEEISM INDICATOR

The Chronic Absenteeism indicator is based on the number of students who were absent for 10 percent or more of the total instructional school days. For example, most schools have 180 instructional days; if a student is absent 18 or more of those days, the student would be considered chronically absent. The Dashboard reports chronic absenteeism *only* for grades K–8.

The Chronic absenteeism eligible enrollment uses the cumulative enrollment and removes students that were not eligible to be considered chronically absent. Those not eligible include students who attended less than 31 instructional days, or were enrolled but did not attend the school, and therefore not eligible to be considered chronically absent. Students with exempt status are also removed from chronic absenteeism eligibility per CDE guidelines. Students are considered to be exempt if they are enrolled in a Non-Public School, receive instruction through a home or hospital instructional setting or are attending community college full-time.

The following chart provides the chronic absenteeism rate for NLACE for the 2017-18 and 2018-19 school year, used for the Fall 2019 Dashboard; schoolwide and by all numerically significant student groups. Source: <https://dq.cde.ca.gov>

NLACES CHRONIC ABSENTEEISM DATA						
	2017-18			2018-19		
	ELIG ENROLL	COUNT	RATE	ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	164	17	10.4%	205	27	13.2%
AFRICAN-AMERICAN	30	3	10.0%	39	8	20.5%
HISPANIC	125	14	11.2%	147	17	11.6%
EL	78	10	12.8%	81	8	9.9%
SOC. ECON DISADV.	145	15	10.3%	179	25	14.0%

The following chart provides a comparison NLACE's chronic absenteeism with LAUSD, LA County, and the State of California. Note: Chronic absenteeism rates are calculated only for grades K-8, per CDE guidelines. Source: CA Schools Dashboard

2017-18 CHRONIC ABSENTEEISM RATE				2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
NLACE	168	17	10.4%	NLACE	205	27	13.2%
LAUSD	646,075	75,426	11.9%	LAUSD	617,871	113,784	18.4%
COUNTY	1,548,191	165,861	10.9%	COUNTY	1,490,852	205,928	13.8%
CA STATE	4,331,908	702,531	9.0%	CA STATE	4,279,575	755,950	10.1%

NLACE's Dashboard Performance Level of orange for ***Chronic Absenteeism*** is ***comparable*** to the State's Dashboard Performance Level of orange.

Our school's annual attendance rates have exceeded 95% ADA, however chronic absenteeism rates have increased. Despite numerous efforts enacted in the 2018-19 school year, including communicating with families on the importance of school attendance, the impact on student academic outcomes, and recognizing students for perfect attendance and improved attendance rates, our school's chronic absenteeism rate rose from 2017-18 to 2018-19. As a result, our administrative team conducted a root cause analysis with each student/family that was chronically absent to identify patterns, causes, provide support, incentives, develop and implement methods and strategies to decrease chronic absenteeism rates. Our staff has also implemented strategies recommended by Attendance Works that include:

1. Engaging Students and Parents through a welcoming school environment and informing them of the negative effects of chronic absenteeism.
2. Recognizing good and improved attendance.
3. Identifying barriers to attendance (hunger, access to healthcare, homelessness, transportation challenges).
4. Developing Programmatic Responses to Barriers: using qualitative and quantitative information to examine what factors are affecting attendance (establishing uniform closets, improving access to healthcare, launching walking school buses, providing tutoring, etc.).

These strategies have been implemented including providing bus transportation from the Middle School site to the Elementary school sites which helps parents who have their children enrolled at both schools; and services with Hop, Skip and Drive for parents who difficulty with transportation because of their work schedule. Additionally, our school has partnered with the Parent Institute for Quality Education (PIQE); and Families Acting Towards Results (FACTOR), to provide a comprehensive 8-week parent workshop that includes strategies for setting structures at home for the child that support a positive student learning environment; including improved attendance.

SUSPENSION RATE INDICATOR

All LEAs and schools with 30 or more students enrolled for at least one day anytime within the school year in K-12 in both the current and prior year will receive a performance level (color) for this indicator in their dashboard.

In Dataquest, student who have any suspensions, regardless of the length of the suspension are included in the calculation of the suspension rate. In the Dashboard, however, students are only included in the suspension rate if they have an aggregated suspension of at least one full day.

New Los Angeles Charter Elementary has not suspended any students for the 2017-18 and 2018-19 school year, as illustrated in the following charts. Source: <https://dq.cde.ca.gov>

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	168	0	0	0%	0%	0%
AFRICAN-AMERICAN	30	0	0	0%	0%	0%
HISPANIC	126	0	0	0%	0%	0%
ELL	79	0	0	0%	0%	0%
SOC. ECON DISADV	149	0	0	0%	0%	0%
SWD	25	0	0	0%	0%	0%

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	210	0	0	0%	0%	0%
AFRICAN-AMERICAN	43	0	0	0%	0%	0%
HISPANIC	148	0	0	0%	0%	0%
ELL	82	0	0	0%	0%	0%
SOC. ECON DISADV	181	0	0	0%	0%	0%
SWD	32	0	0	0%	0%	0%

New Los Angeles Charter Elementary has implemented Social-emotional Learning initiatives including the Niroga Mindfulness Program led by the Assistant Principal as a schoolwide program. The Assistant Principal coaches teachers and teaching assistants on SEL, mindfulness and most recently on implementing Positive Behavioral Interventions and Supports (PBIS). Schoolwide PBIS is a research-based, multi-tiered framework used to establish a social culture and the behavior supports needed to improve social, emotional, behavioral and academic outcomes for all students. A core principle of PBIS is to effectively teach appropriate behavior to all children, intervene before unwanted/negative behavior escalates and to monitor student progress. In addition, our school has piloted social skills groups through a “girl’s group facilitated by the Assistant Principal and teaching assistant with the goal of improving girls’ self-confidence, social skills, and leadership. Our goal is for every child to be the best version of themselves.

The following charts reflect the 2017-18 and 2018-19 school years suspension data for New Los Angeles Charter Elementary School, LAUSD, LA County and the state of California. The data includes cumulative enrollment, total number of students suspended, the Unduplicated Count of Unduplicated Students Suspended, Suspension rate, the percentage of students suspended once; and the percentage of students suspended more than once. Source: <https://dq.cde.ca.gov>

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
NLA ELEMENTARY	168	0	0	0%	0%	0%
LAUSD	646,075	6,423	5,093	0.8%	82.1%	17.9%
LA COUNTY	1,548,191	46,756	31,366	2.0%	74.0%	26.0%
STATE	6,384,919	363,406	223,867	3.5%	69.4%	30.6%

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
NLA ELEMENTARY	210	0	0	0.0%	0.0%	0.0%
LAUSD	630,838	5,096	4116	0.7%	84.3%	15.7%
LA COUNTY	1,518,501	45,720	29,819	2.0%	73.9%	26.1%
STATE	6,329,883	354,516	219,446	3.5%	70.0%	30.0%

NLACE's Dashboard Performance Level of blue for ***Suspension Rate indicator exceeds*** the State's Dashboard Performance Level of yellow.

MEASURES OF ACADEMIC PERFORMANCE

Charter schools in the middle track must also meet the following requirement:

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data. . .

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).)

In accordance with Section 47607.2(b)(2), New Los Angeles Charter Elementary has included the following charts, which reflect the initial year performance on the Spring 2019 CAASPP assessment for ELA and Math (grade 3) as "measurements of academic performance," which serves as the Charter School's baseline, for a total of 36 students w were tested. (Source: <https://caaspp-elpac.cde.ca.gov>)

2019 CAASPP: % MET/EXCEEDED		
	ELA	MATH
GRADE 3	30.6%	19.5%
HISPANIC	32.0%	16.0%
ENGLISH LEARNER	12.5%	12.5%
SOC ECON DISADV.	18.8%	6.3%

The following charts provide the 2019 ELA (left column) and Math (right column) achievement levels and mean scale scores for New Los Angeles Charter Elementary, LAUSD and the State of California. The state also computes the average scores of all tested students by grade level, known as the mean scale scores, which reflect the progress of all students rather than only those who changed achievement levels from one year to the next.

2019 ELA CAASPP: GRADE 3			
ACHIEVEMENT LEVEL	NLACES	LAUSD	CA STATE
MEAN SCALE SCORE	2395.1	2413.3	2425.2
STD. EXCEEDED - LEVEL 4	8.3%	22.5%	26.4%
STD. MET - LEVEL 3	22.2%	20.5%	22.2%
STD. NEARLY MET - LEVEL 2	38.9%	24.2%	23.4%
STD. NOT MET - LEVEL 1	30.6%	32.9%	28.0%

2019 MATH CAASPP: GRADE 3			
ACHIEVEMENT LEVEL	NLACES	LAUSD	CA STATE
MEAN SCALE SCORE	2377.8	2422.3	2434.3
STD. EXCEEDED - LEVEL 4	5.6%	18.5%	22.5%
STD. MET - LEVEL 3	13.9%	25.9%	27.7%
STD. NEARLY MET - LEVEL 2	30.6%	23.3%	23.0%
STD. NOT MET - LEVEL 1	50.0%	32.3%	26.8%

2019 ELA CAASPP: GRADE 3 - HISPANIC			
ACHIEVEMENT LEVEL	NLACES	LAUSD	CA STATE
MEAN SCALE SCORE	2389.3	2400.5	2404
STD. EXCEEDED - LEVEL 4	0.0%	16.7%	17.3%
STD. MET - LEVEL 3	32.0%	20.3%	21.2%
STD. NEARLY MET - LEVEL 2	32.0%	26.5%	26.7%
STD. NOT MET - LEVEL 1	36.0%	36.6%	34.9%

2019 MATH CAASPP: GRADE 3 - HISPANIC			
ACHIEVEMENT LEVEL	NLACES	LAUSD	CA STATE
MEAN SCALE SCORE	2368.9	2411	2414.1
STD. EXCEEDED - LEVEL 4	0.0%	13.4%	13.7%
STD. MET - LEVEL 3	16.0%	25.2%	26.4%
STD. NEARLY MET - LEVEL 2	32.0%	25.3%	26.4%
STD. NOT MET - LEVEL 1	52.0%	36.2%	33.6%

2019 ELA CAASPP: GRADE 3 - EL			
ACHIEVEMENT LEVEL	NLACES	LAUSD	CA STATE
MEAN SCALE SCORE	2359.8	2335.4	2362.8
STD. EXCEEDED - LEVEL 4	0.0%	1.3%	5.5%
STD. MET - LEVEL 3	12.5%	6.0%	12.9%
STD. NEARLY MET - LEVEL 2	43.8%	22.6%	27.2%
STD. NOT MET - LEVEL 1	43.8%	70.1%	54.4%

2019 MATH CAASPP: GRADE 3 - EL			
ACHIEVEMENT LEVEL	NLACES	LAUSD	CA STATE
MEAN SCALE SCORE	2347.5	2359.7	2385.4
STD. EXCEEDED - LEVEL 4	0.0%	2.1%	6.5%
STD. MET - LEVEL 3	12.5%	11.0%	18.1%
STD. NEARLY MET - LEVEL 2	25.0%	22.8%	26.7%
STD. NOT MET - LEVEL 1	62.5%	64.2%	48.8%

2019 ELA CAASPP: GRADE 3 - SOC ECON DISADV			
ACHIEVEMENT LEVEL	NLACES	LAUSD	CA STATE
MEAN SCALE SCORE	2383.1	2397.6	2399.6
STD. EXCEEDED - LEVEL 4	6.3%	16.0%	16.1%
STD. MET - LEVEL 3	12.5%	19.8%	20.5%
STD. NEARLY MET - LEVEL 2	43.8%	26.3%	26.5%
STD. NOT MET - LEVEL 1	37.5%	37.9%	36.9%

2019 MATH CAASPP: GRADE 3 - SOC ECON DISADV			
ACHIEVEMENT LEVEL	NLACES	LAUSD	CA STATE
MEAN SCALE SCORE	2360.3	2408.9	2410.9
STD. EXCEEDED - LEVEL 4	0.0%	13.0%	13.0%
STD. MET - LEVEL 3	6.3%	24.7%	25.5%
STD. NEARLY MET - LEVEL 2	31.3%	25.1%	26.3%
STD. NOT MET - LEVEL 1	62.5%	37.2%	35.2%

New Los Angeles Charter Elementary has one year of CAASPP results (baseline) for grade 3 administered in Spring 2019; and its numerically significant student groups include: Hispanic, English Learner, and Socio-economically Disadvantaged. The following chart includes the student demographics of the schools our students would otherwise attend, based on residence. Source: <https://dq.cde.ca.gov>

2019-20 DEMOGRAPHICS OF SCHOOLS OF RESIDENCE									
SCHOOL	% AA	% AM IND	% ASIAN	% FILIP	% HISP	% PI	% WHITE	% 2+	% NR
6th Ave	16.3%	0%	0.7%	0%	80.2%	0%	2.1%	70.0%	0%
Baldwin Hills	74.8%	0.2%	1.0%	0%	16.8%	0.2%	1.0%	5.8%	0.2%
Cienega	12.9%	0%	0%	0.4%	81.3%	0%	4.3%	0.4%	0.8%
Coliseum	50.0%	0%	0%	0%	44.2%	0%	1.7%	3.5%	0.6%
Hillcrest Drive	47.5%	0.2%	0.0%	0%	46.4%	0%	1.7%	2.4%	1.9%
Marvin	6.4%	0.1%	0.0%	0.3%	90.0%	0.1%	1.7%	0.6%	0.8%
NLACES	18.0%	0.9%	0.9%	0.0%	74.0%	0.0%	3.1%	2.7%	0%
Saturn St.	18.6%	0%	0%	0.3%	73.3%	0.6%	6.1%	0.6%	0.3%
Virginia Road	32.8%	0%	0%	0%	64.5%	0.4%	0.8%	1.2%	0.4%

2019-20 DEMOGRAPHICS BY STUDENT GROUP						
SCHOOL	ENROLL	% EL	% FY	% HL	% SWD	% SED
6th Ave	429	40.1%	0.5%	0.7%	8.2%	90.4%
Baldwin Hills	417	5.0%	1.7%	0.2%	6.5%	77.7%
Cienega	529	36.5%	0.6%	0%	16.3%	93.4%
Coliseum	172	22.7%	1.2%	0.6%	18.0%	91.3%
Hillcrest Drive	591	27.6%	1.9%	5.4%	9.5%	98.6%
Marvin	707	30.7%	0.1%	1.0%	10.6%	93.9%
NLACES	223	38.1%	0.4%	0.0%	9.9%	87.0%
Saturn St.	311	31.5%	0.0%	1.6%	21.2%	91.6%
Virginia Road	259	22.8%	2.7%	0.8%	16.6%	92.7%

EL = English Learner
FY = Foster Youth
HL = Homeless
SWD = Students with Disabilities
SED = Socio-economically Disadvantaged

The following chart provides a comparison of the Spring 2019 grade 3 ELA & Math CAASPP results by scale score and achievement level. Source: <https://caaspp-elpac.cde.ca.gov>.

COMPARISON OF SPRING 2019 CAASPP (GRADE 3) RESULTS				
	% MET/EXCEEDED		SCALE SCORE	
SCHOOL	ELA	MATH	ELA	MATH
6th Ave	33.3%	15.5%	2379	2375.5
Baldwin Hills	57.2%	49.4%	2442.1	2440.5
Cienega	45.0%	44.7%	2452.2	2424.7
Coliseum	8.7%	13.1%	2333.4	2369.9
Hillcrest Drive	13.1%	16.2%	2341.8	2374.3
Marvin	34.9%	38.7%	2405.2	2418.9
NLACES	30.6%	19.5%	2395.1	2377.8
Saturn St.	36.2%	33.3%	2395.5	2386.1
Virginia Road	27.6%	31.0%	2374.1	2388.4

As demonstrated above, New Los Angeles Charter Elementary students perform comparably against students from schools where they would have otherwise attended as measured by both ELA and Math CAASPP.

INTERNAL ASSESSMENT DATA: NWEA MAP ASSESSMENTS

In accordance with Education Code Section 47607.2(b)(3)(A), NLACE has included the following charts that provide NWEA MAP Results for the past 3 years (2017-18, 2018-19 and

2019-20) by grade level and disaggregated by English Learner (“EL”) and Students with Disabilities (“SWD”) student groups, as “verified data” that demonstrate measurable increases in academic achievement. Based on Spring 2019 CAASPP results, the Charter School recalibrated internal metrics (NWEA MAP) to improve accuracy of student progress towards grade level performance. Based on internal assessment results, we anticipated our students’ performance on the 2020 CAASPP would demonstrate growth, but as a result of COVID-19, schools were closed, and state testing was suspended. Therefore, NLACE has one year of CAASPP reporting that serves as the Charter School’s baseline performance.

The following charts provide insight on our students’ progress and performance on NWEA MAP Assessments for the past 3 years that guide and inform instruction, allocation of resources and interventions and supports.

2017-18 NWEA MAP RESULTS: READING													
GRADE LEVEL	FALL			WINTER			SPRING			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	85th PERCENTILE EOY NORM
	17-18 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD				
GRADE K	138.7	136.7	134.5	148.1	146.5	141.3	156.2	154	149.5	17.5	17.3	15	153.0
GRADE 1	157.8	151.9	152.1	167.5	161.7	162.4	174.8	168.4	164.8	17	16.5	12.7	173.0
GRADE 2	168.4	163.2	159.3	175.8	170.6	166.2	184	176.4	176.4	15.6	13.2	17.1	191.0

2017-18 NWEA MAP RESULTS: MATH													
GRADE LEVEL	FALL			WINTER			SPRING			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	85th PERCENTILE EOY NORM
	17-18 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD				
GRADE K	134.9	134.5	128.3	145.3	145.2	138.8	156.2	155.7	148.5	21.3	21.2	20.2	156.0
GRADE 1	156.3	149.4	151.9	170.6	163	164.3	181.4	174.6	172.4	25.1	25.2	20.5	176.0
GRADE 2	167.9	163.1	161.8	180.6	174.4	175.8	193.4	185	188.8	25.5	21.9	27.0	192.0

An analysis of the mean RIT scores for the 2017-2018 NWEA MAP assessments demonstrated statistically significant growth across all grade levels for reading, and greater increases in math. Over 85% of New Los Angeles Kindergarten and first grade students performed above the 85th percentile norm in reading. The mean RIT score for 2nd grade students (3rd grader who took the CAASPP assessment in 2018-2019) in 2017-2018 was 184, a 7-point difference from the target 85th percentile End-of-year (“EOY”) norm score. In Math, all grade levels exceeded the 85th percentile. English Learners in Kindergarten scored above the 85th percentile EOY Norm in reading, and slightly fell short by 0.3 point in Math. In addition, all grade levels, including English Learners and Students with Disabilities student groups, demonstrated double-digit RIT Growth in both reading and math.

According to a Psychometric Study, Linking SBAC to NWEA MAP Growth Tests (Psychometrics Service Team, 2017), the 85th percentile EOY Norm serves as the predictor for standards met performance (Level 3) on CAASPP assessments.

2018-19 NWEA MAP

2018-19 NWEA MAP RESULTS: READING													
GRADE LEVEL	FALL			WINTER			SPRING			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	85 th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD				
GRADE K	136.7	136.6	131.3	149.8	148.7	144	155.7	152.6	147.3	19	16	16	153.0
GRADE 1	158.4	153.6	155.3	164.2	157.5	155	172.6	163.5	161.6	14.2	9.9	8	173.0
GRADE 2	174.5	167.9	161.8	182.5	173.7	161.1	186.5	179.2	169.5	12	11.3	7.7	191.0
GRADE 3	182.7	173.7	171	187.7	180.1	173.3	190.2	181.5	181.8	7.5	7.8	10.8	202.0

2018-19 NWEA MAP RESULTS: MATH													
GRADE LEVEL	FALL			WINTER			SPRING			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	85 th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD				
GRADE K	132.9	132.1	124.1	145.9	143.9	135.1	155.1	153.8	147.5	22.2	21.7	23.4	156.0
GRADE 1	155.6	149.1	142.8	165.9	163.5	160.5	173.8	170	166.1	18.2	20.9	23.3	176.0
GRADE 2	179.0	173.6	175.4	188.6	182.7	173.5	194.8	187.8	181.8	15.8	14.2	6.4	192.0
GRADE 3	181.1	172.7	163.6	186.4	183.2	176.6	190.7	186.5	176.1	9.6	13.8	12.5	204.0

An analysis and reflection of the 2018-19 NWEA MAP results, grades K-2 again demonstrated double-digit Mean RIT growth. The grade 3 cohort had a 7.5 point Mean RIT growth in Reading; and 9.6 point growth in Mathematics. In reading, grade K exceeded the 85th percentile by 2.7 points; and fell short by 0.9 points in Math. The Grade 1 cohort was 0.4 points short of the 85th percentile in reading; and 2.2 points in Math. Grade 2 exceeded the 85th percentile by 2.8 points in Math; and fell short by 4.5 points in Reading.

Students in grades K-2 are administered MAP for Primary Grades (“MPG”) which differs in format from the NWEA MAP assessment indicated for grades 3 and above. We attribute the slower growth of the grade 3 cohort on a combination of: the type of MAP Assessment administered (MPG vs MAP) that includes a different interface; student testing fatigue, and the need for additional targeted academic support. Students in grades 3 were administered the Interim Assessment Blocks (“IAB”), a total of 3 times during the year, in addition to NWEA MAP assessments.

2019-20 NWEA MAP

In 2019-20, NWEA MAP Assessments were administered in Fall and Winter for grades K-2 in Reading and Math, and grade 4 for Math. We administered the SBAC Interim Assessment Blocks in order to prepare our grades 3-4 students for CAASPP computer adaptive assessments. The SBAC IABs are assessments teachers administer and utilize throughout the year to assess small bundles of content; and are intended to provide teachers and students with a snapshot of their progress through performance to determine next steps for instruction. Unlike the NWEA MAP Assessment, IABs are not adaptive but rather fixed in form and not intended to measure growth over time. The IABs are meant to assess mastery of the standards in small chunks as content is taught.

Since NWEA MAP was only administered twice (fall and winter), and not in the Spring because of school closure due to COVID-19, NWEA developed and published the 2020 NWEA MAP Growth Normative Data Overview. This tool guide assists schools in measuring RIT growth and the standard deviation for each grade level as evidenced in the following chart for the 2019-20 NWEA MAP results.

All grade levels demonstrated Mean RIT growth (Fall to Winter) in both Reading and Math and continued to make progress as our school transitioned to distance learning in late March 2020.

2019-20 NWEA MAP RESULTS: READING											
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	FALL TO WINTER MEAN	FALL TO WINTER STD. DEV
	19-20 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE K	140	145.6	131.7	147.1	144.9	143	7.1	-0.7	11.3	9.63	5.75
GRADE 1	158.7	151.6	150.3	166.6	159.7	158.6	7.9	8.1	8.3	9.92	5.85
GRADE 2	168.6	162.4	158.1	179	172.9	166.2	10.4	10.5	8.1	8.85	5.86
GRADE 3	182.8	172.5	169.2	--	--	--	--	--	--	7.28	5.86
GRADE 4	191.7	181.7	181	--	--	--	--	--	--	5.82	5.76

2019-20 NWEA MAP RESULTS: MATH											
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	FALL TO WINTER MEAN	FALL TO WINTER STD. DEV
	19-20 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE K	136.1	147.6	131.7	143.9	138.7	138.5	7.8	7.8	6.8	10.27	5.15
GRADE 1	156.7	150.1	146.7	166	162.3	157.9	9.3	9.3	11.2	10.13	5.22
GRADE 2	173.9	170.6	168.4	182.8	181	169.8	8.9	8.9	1.4	9.03	5.11
GRADE 3	185	177.8	170.4	--	--	--	--	--	--	7.75	4.99
GRADE 4	190.6	182.8	178	195.5	188.6	182.2	4.9	5.8	4.2	6.50	4.98

As the result of the 2018-2019 CAASPP data and NWEA MAP data findings and our annual comprehensive needs assessment, several critical changes were made. For the 2019-2020 school year our schoolwide focus was on reading instruction through a partnership with Growing Educators. Recognizing a significant need to strengthen math instruction in the 3rd and 4th grade, we dedicated time and resources to continuing our partnership with the UCLA Math Project. Instructional Coaching was focused on the upper grades and we hired an Assistant principal with extensive experience and training in upper elementary Math and CGI Math instruction. The Assistant Principal led ongoing professional development and coaching with the 3rd and 4th grade teachers to plan, reflect, collect and analyze student assessment and work in math. For the 2020-2021 school year, we will be adopting mCLASS Math, and Dynamic Indicators of Basic Early Literacy Skills (“DIBELS”) for reading, comprehensive assessments. mCLASS is an assessment tool used to identify a student’s mathematical reasoning and measure fundamental skills. The DIBELS are a set of procedures and measures for assessing the acquisition of early literacy skills, all of which are key features of NLACE’s education plan.

In summary, the Charter School has met the renewal requirements for a middle track school and should be granted a five-year renewal term.

SUCCESS OF THE KEY FEATURES OF THE EDUCATIONAL PROGRAM

Over the past four years key elements of the educational program have evolved successfully including but not limited to the balanced literacy program, implementation of Cognitive Guided Instruction math, science, coding, mindfulness, art, music, PE, using a project-based learning instructional model.

Balanced Literacy. Reading and writing are the core of any elementary educational program. We believe that students should be given time to read and write at their independent

level and should be pushed to progress under the guidance of the teacher. NLACE has implemented a balanced literacy approach that includes Readers Workshop, Writing Workshop, Small Group Instruction, Interactive Read Aloud/Shared Writing, and Word Study.

Using the Units of Study from the Teacher's College Reading and Writing Project, New Los Angeles Charter Elementary teachers implement daily reader's workshop. Teachers conduct a mini lesson, and then students read independently or in partners from books selected for them at their independent reading level. Students are regularly assessed to determine their reading level. The teacher plans instruction to teach students strategies and skills to help them progress to the next reading level.

Using the same model as the readers workshop, New Los Angeles Charter Elementary students are guided through different genres of writing (narrative, informational, opinion) using teacher produced demonstration texts and carefully selected published texts to highlight features of good writing. Students are formally assessed six times a year and informally each week through conferring with the teacher to work on strategies that will increase their writing skills.

Small group instruction is key to workshop success. Teachers pull small groups of students to work on specific skills or strategies during workshop time. Students may also be pulled for intervention during this time.

The skills learned during workshop time are embedded throughout the day. New Los Angeles Charter Elementary teachers model literacy skills and engaging students in literacy practice regardless of the subject being taught. Class time includes an ongoing focus on word study, grammar, spelling, punctuation sentence structure and phonics.

Balanced literacy is implemented with fidelity at New Los Angeles Charter Elementary. Units of Study curriculum are provided to all teachers in reading, writing, and phonics in grades K-2.

Perhaps the greatest indicator of New Los Angeles Charter Elementary's literacy success is the obvious love for reading and writing that students develop as a result of the program. Differentiation allows students to connect with the curriculum based on individual interest and access appropriate reading materials under the guidance of teachers.

Teachers collect extensive data on each student's reading levels by keeping individual running records. A running record allows a teacher to record a child's reading behavior as they read aloud from a book in a one-on-one session with the teacher. The chart below highlights New Los Angeles Charter Elementary's running record data which reflects the percentage of students who were reading at or above grade level by the end of the school year. * Note: for the 2019-20 school year end-of-year was measured February 2020. (Source for the following chart: Running Records)

EOY: % STUDENTS READING AT/ABOVE BENCHMARK LEVEL				
	2016-17	2017-18	2018-19	* 2019-20
GRADE K	62%	66%	40%	65%
GRADE 1	53%	59%	49%	48%
GRADE 2	--	59%	46%	49%
GRADE 3	--	--	33%	50%
GRADE 4	--	--	--	66%

Ensuring accuracy with the running record data is a critical component of our school's reading assessment data. Therefore, on an annual basis, all teachers participate in extensive training on appropriately scoring running records, and calibration to ensure continuity and accuracy across all grade levels and teachers. However, with each passing year, and continued extensive training, the accuracy rate to progress to the next level, has improved and in alignment and consistent with current research on the topic. The combination of a more rigorous standard for assessment and increased accuracy rate, resulting in more well-trained and calibrated teachers (assessors), has led to an overall quantitative decline in the reported percentage of students reading at/above benchmark.

To support the success of the New Los Angeles Charter Elementary literacy program, a Reading Intervention Specialist was hired in 2018 to develop a reading intervention program. This teacher is a literacy expert who facilitates teacher professional development and works with struggling readers. She works with roughly 35 students or 30 minutes, five days per week. Students meet in small groups with no more than four peers and move an average of 3.3 reading levels in two trimesters as the result of this program. The goal is for students to exit the program, and during the 18-19 school year, eight students exited back to the classroom needing only in-class intervention support from the teacher. Three students were identified with learning disabilities.

During the 2019-2020 school year NLACE established a partnership with Growing Educators, that provided extensive ongoing research-based professional development for our entire teaching staff on implementing effective small group reading instruction, and a more robust progress monitoring system. All teachers meet monthly for data talks in grade level teams analyzing student reading level data, to measure the effectiveness of the delivery of this program and student progress. Our reading intervention program has resulted in significant student gains in reading when comparing data from 2018-19 to 2019-20. (Source for the following charts: Running Records)

2018-19: % STUDENTS AT/ABOVE BENCHMARK		
	TRIMESTER 2	TRIMESER 2
GRADE K	35%	38.80%
GRADE 1	35%	48.80%
GRADE 2	46%	46%
GRADE 3	39%	33.30%

2019-20 GUIDED READING PROGRESS BY TRIMESTER								
	TRIMESTER 1			TRIMESTER 2		T3	AVG GROWTH	EXPECTED GROWTH
	AUG	SEPT	OCT	DEC	JAN	FEB		
GRADE K	100%	100%	100%	46%	68%	63%	1.7	2
GRADE 1	56%	47%	58%	38%	47%	48%	3.04	4
GRADE 2	36%	36%	46%	41%	43%	50%	3.02	2
GRADE 3		43%	55%	47%	52%	52%	2.57	2
GRADE 4	50%	50%	64%	56%	67%	66%	2.09	2

Cognitively Guided Instruction in Math. New Los Angeles Charter Elementary has partnered with the UCLA Math Project since opening in 2016. The Charter School uses Cognitively Guided Instruction for Math. CGI is a methodology for problem solving in which students are sense-makers who actively participate in the learning process. CGI has three major components: number sense routines, problem solving and counting collections.

Also known as warmups, mental math, or math games, number sense routines are a way to engage the students in mathematical thinking at the start of a lesson. Teachers capitalize on the benefits of collaboration by using the math talk structures to discuss math during this time.

Students then focus on one real world math problem to solve using a variety of tools and strategies that they have learned. They work collaboratively in groups to come to a solution and explain their reasoning, both in collaborative conversations as well as in writing. Used mostly in the primary grades (K-2), counting collections help students practice the important skills of ordinal counting, one to one correspondence, grouping, skip counting and representing numbers in a variety of ways.

NLACE has fully incorporated CGI practices. Teachers use CGI methodologies, the 8 mathematical practices and CCSS for instruction to plan and implement the math curriculum. NLACE teachers have received ongoing PD and coaching through the UCLA Math Project every year.

CGI's strong focus on problem solving and making connections with real world examples of math has proven effective for our students. Upon reviewing mid-year CGI assessment data, where students meet one-on-one with a teacher to demonstrate problem solving skills, 78% of Kindergarten students are able to accurately answer a "join result unknown" problem (addition) such as "Rosa has __ stickers. Her mom gave her __ more stickers. How many stickers does Rosa have in all?" At the mid-year assessment, students had not yet been exposed to multiplication problems, however, 16% were still able to use their problem-solving strategies to arrive at a correct answer. By year's end, 72% of kindergarteners were able to accurately answer a multiplication question such as "There were __ tables. __ children were sitting at each table. How many children were there altogether?"

Similar gains were evidenced in our second grade students, and with other operations such as division. In a partitive division problem, "David has __ pieces of candy. He wants to put __

candies in each box. How many boxes will he need? How many candies will be left over?” second graders made tremendous progress over the course of the year. At the first trimester mark - 28% of students answered this problem type correctly, and by the end of the third trimester 49% of students answered correctly.

Hands-On, Inquiry-Based Science. New Los Angeles Charter Elementary fully embraces the Next Generation Science Standards (“NGSS”), which put a greater emphasis on inquiry and application of science than the former state science content standards. At each grade level students engage with in-depth study and practice of science concepts in the following 4 areas: Life Science, Physical Science, Earth and Space Science, Engineering and Technology Science. The Charter School uses Amplify kit-based science curriculum along with informational texts that allow students to practice literacy skills across the curriculum.

Amplify Science builds units around a specific problem, placing students in the role of scientist or engineer. This has been extremely successful for NLACE students as they are able to connect more deeply with the scientific concepts. For example, a first grade life science unit on animal adaptations and defenses positions the students as marine biologists studying sea turtle migration. They learn about the different ways that marine animals defend themselves from predators and adapt to different environments. They follow the migration patterns of sea turtles and learn about human threats to their survival.

NLACE students deepened their engagement with this unit by deciding that they wanted to take action to save and support sea turtles. They learned that they could adopt a sea turtle nest to protect it from harm and hosted a lemonade stand after school for one week. They created the signs and materials to promote the event and educate the school community about the plight of the sea turtles. They not only raised enough money to adopt a sea turtle nest for each first grade class, but they were able to adopt a nest for every classroom. The sea turtle became so popular that students voted for it to become the NLACE mascot.

Coding. New Los Angeles Charter Elementary is one of the only public schools in the LA area providing computer science curriculum for Kindergarten and 1st grade students (9 Dots Online Software). Given the diversity gap in the STEM workforce, this program is critical for New Los Angeles Charter Elementary students as 98% of the student body is non-White. The Charter School’s unique coding curriculum has been developed in conjunction with 9Dots. Students participate in classes co-taught by NLACE teachers and 9Dots instructors once a week. The coding curriculum teaches students persistence, critical thinking, sequential thinking, and creative expression. As the Charter School continues to develop the program, computer science will be integrated with other academic to encourage the application of coding skill throughout the academic experience.

NLACE’s partnership with 9Dots has been a huge success. In 2018, New Los Angeles Charter Elementary was one of three schools chosen by 9Dots and UCLA to participate in a Research-Practice Partnership (“RPP”) focused on addressing big picture problem solving through the coding curriculum. An administrator and teacher participated in regular planning meetings and in 2019-2020 a third grade teacher implemented a pilot program created out of the RPP group. The research will continue for 3 years.

Since the inception of the program all kindergarten and first grade teachers have transitioned to teaching coding independently. As upper grade teachers gain mastery with the program, the Charter School will continue to transition from a co-teaching model with the goal that all teachers will teach independently, relying on consultation support from 9Dots staff. The following chart reflects student perception survey data on the coding program.

STUDENT PERCEPTION SURVEY RESULTS ON CODING		
	FEB 2020	JUNE 2020
% ENJOY CODING	79%	72%
% WANT TO LEARN MORE ABOUT CODING	77%	83%
% IDENTIFY THEMSELVES AS A CODER	74%	70%
AVG. STUDENT PROGRESS ACROSS ALL LESSONS	66%	22%

It is important to note that end of year data was collected during distance learning. Anecdotally, 9Dots staff reported that NLACE had significantly higher participation rates during distance learning than the other schools they worked with indicating that students and teachers consider computer coding as an essential part of the NLACE curriculum.

Mindfulness. One unique aspect of the New Los Angeles Charter Elementary curriculum is the Charter School's mindfulness program. Through a partnership with the Niroga Institute, NLACE uses the Dynamic Mindfulness curriculum. The Charter School hosts a teacher-led all-school mindfulness assembly weekly. Student mindfulness leaders meet with a teacher leader during recess once a week and then lead the weekly all-school assembly on Thursday. Each day, teachers lead mindfulness sessions using the Niroga curriculum. Mindfulness and breathing practices are implemented on an as-needed basis for discipline and behavior management. Teachers practice mindfulness at lunch or during meetings lead by teacher leaders.

Mindfulness strategies have proven to be especially effective with supporting positive discipline. In some cases, students who struggle with conforming to classroom behavior expectations have strategies to employ mindfulness practices when agitated, over-energized or distracted. Classrooms have space for individual students to practice mindfulness when they recognize the need. Some students have regular scheduled mindfulness sessions with a trusted adult in addition to the school-wide and class-wide practices. The Charter School's mindfulness program has reduced the number of discipline referrals and increased the amount of time students experience success in the classroom or with their peers.

Mindfulness is implemented during peer conflicts. Teacher Assistants who supervise the lunchroom and yard are prepared to respond mindfully to these events and support students with calming techniques to de-escalate situations. Mindfulness has even made its way into the homes of our students. One parent reported that her second grade student (who was annoyed with her younger sister) stated, "I just need to do some breathing before I can deal with you." She stepped away and five minutes and later returned to her little sister with increased patience.

Visual Arts and Music. New Los Angeles Charter Elementary is committed to the arts and music. The Charter School employs a full-time visual art who has developed a comprehensive art program based on the CA standards for Visual and Performing Arts and social justice themes. Students practice a variety of media and use art for self-expression. The visual art program includes artist studies, which expose students to unique or community-based art.

New Los Angeles Charter Elementary partners with the Young Musicians Foundation (“YMF”) to provide music classes for all students. YMF provides teaching artists and the music curriculum. Teaching artists visit classes weekly to provide music education. Through a joint grant with YMG, the Charter School secured ukuleles for the fourth graders, who learned to play the instruments during their music class.

YMF staff frequently share that NLACE is one of their most dedicated partners, citing both teacher and student engagement as evidence. Due to this partnership, NLACE was awarded a grant with YMF and Fender for a ukulele program. The Charter School secured ukuleles for all fourth graders, who learned to play the instruments during their music class. NLACE was also selected to participate in a partnership with YMF and the Discovery Cube to pilot an integrated science/music curriculum. This was to take place during the Spring of 2020 and ultimately did not happen due to the COVID-19 pandemic.

Physical Education and Health. New Los Angeles Charter Elementary employs a full time PE teacher who teaches a comprehensive PE and health program developed around the CA standards that meets the required 200 minutes every 10 days. Students build strength and play games as they learn teamwork, good sportsmanship, and problem-solving skills.

Project Based Learning. At New Los Angeles Charter Elementary, teachers use all of the above elements to create units of study that integrate multiple academic subject areas. Using Understanding by Design, teachers plan units that focus on answering essential questions. Teachers guide students through learning experiences that help them arrive at evidence-based conclusions to answer essential questions.

SUCCESS OF THE SCHOOL’S EDUCATIONAL PROGRAM: STUDENTS WITH DISABILITIES

The curriculum at New Los Angeles Charter Elementary is designed for differentiation. In Reader’s Workshop students practice reading skills and strategies with high interest books at their own reading level. In Writer’s Workshop students are writing about topics of their choosing under the guidance of the teacher. In math, students are given counting collections of sizes appropriate to their own personal progress and are using numbers in problem solving that are just right for them. However, even with curricular design in place we know that some students still need additional support. New Los Angeles Charter Elementary meets those needs through tiered levels of support:

Tier One:

- Small group instruction in letter sounds, phonics skills and sight words
- Guided Reading using the Fountas and Pinnell Guided Reading Library 3-4 days/week
- Hagarty Phonemic Awareness

- Leveled Literacy Intervention Kit
- Lindamood Bell Reading intervention
- Zoophonics
- Handwriting without Tears
- Reading A-Z

Tier Two Support for Struggling Readers

- Small Group Tier Two Intervention with intervention teacher/reading specialist
- Small group intervention for basic math skills
- Leveled Literacy Intervention System
- 30 minutes 4-5 days per week

Support for English Learners:

- McGraw Hill “Wonders” ELD curriculum
- Words Their Way
- Zoophonics
- Small group instruction
- Vocabulary Development - picture walks
- Kagan Structures
- Math talk and writing supports

Support for High Achieving Students:

- Leveled libraries
- Buddy reading w/ younger students

NLACE implements a full inclusion special education program. The Charter School has dedicated significant staffing resources to support the special education program to ensure that we are meeting the needs of all learners. There are currently 32 students who receive Special Education services at NLACE, or approximately 14.55% of the student body. Students in the program receive support inside and outside the general education classroom per IEP team recommendations.

To support exceptional learners, the Resource program has put supports in place to accommodate academic, behavioral and social/emotional needs. Resource Teachers work in the general education classrooms and make sure general education teachers are aware of the accommodations, goals, and interventions in place for students with disabilities. *IEPs-at-a-Glance* documents are distributed to general education teachers following each IEP meeting. Resource Specialist Program (“RSP”) teachers are in the classroom to scaffold learning, monitor each student’s unique accommodations, and provide resource support in reading, writing, math, vocational skills, and behavior support. Minutes are based on IEP recommendations and vary from case to case. Though RSP teachers work more closely with students with disabilities, RSP teachers work with all students in the classroom. The following tools are used to remediate skills while ensuring student progress and successful inclusion within the general education curriculum.

- **Individual and Small Group ELA and Math Instruction in Resource Room**
Individual and small group ELA and math support is a setting that is instructed by a special education teacher. Students receive small group and individual support in the resource room based on minutes documented in their IEP. Students with the most intensive needs receive 30 minutes per day of pull out ELA support and 30 minutes per day of pull out math support. Special education teachers focus on reading skills using the Fountas & Pinnell LLI program, Voyagers Reading, Lindamood Bell, Zoophonics, and multi-sensorial lessons to teach letter names, sounds, and reading. In addition, special education teachers utilize Number Worlds, CGI, Zearn, and multi-sensorial lessons to teach counting, addition, and subtraction. In addition, Special Education teachers supplement and accommodate the lessons for diverse learners to better fit the needs of students with disabilities. Informal and formal assessments are used to determine students' reading, writing, and math levels, and monitor progress.
- **Collaborative Resource Program Math and Language Arts Support**
RSP teachers are part of each grade level team. RSP teachers have set planning periods every week to plan, differentiate, and accommodate lessons planned with the general education teachers.
- **Academic/Behavioral Supports**
RSP teachers implement behavior plans and assist teachers in implementing behavior interventions. At NLACE we frequently discuss student needs in terms of services available which currently include Counseling, Speech, Adaptive Physical Education ("APE"), Assistive Technology ("AT"), Behavior Intervention Implementation ("BII"), Behavior Intervention Development ("BID"), and Occupational Therapy. We believe that behavior is in response to a need that is not being addressed, so we work as a team to determine if additional assessments need to be utilized to assess for other needs. Special education teachers, BII/BIDs, Speech and Language therapists, and Counseling providers teach students strategies that replace responses that may disrupt learning.

The special education department has a dedicated hour each week to meet and discuss student progress towards IEP goals. The team uses this time to discuss student data and review current teaching methods to determine if progress is being made.

The Charter School monitors general progress through internal benchmarking such as MAP testing, SBAC IABs, reading records, sight word assessments, on-demand writing assessments and the CGI assessment. Students' progress on IEP goals are measured during sessions in the resource room both informally and formally. Each student with an IEP has a portfolio binder in the resource room in which student work is collected throughout the year, to monitor progress toward goals. At regular meetings between the special education department, administrator and general education teacher, the team reviews student data towards IEP goals. The special education department is in regular contact with parents in order to communicate progress. In addition, the teachers report on IEP Annual and Incremental goals when trimester progress reports are sent out to all students (3 times per year). Furthermore, this information is discussed at length during each IEP meeting. An IEP meeting is held annually (at minimum) to review progress towards goals, and changes will be made based on data.

Data highlights several areas of success for students with disabilities at NLACE. NLACE SWDs in founding grade 1 continue to make more annual growth on their MAP scores, indicating that the support they are receiving is making a difference in their overall performance. SWD chronic absentee rate at NLACE is consistently lower than the Charter School's overall rate and are lower than the District's and County's overall rates. This indicates that SWDs at NLACE are engaged, supported and want to be in school despite the additional challenges they may face. SWD suspension rate at NLACE is 0%. This is not simply because the students are young or because we don't have students with severe behavioral needs. NLACE is dedicated to supporting students with disabilities that manifest themselves behaviorally and keeping them in school and in classrooms safely. We have dedicated staff, professional development, alternatives to suspension and other resources to meet the complicated needs of students with documented behavioral disabilities which has resulted in fewer major incidents and appropriate consequences that support all students.

SUCCESS OF THE SCHOOL'S EDUCATIONAL PROGRAM: SERVING ENGLISH LEARNERS

NLACE is dedicated to meeting the needs of English Learners. Teachers are trained to incorporate language objectives and incorporate English Language Development strategies into all lessons. The Charter School uses the Wonders curriculum for designated ELD instruction. MAP results indicate that English Learners are making progress at the same or similar rates as the overall student population in both reading and math.

ENGLISH LANGUAGE LEARNERS		
	TOTAL #	TOTAL %
2016-17	50	47.2%
2017-18	76	46.9%
2018-19	78	39.6%
2019-20	85	38.1%

When analyzing the Charter School's reclassification rates, it is very hard to compare from year to year. Each year there has been a change which impacts the results, including the change of test, change of test timing, and change in assessment criteria. Due to these factors, a comparison of reclassification rates over the years does not give an accurate picture of EL success at NLACE. It is important to note that reclassification numbers tend to slow as students' progress in the grades because students who don't reclassify in the earlier grades are often dealing with other challenges. For example, in 2019-2020 we had 12 English Learners in 4th grade and 50% of them were students with disabilities.

English Language Proficiency Assessments for California ("ELPAC") data indicates that the progress of kindergarteners or newcomers over the course of the year is significant. In the fall of 2018-2019, 32 kindergarteners were administered the ELPAC Initial Assessment and designated as English Learners. In the Spring when they took the ELPAC Summative Assessment (just 7 months later) 13 of those students scored an overall level 4, of those

RECLASSIFICATION RATE		
	TOTAL #	TOTAL %
2016-17	1	0.0%
2017-18	3	6.0%
2018-19	16	21.1%
2019-20	11	14.1%

41% met the criteria for reclassification. This indicates significant progress in their language acquisition over a short period of time. An additional 10 students (31%) scored an overall Level 3, which no longer qualifies them as eligible for reclassification, however it does indicate significant progress.

AREAS OF CHALLENGE & HOW THEY HAVE BEEN IMPROVED

Over the past 4 years, NLACE has had fewer challenges than most due to the stability of a well-established middle school, New Los Angeles Charter. A strong mission with policies and practices already in place at the middle school provided a stable foundation as NLACE was established. Our school started its initial year, serving grades TK-1, and has annually expanded by one grade level, and currently in the 2020-21 school year (year 5) will serve grades TK-5.

Since our school's inception, we have focused on strengthening our program using evidence-based and data-driven practices, multiple forms of assessments, to assess the effectiveness of our program, including stakeholder input and feedback. In the 2019-20 school year our focus as mentioned earlier was on strengthening our reading/literacy program, and providing our teachers the tools to improve instruction.

Our English Learner program continues to evolve, aligned to the English Language Development ("ELD") Standards and continue to seek comprehensive and effective ELD curriculum, beyond our current Wonders ELD Curriculum. In year two of our charter, our entire teaching staff received professional development on the ELD Standards to write language objectives which enhanced our integrated ELD instruction. By year three, we shifted our focus on improving phonics instruction which included the purchase of additional curriculum, the implementation of a comprehensive phonics assessment with ongoing evidence-based PD in phonics for all teachers. Year four was dedicated to small group reading instruction and ongoing Professional Development, which resulted in a focus on differentiation for all learners.

Our planned PD focus for year 5 is ELD. The Elementary School Principal participated in LACOE's Blueprints for Effective Leadership and Instruction for our ELs Futures ("BELIEF") training. NLACE will be partnering with Good Word Education to provide PD and coaching to our teaching staff. Staff will participate in 2 days of PD prior to the start of the school year and Administrators will participate in 3 supportive sessions throughout the year. Additionally, there will be coaching days for teachers to support implementation of their learning from the summer PD.

Perhaps the greatest challenge that NLACE has faced since opening in 2016 has been facilities. The Charter School intends to lease or purchase a building in the Mid-City neighborhood near the Middle School. There has been promising movement on this initiative, and the school plans to locate in a private facility shortly. Since opening, NLACE has relied on Prop 39 facilities, and the Charter School was co-located with Baldwin Hills Elementary School.

TARGETED STUDENT POPULATION

New Los Angeles Charter Elementary serves grades TK-5. Our target community is the Mid-City neighborhood. Approximately 60% of our students reside in the 90008 and 90016 zip codes). The following chart outlines our annual enrollment and racial/ethnic student demographics for the past four years. Currently, our school serves approximately 240 students

in grades TK-5 that includes 40% English Learners, 84% Socio-economically Disadvantaged, and 15% Students with Disabilities.

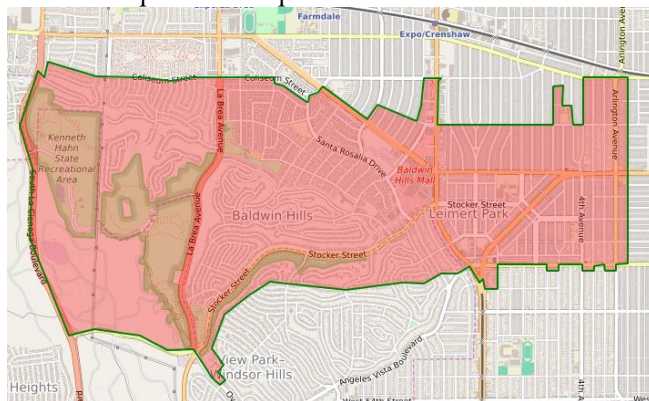
ENROLLMENT BY GRADE LEVEL							
	TK/K	1	2	3	4	5	TOTAL
2016-17	74	32	0	0	0	0	106
2017-18	66	56	40	0	0	0	162
2018-19	66	47	51	33	0	0	197
2019-20	47	53	46	45	32	0	223

RACIAL/ETHNIC DEMOGRAPHICS: PERCENTAGES									
	AFRIC-AM	AM IND	ASIAN	FILIPINO	HISPANIC	PAC ISL	WHITE	2+ RACES	NR
2016-17	16.0%	0.0%	0.0%	0.0%	80.2%	0.0%	0.9%	0.0%	2.8%
2017-18	18.5%	0.0%	0.6%	0.0%	76.5%	0.6%	1.2%	2.5%	0.0%
2018-19	16.8%	1.5%	1.5%	0.0%	74.1%	0.5%	2.5%	3.0%	0.0%
2019-20	18.4%	0.9%	0.9%	0.0%	74.0%	0.0%	3.1%	2.7%	0.0%

The following map outlines the 90008 zip code that includes the following demographics:

- Median Household Income: \$36,883
- Unemployment Rate (Pre-COVID): 20.7%
- % Hispanic (Public Schools): 47.3%
- % African-American (Public Schools): 50.7%
- % Households eligible for free/reduced price lunch: 80.2%

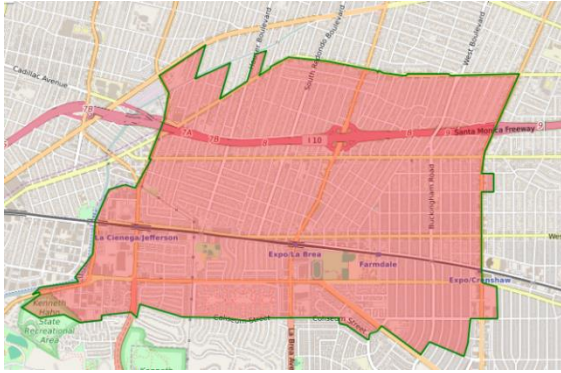
Source: Zip Data Maps



The following map outlines the 90016 zip code that includes the following demographics:

- Median Household Income: \$38,071
- Unemployment Rate (Pre-COVID): 20.7%
- % Hispanic: 60.6%
- % African-American: 36%

- % Households eligible for free/reduced price lunch: 81.4%



These communities are densely populated, low levels of parent educational attainment, high unemployment, and low-income.

ENROLLMENT PLAN

The following chart reflects the projected 5-year enrollment over the next term by grade level.

PROJECTED ENROLLMENT BY GRADE LEVEL							
	TK/K	GR 1	GR 2	GR 3	GR 4	GR 5	TOTAL
2021-22	50	50	50	50	50	50	300
2022-23	100	50	50	50	50	50	350
2023-24	100	100	50	50	50	50	400
2024-25	100	100	100	50	50	50	450
2025-26	100	100	100	100	50	50	500

MISSION

New Los Angeles Charter Elementary develops a diverse community of students who are passionate about learning, engaged in their community, and have respect for themselves and others.

VISION

New Los Angeles Charter Elementary cultivates future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that enable them to thrive and ensure advanced academic success. The school nurtures and trains students who understand how to work together to solve problems, changing their own lives as they change the community around them.

New Los Angeles Charter Elementary has a rigorous curriculum, fosters respect for human life, and provides relevant life experiences. The culture of the school creates a shared sense of mission, one that reinforces in our students a love of learning, a commitment to social action, and a deep respect for others.

PASSION FOR LEARNING

NLACE keyword: **Rigor**. We believe that college prep starts in Kindergarten and the future academic success of students hinges on a strong foundation at the elementary level. At NLACE, every student receives the academic foundation to be prepared for a college preparatory middle and high school with the goal of being college and career ready. Rigorous intellectual development comes from a focus on habits of mind and not merely information retention. Students demonstrate mastery of concepts and skills by working together on real-life projects rather than test-taking alone. NLACE implements an effective model of rigorous standards-based instruction, through which students achieve mastery of the Common Core standards by the end of each grade.

ENGAGEMENT IN THE COMMUNITY

NLACE keyword: **Relevance**. At NLACE, we believe, as John Dewey did, that “education is the fundamental method of social progress.” NLACE students are challenged to pursue the goals of equality and justice, and work to promote progress in their local and global communities. They are taught to use their knowledge and skills to work for a just, equitable, compassionate world. Learning is connected to real life experiences. Students are empowered by taking social action.

Engagement in the community can be evidenced daily at NLACE. Grade 1 students studied sea turtle migration as part of a science unit. Disturbed by the plight of poaching on the sea turtle population, students took it upon themselves to act by hosting a lemonade stand to raise money to adopt sea turtle nests as a protection from poachers. After studying about Martin Luther King, Jr., Kindergarten students reflected on changes they wanted to make in their community and conducted their own march for freedom around the school grounds. In response to the rise in homelessness in their neighborhood, NLACE students developed a project to sew pillows for community members on the streets. Parents and teacher dropped the pillows off at local shelters on behalf of the students. Experiences like this happen daily at NLACE, where young people, no matter what age, are empowered to take action and change the world.

RESPECT FOR SELF & OTHERS

NLACE keywords: **Respect** and **Relationships**. In order for students to grow academically, creatively, and morally, they need a safe space to take risks. NLACE encourages vigorous debate and expression of individual voice, but through the use of active listening and conflict resolution techniques. The Charter School uses project-based learning and thematic integration at strategic points in the curriculum to develop youth who have the skills, knowledge, and resources to work with diverse groups of people in order to lead their communities towards social justice.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21st CENTURY

In the 21st century, an educated person should understand how they and their local environment exist in relation to the global community. Productive citizens of the 21st century must be able to actively engage in their communities as agents of positive change. Research suggests that high quality, classroom-based community service learning is tied to improved attendance, academic motivation, achievement, and decreased drop-out and truancy rates (Brown, 2010)². At NLACE, students participate in community service in the Charter School

² Brown, Phillip, et. al., *Handbook of Prosocial Education*, 2010.

such as acting as buddies in lower grades, participating in cleanup of the lunch area and on the playground and acting as Junior Coaches during recess. They also perform service in the community at large through organized projects or field trips facilitated by the classroom teacher or grade level lead. These activities and projects are for all students and are facilitated by the classroom teacher with support from the administrators and the community engagement committee. In the upper grades, students come up with their own ideas and work in small groups on projects of their design. All community projects will be overseen by school personnel and are appropriately supervised.

An educated person in the 21st century needs to be a critical consumer of information, a critical thinker, and a problem solver. One example of such critical thinking opportunities at NLACE is a weekly current events analysis. Students in the 21st century are bombarded with information from television, print and internet sources, and social media. Through a facilitated protocol, students analyze a story in the news, come to conclusions about personal opinions, question truth in advertising and experience the opportunity to respectfully disagree. Protocols like this are most appropriate for the upper elementary but students in all grade levels practice critical thinking on a regular basis.

An educated person in the 21st century needs to be able to use technology effectively, be aware of global issues, sensitive to other points of view, and empathetic about things beyond their own circle of comfort. At NLACE, classrooms are equipped with Chromebook laptops in Chromebook carts which are utilized by all students throughout the instructional day. Upper grade students use this technology to research, evaluate information, create graphics, learn programming and coding, and gain proficiency in word processing, spreadsheets, and PowerPoint. Technology resources are aligned to the Charter School's instructional program and are utilized for internal and state mandated assessments.

Access to technology is imperative even at the earliest level while considering appropriate limits on screen time for our youngest students. Primary grade students have limited screen time with a focus on computer science through the 9 Dots Get Coding Partnership. This program focuses on coding and computer science – teaching students to understand the way technology works. NLACE has partnered with 9 Dots since the Charter School opened. 9 Dots provides ongoing professional development for teachers and co-teaches the weekly coding class for all students. Once NLACE teachers have reached a level of comfort with the program, they begin to teach independently in consultation with the 9 Dots teacher. This allows NLACE to build capacity for the coding program which has become a key part of the program.

An educated person in the 21st century must have a strong academic foundation starting in elementary school. He or she will be a life-long learner constantly seeking out new opportunities to learn through various methods. Through this love of learning students will be college and career ready by being prepared to handle new challenges with grace and by not being discouraged by failure but rather seeing it as a learning opportunity.

These broad ideas are specifically addressed as follows:

- *Attention.* An educated person in the 21st Century knows how to focus on people and the world around them. They can follow a critical argument, identify logical reasoning, and empathize with the person or author who is expressing emotion.
- *Knowledge.* An educated person in the 21st Century knows a little about everything and a lot about something. In the Age of Information, facts and figures are readily accessible with a click of the mouse on Google. So, while it may be exciting to have a smattering of knowledge on a lot of topics, students will delve more deeply into subjects that most pique their curiosity.
- *Language and Understanding.* An educated person in the 21st Century is literate across a wide variety of genres and media. They read popular fiction ranging from the latest bestseller to a work of classical literature, and works of nonfiction engage them. They can write, expressing themselves with deep emotion, or with technical precision.
- *Multi-cultural Awareness.* The 21st Century has witnessed an increased integration of cultures, peoples, and languages. The ability to relate to and work with an array of cultures enhances the success of an educated person in the 21st Century.
- *Proficiency with Technology.* Technology is an integral part of our society, and it is here to stay. An educated person in the 21st Century is able to handle the challenges of technology as the computers, tablets, phones, and the Internet continue to evolve and change the way we live our lives.
- *Empowerment.* An educated person in the 21st Century possesses the power to do things and the belief that they can move mountains. It is not enough to take in education alone. An educated person understands how to apply that information to do good.
- *A Sense of Morality.* An educated person in the 21st Century will have a clear understanding of the difference between right and wrong and will choose to do good. They must know to speak truth to power, and to help his/her fellow human beings. An educated person in the 21st Century knows that all people have a shared destiny and an equal stake in the common good.
- *College and Career Ready.* The ultimate goal of all of these broad ideas is to make sure every student is college and career ready.

The goals of New Los Elementary are to develop students who are passionate about learning and prepared for future academic success, engaged in their community, and have respect for themselves and others. These three main goals will help enable students to become self-motivated, competent, and lifelong learners.

HOW LEARNING BEST OCCURS

Learning best occurs when students are in a secure, safe, and nurturing environment, when teachers have deep content knowledge and instructional tools to facilitate learning, and when teachers have a deep connection to students and their families.

Learning occurs best when students have the opportunities to interact with each other and grapple with difficult concepts as a team. Learning through **collaboration** leads to a deeper understanding of knowledge. When ideas are shared it allows students to hear multiple perspectives and in turn come to a renewed understanding of the topic at hand. Group projects can bring out the voice of silent students and capitalize on the strengths of all students. Group projects connect subject matter to problem solving in real world situations.

Learning occurs best when students are actively engaged in the learning process. Students ought to be provided with opportunities to draw from their personal experiences to make logical connections with academic content. The science, math, and coding curricula at NLACE are excellent examples of this. The Amplify Science program provides students with real world situations and guides the learning process through exploration. Math problems and curriculum is designed to draw directly from the daily lives of NLACE students, and coding makes technology relevant. Media and technology must be put in the hands of students so that they are not merely receptacles of information and new knowledge, but creators as well. NLACE students learn text-based coding and are able to write their own code to solve a problem in a computer game.

Learning at the elementary level occurs best when children feel safe and nurtured in the school environment. Students who enjoy coming to school and are free from the stress of failure and ridicule will be better able to learn. They should be encouraged to take risks academically even if it results in an incorrect answers or “silly” question. Teachers create classroom environments where risk taking is the norm and students recognize the value of learning from mistakes.

Learning at the elementary level occurs best when teachers recognize student strengths and levels of understanding and tailor instruction to their needs. While all students should have high expectations and will be learning the same standards it is important to know that a student’s instructional level is where they learn best and focusing there is the most efficient way to push kids higher. In our experience, teaching students above their instructional level leads to frustration and is the reason many students feel defeated in school. Students are assessed using the Fountas and Pinnell Benchmark Assessment System. All the while students will continue to be exposed to higher levels through collaboration with mixed level students, read aloud by teachers and/or older students and teacher demonstrations and modeling.

We believe learning occurs best when students understand the relevance of material taught, are having fun, are engaged, and enjoy coming to school. For learning to happen well, students must feel supported, be comfortably challenged, and see a connection between what they are learning and their future. Students should be able to express themselves and should receive tailored instruction and support in situations where their weaknesses show. This is accomplished by systematic benchmarking allowing teachers to have real time data on their students. The data is then used to address specific needs of each student. Specific details of the program are described later in the petition.

ANNUAL GOALS & ACTIONS

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060.

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

LCFF STATE PRIORITIES	
GOAL #1	
Continue to use multiple forms of student/schoolwide data to identify and tailor appropriate evidence-based academic, social, emotional, and/or behavioral interventions; in order to make informed decisions on instruction, increase student access to rigor, provide relevant learning experiences that will result in positive academic outcomes.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" 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	
<ul style="list-style-type: none">• Continue to implement benchmark assessments (Reading & Math) to measure student growth and progress; and provide supports as needed.• Continue to deepen teacher knowledge on the State Academic Content Standards through a robust professional development, coaching, and collaborative learning.• Continue to provide professional development in the areas of data analysis and application to inform instruction.• All students will have the necessary standards-aligned materials across a broad range of study.• Custodial/maintenance staff and School Operations Manager will collaborate to ensure safe and clean facilities to support the educational program	
Expected Annual Measurable Outcomes	

Outcome #1: Increase all students' mastery of the Common Core State Standards in English Language Arts.

Metric/Method for Measuring: Annual growth on CAASPP ELA Distance from Standard (DFS) Scale Score by +10 points. (as measured on the CA School Dashboard 5x5 Grid)

*** student group is not a numerically significant student group at this time.**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	-36.9 DFS	+10	+10	+10	+10	+10
English Learners	-72 DFS	+10	+10	+10	+10	+10
Socioeconomically Disadvantaged Students	-48.9 DFS	+10	+10	+10	+10	+10
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-42.7 DFS	+10	+10	+10	+10	+10
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Increase all students' mastery of the Common Core State Standards in Mathematics.

Metric/Method for Measuring: Annual growth on CAASPP ELA Distance from Standard (DFS) Scale Score by 10 points. (as measured on the CA School Dashboard)

*** student group is not a numerically significant student group at this time.**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	-58.2 DFS	+10	+10	+10	+10	+10
English Learners	-88.5 DFS	+10	+10	+10	+10	+10
Socioeconomically Disadvantaged Students	-75.7DFS	+10	+10	+10	+10	+10
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Latino Students	-67.1DFS	+10	+10	+10	+10	+10
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Maintain attendance rates (ADA) >95%

Metric/Method for Measuring: Annual Attendance (ADA) rates.

* ADA is not reported by student group (only schoolwide)

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	95.1%	>95%	>95%	>95%	>95%	>95%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Reduce Chronic Absenteeism rate by 0.3% annually.

Metric/Method for Measuring: Annual Chronic Absenteeism rate.

* student group is not a numerically significant student group at this time.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	13.2%	12.9%	12.6%	12.3%	12.0%	11.7%
English Learners	9.9%	9.6%	9.3%	9.0%	8.7%	8.4%
Socioeconomically Disadvantaged Students	14.0%	13.7%	13.4%	13.1%	12.8%	12.5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	12.5%	12.2%	11.9%	11.6%	11.3%	11%
African American Students	20.5%	20.2%	19.9%	19.6%	19.3%	19%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Latino Students	11.6%	11.3%	11%	10.7%	10.4%	10.1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: All students will have access to a broad course of study as measured by course enrollment in the Student Information System (SIS).

Metric/Method for Measuring: Enrollment in broad course of study.

*** student group is not a numerically significant student group at this time.**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: The percentage of grade 5 students meeting 6 of 6 Healthy Fitness Zone (HFZ) areas on the Physical Fitness Test (PFT)

Metric/Method for Measuring: Physical Fitness Test

*** PFT results are not reported by student group (only schoolwide) by the CDE**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	N/A	**Baseline	**Increase by 2%	Increase by 2%	Increase by 2%	Increase by 2%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: NLACE will maintain clean & safe facilities as measured by an overall score of “Good” or better on the Facilities Inspection Tool (FIT).

Metric/Method for Measuring: Facilities Inspection Tool (FIT) Score: Good/Exemplary

*** student group metrics do not apply for this outcome**

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	Good	Good	Good	Good	Good	Good
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #2

Provide all students with a rigorous standards-aligned curriculum that integrates components of social justice through Project-based Learning, providing relevant life experiences that will prepare all students for success in College and Career.

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input 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:

☐:

☐:

Specific Annual Actions to Achieve Goal

- Full implementation of the academic content standards for all students
- Train and develop all teachers on effective & research-based pedagogical strategies & Common Core State Standards.
- New teachers will participate in Induction Program as needed.
- Leadership team will use teacher input, classroom observation data, and students' assessment results to guide annual planning for professional development.

Expected Annual Measurable Outcomes

Outcome #1: All students will have access to standards-aligned instructional materials, as measured by curriculum inventory records.

Metric/Method for Measuring: Curriculum inventory records.

*** student group is not a numerically significant student group at this time.**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: All teachers will be appropriately credentialed and assigned.

Metric/Method for Measuring: Credential reporting on SARC, CALPADS

*** student group metrics do not apply for this outcome**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Increase percentage of EL who make progress towards English Language Proficiency.

Metric/Method for Measuring: Summative ELPAC Performance.

*** This metric does not apply to the following student groups**

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	21.7%	23%	25%	30%	35%	40%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Annual reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting.

Metric/Method for Measuring: EL Reclassification Rate

*** This metric does not apply to the following student groups**

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
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All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	12.1%	12.2%	12.3%	12.4%	12.5%	12.6%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #3

Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming, inclusive, and positive learning environment to ensure students are in class ready to learn.

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:

- ☐
☐

Specific Annual Actions to Achieve Goal

- Provide supports and services to engage and partner with families
- Train and develop staff on trauma informed practices.
- Provide parents with opportunities to provide input in decision-making via the Parent Advisory Committee (PAC); English Learner - Parent Advisory Committee; or ELAC
- Provide translation services for all school events.
- Students will participate in SEL Curriculum; and mindfulness.
- Schoolwide implementation of Positive Behavioral Interventions and Supports.

Expected Annual Measurable Outcomes

Outcome #1: Maintain suspension rates <2%.

Metric/Method for Measuring: Suspension Rates

* student group is not a numerically significant student group at this time.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0%	<2%	<2%	<2%	<2%	<2%
English Learners	0%	<2%	<2%	<2%	<2%	<2%
Socioeconomically Disadvantaged Students	0%	<2%	<2%	<2%	<2%	<2%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	<2%	<2%	<2%	<2%	<2%
African American Students	0%	<2%	<2%	<2%	<2%	<2%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	<2%	<2%	<2%	<2%	<2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Annually increase parent participation on the parent survey.**Metric/Method for Measuring: Survey Participation rate**

* student group metrics do not apply for this outcome

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	15%	17%	19%	21%	23%	25%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Annually increase student participation on the student survey.

Metric/Method for Measuring: Survey Participation rate.

*** student group metrics do not apply for this outcome**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	47%	49%	51%	53%	55%	57%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Maintain expulsion rates <1%.

Metric/Method for Measuring: Expulsion rates

*** student group is not a numerically significant student group at this time.**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learners	0%	<1%	<1%	<1%	<1%	<1%
Socioeconomically Disadvantaged Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%
African American Students	0%	<1%	<1%	<1%	<1%	<1%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*
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INSTRUCTIONAL DESIGN

NLACE's overall instructional design focuses on students being able to engage directly with each other and the academic content. Additionally, we maintain a focus on real world relevance, always encouraging students to look outside the Charter School into the greater community for opportunities to apply their learning or take action.

The main instructional strategies that we will employ at NLACE are Project Based Learning, Inquiry Based Teaching, and Collaborative Learning. These are described in more detail later in the Petition. In addition to these strategies we have some overarching philosophies of instruction that will be prevalent throughout the educational program.

Backwards Planning: The overarching model for planning and instruction will be **Backwards Design** based upon the research of Wiggins and McTighe³. Teachers will use this methodology for all planning. Guided by the principal, teachers are guided through a four-step process: 1) analysis and prioritization of state content standards and common core standards, 2) differentiation of assessment methods aligned to prioritized standards, 3) implementation of innovative, research-based instructional strategies that align to measurable and specific student learning outcomes, and 4) analysis of achievement outcomes to determine effectiveness. NLACE will incorporate active learning methods to deliver a rigorous standards-based curriculum.

Reflective Care: At the elementary level we understand that students learn best when they feel safe and nurtured. All of our teachers engage in ongoing professional development around developing reflective communities. This helps us to learn more about how careful observation of students and their families help educators understand student behavior and learning. Teachers at NLACE will participate in the Reflective Care: Teacher Training and Consultation program with the support of an outside consultant. The program consists of a series of intensive trainings in reflective care followed by facilitated consultation meetings on a monthly basis. This allows teachers to understand their students and each other on a deeper level and provide an educational environment that feels safe.

Differentiated Instruction: While we maintain rigorous academic expectations at NLACE, when designing our instructional program, it is important to remember that no two students are alike. Students enter school with different levels of experience and exposure to academics, many of our students are English learners and all people learn at different rates and through different methods. Our teachers build strong relationships with students and families in order to best understand a student's needs. Vygotsky's⁴ theory of the Zone of Proximal Development pushes us to identify the area between what a student can do independently and easily and what he/she can do with guidance which pushes them a bit and then teach them at that level. Some also call this area the student's instructional level. When we force students to work a level higher than their instructional level, they enter the frustration level, which frequently leads to

³ Wiggins, G and McTighe, J, *Understanding by Design, Expanded 2nd Edition* 2005.

⁴ Vygotsky, L.S. (1962) *Thought and Language*, Cambridge, MA: MIT Press.

students giving up. This does not mean that students will never be exposed to content or skills that are above their instructional level but that it will be done with much guidance and through the careful planning of the teacher. The instructional level is the sweet spot that challenges and engages students while allowing them to experience success and thus raise their level. Teachers help students on this path through scaffolding that supports them in their learning but still encourages independent success. In any given classroom students at different levels may use different types of scaffolding to achieve the same result, this is appropriate and fair.

We know through Howard Gardner's⁵ research on multiple intelligences that "intelligence" is not easily defined by assessments such as an I.Q. test but rather is varied and has a strong impact on a student's academic experience. At NLACE we will recognize that students learn and express their learning differently and teachers will provide opportunities to demonstrate learning that range throughout the multiple intelligences or multiple modalities.

Culturally Responsive Teaching ("CRT"): At NLACE we believe that each individual student and teacher brings something unique and special to the educational experience. As stated by Geneva Gay, "Teaching is most effective when ecological factors such as prior experiences, community settings, cultural backgrounds, and ethnic identities of teachers and students, are included in its implementation." (2010)⁶

We frequently think of CRT as the consideration of students' cultures as we can see them but Zaretta Hammond urges us to look more deeply at culture and get past language, music, food etc. She describes deep culture as "tacit knowledge and unconscious assumptions that govern our worldview" (2015)⁷. At NLACE we consider this deep view of culture as we create a curriculum designed to nurture the varied cultures we may encounter. CRT does not mean hosting a multicultural day or celebrating a month to honor a particular cultural group though we may do these things as well. CRT pushes teachers to tap into students' deep cultures to identify ways that they can use their cultural framework to access and engage with knowledge and skills taught in the classroom. The first step in doing this is to focus on relationship building leading to a "culture of care" (Hammond, 2015) in which students feel validated and believe that they can succeed academically. Second, teachers should present themselves as allies in learning, providing space for students to express themselves without fear of judgement including allowing their cultural norms and frameworks to have a presence in the classroom. Some specific examples of how a teacher or administrator would validate students in this way are: acknowledging students with a smile, nod or handshake; inquiring about a student's life or important people in his/her life; offer emotional support to students when necessary; express belief in the student's ability to succeed; create opportunities for a student's home culture or language to be represented in the classroom; and share their own cultural frameworks.

Grade Level Clusters and Looping: Teachers are an extremely important part of the Charter School's instructional design. NLACE believes in nurturing teacher leaders and will foster that leadership by giving teachers a voice in curriculum design and program building. We also believe that students are more successful when they have strong relationships with their

⁵ Gardner, H. (1993) *Multiple Intelligences, Theory and Practice*. Basic Books.

⁶ Gay, G.(2010) *Culturally Responsive Teaching: Theory, Research and Practice*, New York, NY: Teachers College Press.

⁷ Hammond, Z. (2015) *Culturally Responsive Teaching & The Brain*, Thousand Oaks, CA: Corwin.

teachers. Having teachers work collaboratively in grade level clusters allows us to tailor instruction to the needs of the students. Kindergarten and 1st grade teachers work together to develop appropriate benchmarking tools, design quality ELD instruction, articulate content instruction across the grade levels to ensure consistency. While students will not be in mixed level classes this collaboration allows for the flexibility to support students needs such as enrichment and intervention instruction as well as ELD instruction due to the close collaboration of the teachers. Working as a cluster allows for greater flexibility and creates opportunities for teachers to specialize in areas where they are strongest. In addition to building strong grade level clusters we also encourage looping meaning that a Kindergarten teacher would follow his/her class to first grade and so on for the upper grades. Looping means that a student would have the same teacher for two full years allowing strong bonds to form. While looping is encouraged there are times when it is not the right fit for a teacher or group of students, each year the administration considered class makeup and teacher assignments on an individual basis.

CURRICULUM & INSTRUCTION

English Language Arts (Core)

Core & Supplemental Curricular Materials:

- Core Literature
- Units of Study in Reading (Heinneman)
- Units of Study in Writing (Heinneman)
- Words Their Way
- Zoophonics
- Haggarty Phonemic Awareness
- Units of Study in Phonics (Heinneman)
- F&P Guided Reading Libraries

At NLACE we will practice a balanced approach to teaching literacy in line with Common Core State Standards for literacy. It will include elements such as Reader's and Writer's Workshop, word work or phonics, guided reading, shared reading and read aloud. From the perspective of Margaret Mooney, "balanced" refers to the balancing of different levels of support for a student (Mooney, 1990)⁸. We have outlined the many important elements of this approach below:

Read Aloud: We believe that read aloud is important at all grade levels not just for the very young. Read aloud is a wonderful way to engage students in texts that they may not be able to experience on their own. During read aloud a teacher will point out vocabulary, encourage students to make connections, check for comprehension, model his/her own good reading strategies by thinking aloud, encourage questions and predictions. Some favorite read aloud books at the kindergarten level include Last Stop on Market Street by Matt de la Pena, and Dragons Love Tacos by Adam Rubin. These books offer some high-level vocabulary and concepts students can relate to or find amusing. They provide an opportunity to expose students to books they can't yet read on their own. At the upper grades even as early as 1st or 2nd grade a teacher may introduce a low level chapter book with pictures such as The

⁸ Mooney, M. (1990) *Reading To With and By Children*, Katonah NY: Richard C. Owen Publishers

Enormous Crocodile by Roald Dahl or a higher level chapter book such as Because of Winn-Dixie by Kate DiCamillo. This will introduce the concept of recall from one day to the next and again expose students to a new type of reading (continuing with the same book from day to day) that they are not yet ready to do on their own. Read aloud may be a *shared reading* experience when all the children have access to the text by having their own copy or by using a projector or a big book for younger kids. One step further is to do a *close read* in which the same book or text is read multiple times and the teacher focuses the students' attention each time on a specific aspect of the book (vocabulary, tone, problem/solution, etc.). At the end of each close read a teacher would ask "what do you notice now?" and engage students in further conversation.

Guided Reading: In order to implement effective guided reading NLACE has leveled libraries in all classrooms as well as a guided reading library for teachers to check out materials from, teachers will regularly assess students to determine their level. There are a variety of leveling systems the most prominent being that developed by Fountas and Pinnell, students reading level is assessed every 4-6 weeks in the primary grades when they are making rapid progress. At the upper grades reading levels will be assessed formally at a minimum of every benchmark period (4 times throughout the year) and informally on a monthly basis for the purpose of progress monitoring. Knowing that information, a teacher can pull a group of students at a particular level and conduct targeted reading activities such as a phonics lesson, vocabulary discovery, reading with intonation, understanding dialogue, reading punctuation, discussing character development, identifying plot points and setting, etc. with them at their instructional level. The instructional level is where a student can read the text but may run into some roadblocks in the vocabulary, syntax or comprehension. During guided reading the teacher is readily available to assist the student(s) in overcoming these roadblocks and gain skills that will raise their reading level.

Independent Reading: Just as it is important for students to experience text through read aloud that might otherwise be beyond their reach it is equally important for them to practice reading at their own level. Here the leveled library is integral and students' knowledge of their own independent reading level will allow them to choose books that will help them practice fluency and experience success. Students have time during the school day to select books from the classroom library for independent reading sessions and will be encouraged to read a book if they find they have completed an activity early. Students are expected to read at home on a nightly basis.

Phonics, Word Work, Vocabulary and Conventions: These elements of a successful literacy program will be taught explicitly through mini lessons, as well as being embedded throughout the reading and writing elements. Teachers will use Words Their Way, Haggarty Phonemic Awareness, Zoophonics and Units of Study for Phonics (Lucy Caulkins) as well as their own experience and teacher created materials to plan these lessons.

Writer's Workshop: Writer's workshop consists of a mini lesson, independent writing, conferencing and sharing (Caulkins, 1994)⁹. The mini lesson focuses on a particular element or skill in writing. It is important that students are given the freedom to write about anything

⁹ Caulkins, L. (1994), *The Art of Teaching Writing*, Portsmouth, NH: Heinemann.

they want during their independent writing time and that they are expected to write at their level, this lowers the affective filter (Krashen, 1982)¹⁰ and allows students to engage more fully in the writing experience. This connects to our value of relevant and engaging lessons. During the independent writing time students may come to a point at which they feel they are “done.” They will then begin conferring, a conference can be with a teacher or a peer. Some writing may be developed into a final version after multiple conferences and edits. At the end of a writing unit, classrooms hold authors celebrations in which parents and peers and school personnel are invited to hear students read from their “published” works and share food and drink to celebrate a job well done. In addition to writer’s workshop students have assigned writing tasks both to practice writing and as formative assessments so the teacher can determine students’ areas of strength and weakness in order to plan for future lessons. As expected in the Common Core State Standards students will be writing in all subject areas, explaining their thinking in math, writing a lab report in science or analyzing research in a social studies class.

English Language Development/English as a Second Language (Core)

- Curriculum: Wonders ELD (McGraw-Hill)

At NLACE we have a relatively high English Learner population (38.1%). We will have a two-tiered approach to meeting the needs of those students and ensuring that the ELD standards are implemented, outlined below:

Designated ELD. At NLACE uses the Wonders ELD curriculum to support designated ELD in addition to the strategic use of various balanced literacy elements as described above. Because the balanced literacy model is so differentiated teachers can create small instructional groups based on student need which may sometimes be ELD standards. The use of the Wonders curriculum is more targeted specifically to English Learners and support is provided daily to those students.

Integrated ELD/Academic Language Support. In addition to the focused ELD time ELs will receive academic language support throughout their day in all content areas provided by their classroom teachers and aides with the guidance of the lead teacher and administrator. The Common Core Standards highlight the importance of language development in all academic and non-academic areas. In science, social studies, math, arts, and technology classes teachers will use SDAIE and academic language development strategies to support our EL students. This will be accomplished constantly throughout the day by using visuals and visual cues that support language, by pre-teaching in small groups with the help of an aide, by unpacking math problems as a class before students are expected to work independently, by supporting vocabulary development in all subject areas at all times. WE also know that one of the best ways to support language acquisition and develop academic language is through collaboration and conversation with peers. Teachers will use strategies to support academic talk in the classroom such as turn and talk and Kagan strategies.

Mathematics (Core)

- Curriculum: CGI Methodologies

¹⁰ Krashen, S. (1982), *Principles and Practice in Second Language Acquisition*, Oxford: Pergamon Press.

To teach mathematics NLACE will use CGI to teach the Standards for Mathematical Practice aligned with the Common Core State Standards. CGI is a methodology for math instruction in which students are sense-makers who actively participate in the learning process. CGI has three major components, number sense routines, problem solving and counting collections.

Number Sense Routines: Also known as warmups or mental math, number sense routines are a way to engage the students in mathematical thinking at the start of a lesson. CGI capitalizes on the benefits of collaboration by using the Think, Pair, Share method to discuss math during this time. A teacher may propose a set of 4 numbers and ask students which one doesn't belong and **why**? First students will come up with some responses individually, then they will share with an elbow partner and finally the class will share out their ideas while the teacher charts them. While each student may have come up with 1-3 responses individually by the end of the routine they may have charted 15-20. The collective thinking lowers the affective filter for struggling students and pushes other students to strive higher. This number sense routine could be used for kindergarteners using single digit numbers or even shapes. The activity can also be used for upper elementary and beyond by simply changing what's in the box such as number sentences, types of angles, 3 dimensional shapes, algebraic equations and fractions. This particular number sense routine addresses Mathematical Practices 1, 3 and 8 but other routines would address different Mathematical Practices.

Problem Solving: Each day students will work on solving one real-world problem. The teacher will begin by providing some background and context for the problem and then reviewing the problem itself to clarify vocabulary. Students will then tackle the problem using the tools at their disposal such as base 10 blocks, number lines, hundreds chart, unifix cubes and 10 frames. One of the most important part of the problem-solving time is the visual representation of the problem and how the student solved it. This, along with conversations with the student will help the teacher understand what strategies he/she is using. At the end of each math class there is a share out of selected students' work and teacher facilitates a discussion about the strategies used. This component is the core of the math lesson each day for all grades. While primary students may start by focusing on result unknown problems (i.e. Sally has 4 markers and Juan gives her 2 more how many does she have now?) they will move to more complex problem types including the use of all 4 operations. Upper grade students will work with much more complex problems including multiplication and division and would require the students to find not only products and results but groups, group size and make comparisons. Additionally, the numbers themselves would increase in size and thus complexity. Problem solving in a CGI classroom addresses all 8 Mathematical Practices but strongly correlates to 1, 3, 4 and 5.

Counting Collections: Counting Collections are an integral part of the CGI methodology especially in the lower grades but can be used through 5th grade. Simply put, students will obtain a bag of items and count them individually or with a partner and represent the collection visually as well. While students in kindergarten will start with small collections of 5-15 they will work their way up to collections of at or near 100. In upper grades students could be counting into the thousands and will practice counting more complex items such as those that are pre-packaged (i.e. pencils in boxes that contain 12 pencils each).

History-Social Studies (Core)

- Curriculum: Perspectives for a Diverse American (Tools for Tolerance)

The NLACE Social Studies curriculum will be closely tied with the Language Arts curriculum in that we will be using core literature and authentic artifacts such as news articles, video and service learning opportunities to address the standards in the history/social studies frameworks. In line with the Common Core State Standards and History-Social Science Framework and content standards, our Social Studies curriculum will be heavily focused on literacy. In line with NLACE mission, our social studies curriculum will push our students to engage with their community and be agents of change.

NLACE will follow the following themes for teaching history:

- TK/K: Learning and working now and long ago: building community and examining identity within that community.
- 1st Grade: A child's place in time and space: Identifying the responsibilities of citizenship; examining geography, symbols and traditions of the nation's people.
- 2nd Grade: People who make a difference: Important people in the history of the nation and in individual and family histories, geography, learning about government institutions.
- 3rd Grade: Los Angeles History: Exploring our city geographically, environmentally, culturally; connecting LA's history and historical people to today.
- 4th Grade: California History: Exploring the people, events, and places that make our state special and connecting to today.
- 5th Grade: United States History: Exploring the people, events and places that lead to the creation of our Nation and development of our government; connecting historical events to current events in the United States; examining a young person's role in shaping the future of our country.

Perspectives for a Diverse America (PDA): NLACE will use this curriculum tool from Teaching Tolerance¹¹ which "is a literacy-based curriculum that marries anti-bias social justice content with the rigor of the Common Core State Standards." Teachers can use the various tools to develop lessons and units. For example, when Kindergartners are studying identity, family and community the teacher can access the Central Text Anthology and choose a book such as Julia Moves to the United States by Sean McCollum, a powerful tale of author Julia Alvarez and her move from the Dominican Republic to the U.S. and the difficulties and joys associated with immigrating to this country. The text along with strategies for discussion and suggested activities from PDA will form the basis of student learning in this unit. Students may identify with Julia or gain understanding about their friends and neighbors all the while exploring their own complicated identities.

Science (Core)

- Curriculum: Amplify Science

The NLACE science curriculum will be lab-based, offering opportunities for students to use the scientific method starting in the earliest grades. We use the Amplify Science curriculum which is a kit-based program that embeds the NGSS in a real-world situation followed throughout the

¹¹ www.perspectives.tolerance.org

unit. Additionally, the science curriculum will be embedded with themes of ecology and environmental education. At each grade level students have at least one unit in which they learn about life, physical and Earth sciences. Additionally, Amplify has a significant literacy component including a science notebook that accompanies each unit. Engineering, Technology and Application standards will be addressed through the hands-on, inquiry-based nature of all science units at NLACE.

Ecology/Environmental Education: NLACE's strong ecology focus will go hand in hand with our service learning mission. Environmental awareness will be embedded in the overall school culture with in-class recycling, resource conservation expectations, campaigns to keep the school and neighborhood clean and green. Environmental education goes beyond strict science in that it requires the study of cultural, political, economic and societal influences on the Earth. In science classes students will be exposed to this wide array of study and use it to develop action plans for a cleaner and greener future.

Visual and Performing Arts (Core)

NLACE believes strongly that the arts are an integral part of an educational experience and we are dedicated to providing arts education for all of our students. Art is taught explicitly through a curriculum that exposes students to a wide variety of arts education such as visual and musical arts. We will also integrate arts with the academic curriculum because we recognize that for many student's art may be the vehicle through which they access academics, or it may be the best medium for students to demonstrate their learning. Classroom teachers, the visual arts teacher and teaching artists from the Young Musicians Foundation work collaboratively to implement the arts program for all students during the school day.

Health and Physical Education (Core)

NLACE will provide Physical Education for all students at or exceeding the required 200 minutes for every 10 school days. The physical activity portion of our PE curriculum will consist of strength training as well as game playing. Playing games in PE makes the exercise fun but also teaches important concepts such as teamwork, good sportsmanship and problem-solving skills. All lessons are rooted in the Physical Education standards for each grade. In addition, students participate in a weekly health lesson also rooted in the standards. In light of COVID-19, students will participate in a virtual Physical Education program designed by credentialed Physical Education teachers.

Technology (Non-Core)

NLACE will have carts of Chromebooks for student use in the classrooms. In addition to using technology for word processing, research, presentations or educational software we feel that it is important for students to also learn about technology. We work with 9 Dots in their Get Coding program which teaches students basic computer skills and text-based coding. 9 Dots has developed a program that is common core aligned and includes curriculum and professional development for teachers. Get Coding encourages problem solving and critical thinking skills in a fun and engaging way. Students will learn the language of coding and build understanding of technology in a way they don't normally experience on the usage end.

Intervention and enrichment programs (Non-Core)

At NLACE we will create times during the school day to provide both enrichment and intervention both at formally designated times and informally throughout the day. Using data from our benchmarking and progress monitoring with other formal and informal assessments throughout the year teachers will determine the needs of individual students. Students will frequently be pulled into small groups to work with other students who have similar needs on specific skills as determined by the teacher. During this time students who are at and above grade level may have the opportunities to engage with enrichment activities such as math card games, board games, independent reading, book club, online educational games.

Teachers provide ongoing tier 1 intervention during literacy activities such as guided reading and writer's workshop. During this time students may be working independently thus allowing the teacher to work individually or in small groups on targeted skills. Again, this would be based on data available through benchmarking and other formal and informal teacher assessments. We also have a reading intervention teacher who provides tier 2 intervention for students needing that additional support. The intervention teacher meets with students in small groups (2-4 students) 4-5 times per week and uses the Leveled Literacy Intervention curriculum.

INSTRUCTIONAL METHODS & STRATEGIES

At NLACE, our teachers use a variety of instructional approaches and teaching methodologies, we believe that there is no one right way for teachers to teach and students to learn. We do feel strongly that students learn best when they are engaged and can experience their learning opportunities directly and collectively. The three major strategies that we will employ are Project Based Learning, Inquiry Based Teaching and Cooperative Learning. What follows is a detailed description of each.

Project-Based Learning

In project-based learning, teachers design projects where students work in teams to explore real-world problems and create presentations to share what they have learned. The projects are standards-based, and the teacher serves as facilitator. Compared with learning solely from textbooks, this approach has many benefits for students, including:

- Deeper knowledge of subject matter;
- Increased self-direction and motivation;
- Improved research and problem-solving skills.

Project-based learning engages students by starting with the concrete and solving hands-on, real-world problems. It has been shown that such problem-solving tasks are a great motivator for students. Students are motivated by challenges and solving problems. Project-based learning gives students a chance to mimic the behavior of scientists, making learning fun and exciting.

In project-based learning, students try to answer a question—one that has relevance for them—that is greater than the immediate task at hand. Students conduct research using a variety of sources, from the Internet to interviews with experts. They work on the project over an extended period of time—six weeks or more—due to the in-depth nature of the investigation. Like adults trying to solve a problem, they don't restrict themselves to one

discipline but delve into math, literature, history, science—whatever is appropriate to the study.

Project-based learning involves an in-depth investigation of real-world topics worthy of children's attention and effort. There is generally a three-phased approach: Phase 1 involves an initial discussion of a project topic, including children's firsthand experiences related to the topic. Phase 2 involves fieldwork, sessions with experts, and various aspects of gathering information, reading, writing, drawing, and computing. Phase 3 is the presentation of the project to an audience.

Enthusiasm alone is not enough of a justification to advocate project-based learning, but the results of that enthusiasm argue in its favor, say educators and researchers who have studied or used project-based learning. Children who are excited about what they learn tend to engage more deeply in the subject and to expand their interest in learning to a wide array of subjects. They retain what they learn rather than forget it as soon as they take a test. They make connections and apply their learning to other problems. They learn how to collaborate, and their social skills improve. They are more confident talking to groups of people, including adults. And, as a number of research reports suggest, project-based learning can correlate positively with improved test scores, reduced absenteeism, and fewer disciplinary problems.

One of the most important elements of project-based learning is the use of school wide rubrics. The rubrics are a tool to evaluate proficiency, but are also used by students to understand expectations. Rubrics are tailored to measuring the standards being covered by the specific project, and can then be used by teachers to evaluate student progress and proficiency. The research on Project-Based Learning is vast. Some of the more important studies were done by Boaler (1997)¹², by University of Michigan researchers and others (e.g., Marx et al., 1997),¹³ and by the Cognitive and Technology Group of Vanderbilt and others (e.g., Barron et al., 1998).¹⁴ Some studies of PBL report increased attendance, self-reliance, and improved attitudes towards learning on the part of students. More recently, Lam et. al. (2009)¹⁵ confirmed the prior research and also included reports of increased motivation in students. PBL seems to be equivalent or slightly better than other models of instruction for producing gains in general academic achievement and for developing lower-level cognitive skills in traditional subject matter areas. There is ample evidence that PBL is an effective method for teaching complex processes and procedures such as planning, communicating, problem solving, and decision-making. And there is evidence, albeit indirect, that the effectiveness of PBL is enhanced when it is incorporated into whole-school change efforts.

Inquiry-Based Teaching

¹² Boaler, J. (1997), *Experiencing School Mathematics; Teaching Styles, Sex and Settings*, Buckingham, UK: Open University Press.

¹³ Marx, R. W., Blumenfeld, P. C., Krajcik, J. S., & Soloway, E. (1997). *Enacting project-based science: Challenges for practice and policy*. Elementary School Journal, 97, 341-358.

¹⁴ Barron, B. J. S., Schwartz, D. L., Vye, N. J., Moore, A., Petrosino, A., Zech, L., Bransford, J. D. & The Cognition and Technology Group at Vanderbilt. (1998). *Doing with understanding: Lessons from research on problem- and project-based learning*. The Journal of the Learning Sciences, 7, 271-311.

¹⁵ Lam, S., Cheng, R., & Ma, W. (2009). *Teacher and Student Intrinsic Motivation in Project-Based Learning*. Journal of Instructional Science, Volume 37, Number 6.

Inquiry-Based Teaching is the art of creating situations in which students take the role of scientists. In these situations, students take the initiative to observe and question phenomena; pose explanations of what they see; devise and conduct tests to support or contradict their theories; analyze data; draw conclusions from experimental data; design and build models; or any combination of these.

These learning situations are open-ended in that they do not aim to achieve a single "right" answer. Nevertheless, students work under clear standards. They learn to observe keenly and thoroughly and to pose questions that are answerable, in part or in whole, through some meaningful test or exploration. They engage in trial and error, and they learn to analyze and reason carefully. Such open-ended situations can also be used in mathematics, language arts, or history.

Inquiry is asking questions. But not just any questions, good questions. Questions that are accessible. Questions that can be answered in part or in whole. Questions that lead to meaningful tests and explorations. It involves observation and measurement, hypothesizing and interpreting, model building and model testing. It requires experimentation, reflection, and the recognition of the strengths and weaknesses of its own methods. During inquiry, a teacher may pose a question or work with students to pose their own questions. These questions are often open-ended, offering students the opportunity to direct their own investigations and find their own answers (not just the one right answer), and in all likelihood, lead to more questions.

Inquiry is what scientists do. They usually do it in a formal and systematic way, and in the process, contribute to the collective body of information we call knowledge. In experiencing science as inquiry, students learn how to be scientists. Thus, students learn more than just a body of concepts and facts, they learn the processes involved in establishing those concepts and facts. Inquiry provides students with concrete, active learning experiences. Students take the initiative. They develop problem solving, decision-making, and research skills that enable them to become lifelong learners.

Inquiry allows students at different developmental stages to work on similar problems and even collaborate in finding solutions to those problems. Each student gets to bring his or her own special talents into play. Inquiry allows for the integration of multiple disciplines. As students explore, they will tend to ask questions that will involve both science and math, social studies and language arts, technical and artistic skills. Inquiry involves communication. Students must ask coherent, meaningful questions. And they should report their results, orally or in writing. In this way, they both teach and learn from each other.

Inquiry-based instruction allows teachers to learn about their students — who they are, what they know, how their minds work. These insights will enable teachers to be more effective facilitators in their students' pursuit of knowledge. When using inquiry, teachers must refrain from preempting students; too many hints, too many questions, and too many answers detract from the learning process - and all the fun, too. Inquiry requires students to take responsibility for their own education. Inquiry creates opportunities for teachers to learn how their students' minds work. Teachers can then apply these insights to set up appropriate learning situations and facilitate students' pursuit of knowledge. Some of the skills that teachers learn when using inquiry include:

- knowing when to provide a push
- knowing what hints to give each particular student
- knowing what not to tell students (not to give away the answer)
- knowing how to read student behaviors as they work through challenges and how to design meaningful learning situations that take those behaviors into account
- knowing how to help students collaborate in solving problems together
- knowing when observations, hypotheses, or experiments are meaningful
- knowing how to tolerate ambiguity
- knowing how to use mistakes constructively
- knowing how to guide students so that giving them control of their explorations does not mean losing control of the classroom

The philosophy of inquiry-based learning finds its antecedents in the work of Dewey and Vygotsky among many others. Dewey's¹⁶ theory of learning is that optimal learning and human development and growth occur when people are confronted with substantive, real problems to solve. He believed that curriculum and instruction should be based on integrated, community-based tasks and activities that engage learners in forms of pragmatic social action that have real value in the world. The focus on the teacher as expert is central to Vygotsky's¹⁷ learning theory. He proposed that cognitive development is the product of social and cultural interaction around the development and use of tools of a cognitive, linguistic and physical nature. Learning occurs in a zone of proximal development where authoritative tool users – teachers acting as mentors – initiate and lead students as novices into the use of technologies. This structured introduction into using tools is called 'scaffolding'. Work should be structured around projects that demand students engage in the solution of a particular community-based, school-based or regional problem of significance and relevance to their worlds.

Cooperative Learning

According to Ormrod (2004),¹⁸ cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Cooperative learning methods are extensively researched, and under certain well-specified conditions they are known to substantially improve student achievement in most subjects and grade levels (Slavin 2012).¹⁹

Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the

¹⁶ Dewey, J (1997) *How Do We Think*, New York: Dover Publications.

¹⁷ Vygotsky, L. S. (1962) *Thought and Language*, Cambridge, MA: MIT Press.

¹⁸ Ormrod, J. E. (2004). *Human Learning* (4th ed.,). Upper Saddle River, NJ: Pearson Education Inc.

¹⁹ Slavin, Robert E. et. al. (2012). APA educational psychology handbook, Vol 3: Application to Teaching and Learning., (pp. 359-378). Washington, DC, US: American Psychological Association, viii, 668.

assignment until all group members successfully understand and complete the task. Cooperative learning allows students to connect with others to achieve a common objective in learning development.

Cooperative efforts result in participants striving for mutual benefit so that all group members gain from each other's efforts, recognize that all group members share a common fate, know that one's performance is mutually determined by oneself and one's team members, and feel proud and jointly celebrate when a group member is recognized for achievement. The duration of cooperative learning varies depending on the nature of the task. For example, groups are commonly convened for short-term cooperative learning that accomplishes specific writing tasks such as working on the five-paragraph essay in a class period of 60 minutes.

Omrod (2004) suggests five basic common features of Cooperative Learning:

- Students work on a common goal in small groups.
- Students are given behavior principles such as listening to others respectfully.
- Group members are interdependent of one another for their achievement.
- A useful learning behaviors framework is provided, and the teacher serves the role as a facilitator.
- Students are rewarded based on group contingency. The group assesses its efficiency at the end.

Cooperative learning encourages positive interdependence (sink or swim together), face-to-face interaction (promote each other's success), individual & group accountability (no hitchhiking! no social loafing), interpersonal & small-group skills, and group processing. Examples of class activities which use cooperative learning include jigsaws, three-step interviews, round robin brainstorming, circle the sage, and partner work.

IMPLEMENTATION & STUDENT MASTERY OF STANDARDS

New Los Angeles Charter Elementary's dedication to project based, collaborative, hands on learning with high academic rigor aligns perfectly with meeting expectations in the applicable state standards, including but not limited to the Common Core State Standards, NGSS, ELD Standards, History-Social Science Framework, and remaining State Content Standards and frameworks (hereinafter, collectively "State Standards"), the goals of which are as follows:

- To correct inconsistencies between and among states in the quality and rigor of their standards and assessments;
- To have research-based standards to prepare all students to be college and career ready;
- To enable students from the U.S. to compete with their peers globally;
- To align standards with 21st century skills.

Additionally, we focus on the NGSS in our implementation and selections of science curricula and our instructional methods and have been fully implementing NGSS since the inception of the Charter School.

TECHNOLOGY

NLACE is equipped with Chromebooks for regular use as well as for preparing for and taking state standardized assessments. Chromebooks will be in carts with full class sets so students have one to one access when the cart is in the classroom. From the earliest grade's students will be exposed to computers with age appropriate activities. NLACE is very careful about screen exposure in the primary grades limiting it to necessary skills, benchmarking and test preparation and coding curriculum. As students get into 2nd and 3rd grade we begin exposing them to typing practice, word processing, research, web design, and presentation software. Technology is a regular part of our lives and is integrated the use of technology thoughtfully and appropriately. While students will continue to engage with the world directly the use of technology will enhance those interactions. At New Los Angeles Charter Elementary's computer technology is integrated across disciplines throughout the day and with the computer science program Get Coding from 9 Dots.

TRANSITIONAL KINDERGARTEN

Students who turn 5 years old between September 1 and December 1 of a given school year will enter NLACE's Transitional Kindergarten program. NLACE complies with all applicable requirements regarding transitional kindergarten. Students in TK will be integrated in Kindergarten classrooms and will be exposed to all core subject areas and nurtured through building the social, emotional and academic skills that will help them succeed in elementary school. They will follow the kindergarten curriculum with additional supports to meet them at their developmental level.

ACADEMIC CALENDAR & SCHEDULE


New Los Angeles Charter Elementary's school year starts in August and ends in June. The Charter School runs on a traditional school year calendar, and provides all students with at least 175 instructional days.


New Los Angeles Charter Elementary School 2021-2022 School Calendar

July 2021							August 2021							September 2021							October 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7				1	2	3	4						1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
18	19	20	21	22	23	24	21	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
																					31						
November 2021							December 2021							January 2022							February 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4							1			1	2	3	4	5
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	27	28					
														30	31												
March 2022							April 2022							May 2022							June 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

Federal Holidays

Jul 4, 2021	Independence Day	Nov 11, 2021	Veterans Day	Jan 1, 2022	New Year's Day
Jul 5, 2021	Independence Day (obs.)	Nov 25, 2021	Thanksgiving Day	Jan 17, 2022	Martin Luther King Day
Sep 6, 2021	Labor Day	Dec 24, 2021	Christmas Day (obs.)	Feb 21, 2022	Presidents' Day
Oct 11, 2021	Columbus Day	Dec. 25, 2021	Christmas Day	May 30, 2022	Memorial Day


Minimum Day 

Shortened Day 

Student Led Conference 

School Closed 

Teacher PD 

First and Last Day of school 

SAMPLE DAILY SCHEDULES

To further describe the elementary program at NLACE, sample school day schedules are provided. The gates open at 7:15AM and there is supervised play on the yard until the start of the instructional day at 7:50A with dismissal at 2:20PM. Breakfast is provided for all students who want it prior to the start of the instructional day from 7:20–7:45AM.

GRADES: K-2				GRADES: (3-5)			
TIME	Instructional Min. (y/n)	Min	SUBJECT (minutes)	TIME	Instructional Min. (y/n)	Min	SUBJECT (minutes)
7:50-8:00	y	10	All school Assembly (10)	7:50-8:00	y	10	All school Assembly (10)
8:00-8:25	y	25	Calendar/Morning Meeting (25)	8:00-8:20	y	20	Morning Work/Morning Circle (20)
8:25-9:15	y	50	Readers/Writers Workshop (50)	8:20-9:05	y	45	Science/Social Studies (45)
9:15-9:35	n	/	Recess	9:05-9:40	y	35	Word Study/ELD (35)
9:35-10:00	y	25	Interactive Read Aloud (25)	9:40-10:00	n	/	Recess
10:00-10:40	y	40	Specials (Art, Coding, Music, Health, PE) (40)*	10:00-10:50	y	50	Reading Workshop (50)
10:40-11:20	y	40	Literacy Centers (Tier 1 intervention, guided reading, Designated ELD) (40)	10:50-11:40	y	50	CGI Math (50)
11:20-12:00	n	/	Lunch/Recess	11:40-12:20	n	/	Lunch/Recess
12:00-12:25	y	25	Shared Reading/ELD (25)	12:20-12:50	y	30	Guided Reading/ELD (30)
12:25-1:10	y	45	CGI Math (45)	12:50-1:30	y	40	Writing Workshop (40)
1:10-2:10	y	60	Science/Social Studies (60)	1:30-2:20 (times may vary)	y	50	Specials (Art, Coding, Music, Health, PE) (50)*
2:10-2:20	y	10	Closing Circle (10)				
Total Instructional Min.		330		Total Instructional Min.		330	

*Time of day for specials may vary on different days of the week but the time spent remains the same. In a given week (5 days) each grade level has Art once a week, Music once a week, Computer Coding once a week, Health once a week and PE three times a week. The specific time slot for the specials may not always be consistent on each day but the amount of time for the class is. For grades K-2 they have a minimum of 110 min of PE each week which translates to a minimum of 220 min. in a 10 day period. For grades 3-5 they have a minimum of 140 min. of PE each week which translates to 280 min. in a 10 day period.

Every Monday begins with an all school assembly on the yard. This is an opportunity for announcements, honoring student accomplishments through mission pillar awards, PBIS awards and perfect attendance awards. On Thursdays, the day begins with an all school mindfulness assembly. All mornings in the classroom start with a class meeting or circle to build connections and foster the classroom community. These morning meetings will also include elements of social emotional learning.

English Language instruction is a balanced literacy model and elements are incorporated throughout the day. The foundation of balanced literacy is readers' and writers' workshop which is supported by word work (phonics), guided reading, interactive read-aloud, shared reading and shared writing. Core academic instruction also includes CGI math and alternating science and social studies units (lasting 3-4 weeks). In addition to the CGI math block which is centered around problem solving and counting collections, math games and number sense routines are also integrated throughout the day. Specials are scheduled throughout the week

and last between 30-50 depending on the grade level, these include music, visual art, coding and health (all taught 1x week) and PE (2-3 times per week).

Students with Special Education and English Learning Needs receive those services inclusive to the school-day. Resource support for students with IEPs happens both in the General Ed. Classroom and in the resource room in small groups. Students needing Tier 2 reading intervention are pulled out by the reading intervention teacher 4 days a week for 30 min. for an intensive small group accelerated reading program. At multiple points throughout the day teachers are differentiating their instruction to students in small groups. During this time teachers provide tier 1 interventions, guided reading and Designated ELD instruction. Integrated ELD instruction is fully integrated with all subject areas using proven ELD strategies and careful planning with ELD standards and language objectives in min.

On Tuesday, there is an early dismissal for teacher faculty meetings and grade level planning time. The first Tuesday of every month is a minimum day for teacher professional development. Samples of the Tuesday Early Dismissal schedule (1:20 dismissal) and the Tuesday Minimum Day schedule (12:35 dismissal) are provided below.

GRADES: K-2				GRADES: (3-5)			
TIME	Instructional Min. (y/n)	Min	SUBJECT (minutes)	TIME	Instructional Min. (y/n)	Min	SUBJECT (minutes)
7:50-8:00	y	10	All school Assembly (10)	7:50-8:00	y	10	All school Assembly (10)
8:00-8:25	y	25	Calendar/Morning Meeting (25)	8:00-8:20	y	20	Morning Work/Morning Circle (20)
8:25-9:15	y	50	Readers/Writers Workshop (50)	8:20-9:00 (times may vary)	y	40	Specials (Art, Coding, Music, Health, PE) (40)*
9:15-9:35	n	/	Recess	9:00-9:40	y	40	Guided Reading/ELD (40)
9:35-10:00	y	25	Interactive Read Aloud (25)	9:40-10:00	n	/	Recess
10:00-10:30	y	30	Specials (Art, Coding, Music, Health, PE) (30)*	10:00-10:50	y	50	Reading Workshop (50)
10:30-11:20	y	50	Literacy Centers (Tier 1 intervention, guided reading, Designated ELD) (50)	10:50-11:40	y	50	CGI Math (50)
11:20-12:00	n	/	Lunch/Recess	11:40-12:20	n	/	Lunch/Recess
12:00-12:30	y	30	Shared Reading/ELD (30)	12:20-12:50	y	30	Word Study/ELD (30)
12:30-1:20	y	50	CGI Math (50)	12:50-1:20	y	30	Writing Workshop (30)
Total Instructional Min.		270		Total Instructional Min.		270	

GRADES: K-2				GRADES: (3-5)			
TIME	Instructional Min. (y/n)	Min	SUBJECT (minutes)	TIME	Instructional Min. (y/n)	Min	SUBJECT (minutes)
7:50-8:10	y	20	Calendar/Morning Meeting (20)	7:50-8:10	y	20	Morning Work/Morning Circle (20)
8:10-8:50	y	40	Readers/Writers Workshop (40)	8:10-8:30	y	20	Word Study/ELD (20)
8:50-9:15	y	25	Interactive Read Aloud (25)	8:30-9:00	y	30	Guided Reading/ELD (30)
9:15-9:35	n	/	Recess	9:00-9:40	y	40	CGI Math (40)
9:35-10:20	y	45	Literacy Centers (Tier 1 intervention, guided reading, Designated ELD) (45)	9:40-10:00	n	/	Recess
10:20-11:20	y	60	CGI Math (60)	10:00-10:50	y	50	Reading Workshop (50)
11:20-12:00	n	/	Lunch/Recess	10:50-11:40	y	50	Writing Workshop (50)
12:00-12:35	y	35	Shared Reading/ELD (35)	11:40-12:20	n	/	Lunch/Recess
				12:20-12:35	y	15	Math Games (15)
Total Instructional Min.		225		Total Instructional Min.		225	

ATTENDANCE

New Los Angeles Charter Elementary shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, unless otherwise required by applicable law, and the number of school days required by Title 5, California Code of Regulations Section 11960.

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	137	330	29	270	9	225			175	36000	55065	19065
1	Yes	137	330	29	270	9	225			175	50400	55065	4665
2	Yes	137	330	29	270	9	225			175	50400	55065	4665
3	Yes	137	330	29	270	9	225			175	50400	55065	4665
4	Yes	137	330	29	270	9	225			175	54000	55065	1065
5	Yes	137	330	29	270	9	225			175	54000	55065	1065

PROFESSIONAL DEVELOPMENT

We believe that teachers need support, time and resources to provide the instructional program at NLACE. Our professional development program begins in the summer with two weeks of professional development work, which is a mandatory part of a teacher's role at NLACE. This work includes team building, planning time, and training over various aspects of our program, including:

- School mission and vision
- Project-based learning
- Social justice education
- Data driven instruction
- Authentic assessment

- Response to Intervention
- Inquiry-Based instruction
- Common Core State Standards
- ELD instruction

Throughout the school year, staff members participate in weekly professional development meetings. These meetings are on Tuesdays from 1:30-3:30 pm and on early release Tuesdays from 12:45-3:30 pm. During these meetings, grade level teams or clusters meet to plan curriculum, Intervention classes, ELD instruction and grade level activities. Grade level teams are also responsible for documenting student intervention progress during this time. Full faculty meetings would include professional development about:

- Emergency planning
- Special Education
- Team building
- Critical program reflections

During the first year of the new charter term, the following professional development plan will be implemented. This list of topics will be covered in weekly professional development meetings (described above):

- Culturally responsive teaching and learning
- Reflective Consultation
- Data Driven Instruction
- Response to Intervention
- 9 Dots, Get Coding
- English Language Development
- Differentiated Instruction
- Cognitively Guided Instruction

In addition, after each quarterly benchmark assessment, teachers have a day of professional development to analyze data, plan for Tier 1 Intervention, and work with grade level clusters to reflect on effective strategies and methods for teaching CA Common Core State Standards.

Professional development is planned and led by the principal, assistant principal and teacher leaders. PD sessions are also conducted by outside experts when resources permit. Some PD partners include the 9 Dots, UCLA Center X, Growing Educators, Niroga Mindfulness, Kagan, and individual consultants and experts.

The Charter School has developed relationships with universities to support the recruitment of credentialed teachers who are qualified to deliver the educational program. Through partnerships with Loyola Marymount University and Pepperdine University, student teachers are regularly assigned to the Charter School. Upon program completion and credentialing, student teachers have an opportunity to apply for open positions at the Charter School. In addition to these partnerships, the Charter School posts open positions on job boards at other

universities, like UCLA and USC. The Charter School attends job fairs and posts open positions on EdJoin.

The Charter School provides additional days of professional development for new teachers during the summer and monthly support meetings throughout the school year. The following professional development plan includes a list of topics that are covered during this time:

- Classroom Management
- Readers and Writer’s Workshop 101
- Charter School Mission and Vision
- CGI 101
- Introduction to Project Based Learning
- School Operations
- Assessment Practices

ENGLISH LEARNERS

The Charter School will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

NLACE has a high population of English Learners. About 55% of incoming kindergarteners are designated ELs and our overall EL population totals about 40%. This demonstrates a steady rate of reclassification as students’ progress through the grades at our school. We identify English Learners through a multi-step process as outlined in the LAUSD English Learner Master Plan, which we have adopted.

HOME LANGUAGE SURVEY

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”): The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home

language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”): ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

NLACE will notify parents of the Charter School’s responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days of receiving results from the publisher. Parents and guardians will be informed of their rights, and will be provided information regarding the reclassification process. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing. NLACE will maintain appropriate records regarding ELPAC tests in accordance with all applicable requirements. NLACE will adhere to all legal requirements regarding oversight and administration of the ELPAC.

NLACE employs a Structured English Immersion (“SEI”) model for all English Learners. The SEI program will ensure that English Learners will receive ELD instruction at a designated time during the day which may be coordinated with grade level clusters (K-1, 2-3, 4-5). All teachers will receive professional development in ELD instruction through in-house experts i.e.

administration and experienced teachers, and through training provided by outside consultants such as Good Word Education, LACOE and experts from Charter Operated Programs. During ELD time students will be placed in groups according to their ELD proficiency level (Emerging, Expanding, Bridging) and core teachers will provide instruction targeted at the specific needs and level of that group. Teachers and administrators plan with each other throughout the year using ELPAC results, benchmark assessments, informal assessments to determine the individual needs of each student and provide instruction at their level. At trimester breaks teachers and administrators will assess students' progress with regard to the ELD standards. At this time students may be reclassified as an RFEP.

RECLASSIFICATION PROCEDURES

Our criteria for determining reclassification as indicated in LAUSD's Master Plan which we have adopted and the CDE reclassification criteria are as follows:

Criterion 1: Assessment of English Language Proficiency ("ELP")

- ELPAC overall score of 4.

Criterion 2: Teacher Evaluation

- Elementary School
 - Guided Reading Level ("GRL") within two (2) levels of the expected benchmark for the grade at that point in time
 - EMAD scores in ELA section averaging M
 - Informal teacher observation and consultation

Criterion 3: Parent Consultation

- Notification of testing and testing criterion to parents, consultation as needed.

Criterion 4: Comparison of Performance of Basic Skills

- TK-2nd Grade
 - End of year MAP scores in the yellow band (41st percentile) or higher OR
 - DiBELS scores of proficient
- 3rd-5th Grade
 - CAASPP Scores in the Nearly Met, Met or Exceeded Standard OR
 - DiBELS scores of proficient

On a yearly basis NLACE administration and faculty assess our reclassification rates and progress of students moving in proficiency levels to determine the effectiveness of our ELD program and we will adjust as necessary. The administration and faculty looks at the data in the areas listed above as well as our internal benchmarking data and anecdotal data from teachers.

ALIGNMENT TO ELA/ELD FRAMEWORKS

The ELA/ELD Framework is used as a guide for program development and implementation. The Framework guides not only program implementation, but also professional development. Staff utilizes the Framework as a guide to structure student groupings and align instruction to ELD Standards to the CCSS for ELA/Literacy.

PLAN FOR DESIGNATED AND INTEGRATED ELD INSTRUCTION

Integrated ELD instruction occurs throughout the school day in every subject area by every teacher who has an EL student in the classroom. The ELD Standards will be used in tandem with the CCSS for ELA/Literacy and other State Standards to ensure students strengthen their abilities to use academic English as they learn content through English.

Designated ELD is provided to ELs during a designated time in the regular school day in addition to core content (not separate from). Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop critical language ELs need for content learning in English. Students may be grouped for designated ELD by English language proficiency levels (Emerging, Expanding, Bridging), depending on the total student population, number of EL students at each grade level, and number of students at each proficiency level. EL students will be grouped by their proficiency level according to the ELPAC.

The ELA/ELD Framework is used as a guide for program development and implementation. The Framework will guide not only program implementation, but also professional development. Staff utilizes the Framework as a guide to structure student groupings and align ELD Standards to the CCSS for ELA/Literacy.

The Charter School evaluates EL programs periodically by collecting feedback from teachers, administration, and the English Learner Parent Advisory Committee. At each trimester, the Assistant Principal reviews the progress of all English Learners, recent RFEP students and at-risk students through an analysis of academic data, benchmark data and state testing data. The Assistant Principal collaborates with teachers to ensure that the progress monitoring feedback informs integrated and designated ELD instruction. Fourth and fifth graders who have not reclassified are considered at-risk. The Charter School does not have LTEL because it serves grades TK-5. Individualized plans are crafted for at-risk students based on data from the ELPAC indicating areas of need.

PLAN FOR MIGRANT STUDENTS

New Los Angeles Charter Elementary will provide a comprehensive program for migrant students that attempt to mitigate the impact of educational disruptions, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit the ability of migrant students to succeed in school.

The Principal, or designee, shall monitor the results of statewide assessments and core academic subjects and English language development, as applicable, for enrolled migrant students and provide a report to the Board with any recommendations for improvement of services.

PLAN FOR HIGH ACHIEVING STUDENTS

NLACE believes that all students are capable of excellence and that identifying students' individual strengths and needs is the key to providing appropriate differentiated support.

In order to provide this rigorous educational experience, teachers are prepared to provide high-quality differentiated learning opportunities for these students, and receive professional development to enhance those abilities. Additionally, classroom assignments and demonstrations of learning will be differentiated to allow for high achieving and gifted students to be challenged further in the curriculum. This does not mean that those students will receive extra work, rather they will be encouraged to go deeper into concepts and operate at higher Depth of Knowledge levels. All lessons will be planned and implemented to incorporate the “non-negotiables” of differentiated instruction for gifted learners: depth, complexity, novelty, and acceleration. Core curriculum will be modified based on academic readiness, interest, and learning style. Research-based differentiated strategies to be implemented in all grade levels include, but are not limited to: prompts of depth and complexity, learning/interest centers, flexible grouping, curriculum compacting, project-based learning, and independent study (Kingore, 2004).

STUDENTS ACHIEVING BELOW GRADE LEVEL

Students who are performing below grade level will be identified through teacher observations, formative and summative assessments including school-wide benchmarks and standardized testing results. We provide intervention for low performing students during the school day in the form of small group instruction by a teacher or instructional aide during literacy, math and writer's workshop. During these times in the day the students are working in small groups or independently after getting initial instruction in the form of a mini lesson or unpacking of the task from the teacher. While students are engaging in their tasks the teacher can pull students for guided work in a particular skill area. In some cases, students rotate through centers in leveled groups particularly for phonics or word work. One rotation is always a session with the teacher who will guide the students in that group at their instructional level. Additionally, NLACE employs a reading intervention teacher to provide Tier 2 intervention to those students who don't respond or make progress with the above-mentioned strategies. In Tier 2 intervention, students are pulled from the class in small groups during the school day and they engage in daily, 30-minute, guided lessons with the intervention teacher using the Leveled Literacy Intervention curriculum. The teacher also provides homework and connects with the classroom teachers about these student's ongoing progress.

Any students who are not responding to the interventions put in place and are continuing to struggle academically will be referred to the Student Success and Progress Team (SSPT). An SSPT meeting will include the teacher, an administrator, a special education teacher, the intervention teacher, the parent and the student when appropriate. Once a student has been referred, the SSPT coordinator will contact the parent to schedule the meeting. The team will review the student's strengths and areas of need and create an action plan for how to address the areas of need. The team will reconvene at a designated time roughly 6-8 weeks later to assess progress. If a student is making progress the team will continue with the plan laid out at the original meeting. If the student is continuing to struggle the team will make a revised

action plan or determine if it is appropriate to administer academic assessments to determine eligibility for an IEP. In addition to the SSPT process the administration and teachers will monitor the progress of students in this subgroup through classroom assessments and benchmark assessments.

SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

NLACE will identify students who are socioeconomically disadvantaged / low income through the National School Lunch Program (NSLP) applications. We will partner with a variety of organizations to provide the best learning environment for these students.

- *Ongoing Reflective Consultation* Studies have shown that students from socio-economically disadvantaged homes suffer from depression, stress and anxiety at higher rates than their peers. Chief among these studies is the Adverse Childhood Experiences (“ACE”) study²⁰ conducted by Kaiser Permanente. In many cases this does not only effect the child during the school year but well into adulthood and often results in higher rates of disease and death. At NLACE we feel that it is important to address the needs of these students early on and make sure that school is a sanctuary for them where they feel safe and supported. One way we will do that is through ongoing professional development in reflective communities.
- *Open Paths Counseling Center:* In partnership with Open Paths we are able to provide counseling and mental health support to individual students to further address some of the needs stated above.
- *Revolution Foods:* Often the only full meals students in this subgroup eat are those provided by the Charter School through the NSLP. NLACE partners with Revolution Foods to bring fresh, organic and nutritious meals for breakfast and lunch. In addition, Revolution Foods also does nutrition education so students can learn to make healthier decisions.
- *Arc:* NLACE partners with Arc After School Programs to provide after school care, homework help and enrichment for students, enrichments include sports, arts and crafts, dance and cooking.

In addition to these partnerships NLACE students will be required to wear a uniform thus reducing the stress that low income students often feel when trying to conform to certain expectations of dress and materialism amongst their peers. NLACE works with vendors to keep uniform costs affordable. Additionally, NLACE will collect donations of gently used uniform shirts, jackets and sweatshirts that children have grown out of and offer them free of cost to families who cannot afford to purchase new uniforms. NLACE will cover the cost of uniforms for any family not able to purchase or receive them through either of the options listed above and no student will be prohibited from attending NLACE due to lack of funds for uniform purchase.

Regular communication in the form of weekly one on one meetings between NLACE’s partners (as listed above) and the principal will serve to monitor the progress of students in this subgroup. At each trimester mark the principal will create reports of student progress to share with partners and teachers.

²⁰ <http://www.cdc.gov/violenceprevention/acestudy/about.html>

FOSTER & HOMELESS YOUTH

NLACE will identify students in other subgroups through information on their enrollment forms.

Foster youth will benefit from many of the services provided for the socio-economically disadvantaged students such as Reflective Care, Share and Care, Arc After School and uniforms. Additionally, there will be a staff member designated to serve as the liaison between the Charter School and the foster family or home, caseworker and any others working with the child. The Assistant Principal will serve as the Foster Youth and Homeless Liaison.

Standard English Learners will benefit from many of the instructional strategies employed to help English Learners such as SDAIE strategies and Academic Language Support.

Students identified as **foster and homeless youth** will have a designated administrator/liaison that will communicate with all care providers such as case managers, social workers, Department of Mental Health, foster parents and birth parents.

Progress for all subgroups will be monitored through regular meetings between the principal and all care providers, analysis of student academic progress using teacher data and formal assessment data, teacher and counselor reports or social emotional health. The Charter School administrator will remain in regular contact with all care providers to share data and develop systems that will meet the needs of each student.

A TYPICAL DAY AT NEW LOS ANGELES CHARTER ELEMENTARY KINDERGARTEN

7:20-7:45am: Breakfast – Dana arrives at school in time to pick up her breakfast from Revolution Foods and eat before school starts. She sees some of her friends and sits down to eat in the supervised breakfast area. She chats with her friend about what they are going to do in class today and wonder if there will be a new animal to study in science class. When Dana is finished with her food she takes her trash to the recycling station where she separates food, clean recyclables and trash into separate bins provided there.

7:50 am: Start of School - At 7:45am Dana walks with her friends to the yard for the morning assembly.

7:50-8:00am: Morning Assembly – Dana and her friends line up with their class and listen to announcements about the week ahead. Dana is excited because this is the start of the month so the perfect attendance awards are going to be announced. When her name is called, she goes up to accept her award from the assistant principal, she can't wait to show her mom. When the assembly is over, she goes with her class to their kindergarten classroom. They place their bags, lunchboxes and coats in their cubbies and go to the carpet for the day's opening activities.

8:00-8:25 am: Calendar/Opening Activities – Dana's teacher Ms. Diaz takes attendance then selects a classmate to come up to the calendar to write the new date. The class sings some songs about the days of the week, the months and seasons. Today is the 95th day of school and the class brainstorms different ways to get the number 95. One student suggests adding 90+5 while Dana suggests counting by 5s to get there. Ms. Diaz charts all the ideas and hangs them

up. They are nearing the 100th day of school and Dana is excited for the 100th day party they are going to have.

8:25-9:15: Writer's Workshop – Ms. Diaz begins writer's workshop with a mini lesson about capital letters. She reviews the times when a capital is needed and points out the difference between lowercase and capital letters on the various charts around the room. Before she releases the students to begin writing she asks them to be conscious about using capitals and especially when not to use them (middle of a word).

Dana gets her writing folder and decides that today she is going to continue to work on a story she started yesterday about when she went to a Dodgers game with her family last summer. She notices that some kids are conferencing with the teacher or each other and others are publishing. Dana wants to publish this story so she can read it at Author's night at the end of the year. She remembers seeing her older sister read at Author's Night and can't wait for her turn.

9:15-9:35 am: Nutrition/Recess – Dana gets her snack from her bag and goes out to the kinder play yard. She joins a few friends who are assigned to garden duty this week. After eating her snack, she goes to the raised bed garden and starts by pulling weeds. The students notice that the peas are starting to look plump and they ask if it is time to harvest them. Ms. Diaz says they'll harvest on Friday and share with the class during lunchtime. Before recess is over Dana gets a watering can to carefully water the vegetables growing in the box without wasting any water. Dana had never seen peas that weren't frozen or from a can before so she is very excited to try these fresh peas on Friday.

9:35-10:00am: Interactive Read Aloud: Everyone takes a stretch break and then returns to the carpet. Ms. Diaz holds up a book and reads the title and author out loud, The Day the Crayons Quit by Drew Daywalt. Dana loves books but she struggles to read so read aloud is her favorite time of day. Ms. Diaz asks the class to make a prediction about what the book might be about. Dana notices that there are crayons with faces and arms and legs on the cover so she suggests that it is about magical crayons that can talk. As Ms. Diaz reads the students pay close attention. Sometimes Dana doesn't understand a word, she remembers that Ms. Diaz always tells them to ask so she raises her hand and asks. Ms. Diaz explains the word and thanks Dana for speaking up. Ms. Diaz stops now and then to define words or ask the class for predictions. She also encourages them to imagine how Duncan might be feeling as he reads the letters from his crayons or identify with the emotions expressed in the book. When the book is over Ms. Diaz asks if this story could really happen. Dana knows that crayons can't really write letters or talk and Ms. Diaz says that this is called fantasy.

10:00-10:40: Art – After the read aloud Mr. Perez, the art teacher arrives. He wheels in a cart full of art supplies, like paper, paint, markers, glue and much more. He asks the students to remind him of the names of the 3 primary colors (blue, red and yellow) as he holds up cards with those colors on them. He then assigns one color to each table group of students. He instructs them to get up and look around the classroom for something that is that color and bring it back to the table. Dana's table gets blue, so she heads directly for the Unifix cubes she uses during math time. There are many colors there, but she chooses a blue one and goes back to her table. Once all the students have returned with their items Mr. Perez tells them to share

the items at their table. The other students at the table have returned with a bead, a marker and a blue homework folder. Almost immediately they notice that they don't all look the same and some kids start to argue about which item is the real blue. Mr. Perez expected and hoped this would happen. He pulls the class back together and they discuss the range of hues that colors represent, and he explains that we get different colors by mixing the primary colors. On each table he places a three, sealed jars with water colored with red, blue and yellow food coloring. He tells the students to hold the jars up to the light to see the colors better then suggests they use more than one jar. The room is filled with oohs and aahs as they see green when they hold yellow jar in front of the blue one. After they play for a while Mr. Perez summarizes using a large blank color wheel (six small circles forming a circle on the page). First, using a crayon he colors in the primary colors one in every other circle. Then he asks the class what color was produced when they mixed red and blue – purple. He colors the blank circle in between the red and blue purple and so on until the color wheel shows red, orange, yellow, green, blue and purple. Mr. Perez says that in their next class they will actually get to mix paint and create a drawing my mixing colors. There is some time left in class so he gathers the students on the rug and reads Mouse Paint by Ellen Stoll Walsh. In this story some white mice get into some paint and mix it all up. While he is reading, he encourages kids call out the colors that are produced each time the colors mix, they are delighted when they know what will happen when the yellow mouse dances in the blue puddle.

10:40-11:20am: Literacy Centers - Dana is in a group that gets to work with Ms. Diaz, everyone in the group has a copy of the book they are reading together. They take turns reading aloud while Ms. Diaz helps with decoding, vocabulary and intonation. When they get to a point where a character is speaking Ms. Diaz stops them to talk about quotation marks and exclamation points and demonstrates how they can read with feeling when they see these marks on the page. Every student tries reading that line with feeling and Dana thinks it is kind of like acting.

Other students around the room are working independently while Ms. Baker the aide circulates around the room to help out.

11:20 am -12:00 pm: Lunch/Recess – The students leave directly from ELD to lunch. Dana gets in the lunch line and takes her tray to a table where some of her friends are playing. After eating and cleaning up after herself she goes out to the play structure in the kinder yard where she likes the slide best.

12:00-12:25 pm: ELD – Dana speaks Spanish at home but she has older brothers and sisters who speak English with her so she feels pretty comfortable in English. During ELD time she is in a group with other students who speak fluently but still need some support in academic language. The teachers call this the *Bridging* group. Dana likes this time of day because she gets to go to a different classroom just like her older siblings do. Dana has ELD class with Mr. Barry who teaches 1st grade. There are students from the other kindergarten classes in her group and some 1st graders as well. Mr. Barry starts with a read aloud of Press Here by Herve Tullet. This book is interactive, and Mr. Barry gets on the floor with the students so they can be more involved. As he goes through the book, he asks different students to follow the commands such as press all the yellow dots, shake the book or blow on the pages each time resulting in a new configuration of dots on the following page. Dana loves it when all the dots

“slide” to one side of the page and Mr. Barry acts totally shocked.

After the read aloud Mr. Barry gives each student some blank paper and asks them to write some new pages to add to the book. Mr. Barry encourages the students to write and spell as best they can and asks students to read to him as he circulates. To close the class each student shares their ideas for additions to the book.

12:25-1:10 pm: Math/CGI – Dana comes back to the classroom after nutrition, she knows it is time for math, so she gets out her math journal and waits for the warm up. Ms. Diaz puts a 2x2 grid on the board with the following numbers: 12, 17, 5, 11 and asks the kids to think about which one doesn't belong and hold up their fingers to show how many different responses they have. Dana can think of two ideas: 12 because it is even and the others are odd and 5 because it is only one digit. When it is time to share with her elbow partner, he points out that 11 also doesn't belong because it is the only one that has two of the same number. When the teacher calls the class back together Dana is surprised when other kids come up with lots of other possibilities. When they are done charting and discussing they have at least 15 on the board.

Now it is time for counting collections, Dana and a friend choose a bag filled with paper clips and set about counting them. Dana makes a mark on her paper for each paperclip she counts and writes the number next to it. She notices that her friend is making groups and asks what she is doing. Dana's friend shows her that she is making groups of 10 and on her paper, she is writing a circle with the number 10 inside to indicate the entire group. Dana knows how to count by 10s and realizes that she can do this too. When Ms. Diaz comes around Dana and her friend explain their discovery and Ms. Diaz asks them to present their ideas during closing. When the session is over all students gather on the carpet and Dana explains the grouping and counting by 10s.

1:10-2:10 pm: Science – Today is a science day! Dana returns to the classroom to find that Ms. Diaz has brought out clear plastic tubs with snails in them. They begin on the carpet talking about science safety and how to treat the animals kindly (something they do every time they have live animals in the class). Ms. Diaz asks a student to get up and walk across the room to get a pencil. When the student returns, she asks the class to describe what parts of her body she used to move across the room. Some responses are legs, feet, knees. Now Ms. Diaz tells them that not all animals move in the same way. Today they will be looking at how the snail moves. She reminds them about the goldfish they had last week and asks a student to remind the class of how they moved (using fins to propel themselves through the water). Dana works in a group of 4, students to look at the snails in the tubs and discuss how they move. Ms. Diaz circulates through the room but allows the students to explore on their own and draw their own conclusions initially. About 10 minutes in she calls the class to attention and asks students to share out any interesting observations or any questions they have? Dana shares that if you look at the snail from below you can see the bottom of its body as it is moving through the clear plastic. Others observe that they are able to climb up the side of the container and don't fall off. One student asks if snails can only move on smooth surfaces like the plastic and the teacher asks if there is a way, they can discover the answer to the question. Some students suggest trying to put the snails on the carpet or taking them outside the playground. Ms. Diaz brings out a box of materials with different textures that they can try. Some students place the snail on sandpaper while others use the carpet or a leaf. After discovering that snails can move

around on most surfaces one student wonders if the snails move at the same pace on different surfaces, so he asks for a stopwatch and the students organize races and record the times for each surface. After more observations the teacher calls for the students to clean up and join her at the carpet. There, they share more observations as she records them on a large chart. The students cannot wait for the next time they get to observe the snails.

2:10-2:20 pm: Closing – Remaining at the carpet, Ms. Diaz reminds the students about the field trip next week to the California Science Center and reiterates that permission slips are due by Friday. She dismisses them one row at a time to gather their backpacks and get in line at the door for dismissal.

2:20 pm: Dismissal – Dana is brimming with excitement about her day and can't wait to tell her mom about the snail races. Tomorrow she hopes to finish her story about the Dodger game so she can start conferencing.

5th Grade

7:20-7:45am: Breakfast – Adrian arrives at school in time to eat breakfast with his friends before entering the class.

7:50am: Start of the School Day – Adrian goes to the yard to line up with his class.

7:50-8:00am: Morning Assembly – The principal makes some announcements about a special free dress day this week then the assistant principal does the PBIS raffle. She pulls names of students who have been “REPPing” New LA. Adrian's name doesn't get picked this week but a few weeks ago he was picked and he got a cool pencil case. When the assembly is over Adrian walks with his class to the classroom.

8:00-8:20 am: Opening – As students enter the classroom, they form a circle in a corner of the room to meet with their teacher Mr. Smith. They open the day with a 1-5 check in. All students consider how they are feeling on a scale of 1-5 and hold up that number on their fingers. Mr. Smith surveys the circle taking note of any students who may have particularly low or high numbers and then opens it up to any students who want to share their number and reasoning. Adrian is a 4 today but he doesn't want to share. His friend Diego is a 2 and he raises his hand to share that he didn't sleep very well last night because his little sister has a cold and woke up crying a lot in the night, Diego is tired this morning. Mr. Smith has been trained in reflective care and takes note that Diego may struggle to complete work or participate on the level he normally does. Mr. Smith also knows that when a child is tired, he may appear to act out more or have more conflicts with his classmates. He will keep an eye on Diego in order to give him extra support today as needed.

8:20-9:05am: Science – Mr. Smith opens science class today with a read aloud. The students have been learning about the water cycle and in earlier grades they have learned the words evaporation, condensation and precipitation but Mr. Smith wants them to know that the water cycle is a bit more involved than that. He begins by reading *A Drop Around the World* by Barbara Shaw McKinney. This story follows a water droplet on its journey in and out of

different states of matter as well as actually traveling across the globe. During the story Mr. Smith stops to point out points where the drop is changing states of matter and asks students to recall what is happening to the molecules in each change of state (moving at a different speed and getting closer or farther away from each other) and what causes it (temperature change). Following the book, the students play a game in which each student becomes a water drop. Everyone distributes themselves around different stations in the room labeled with places water is found (ocean, river, groundwater, glacier, clouds, pond, plant, animal etc.). At each station there is a spinner, each child uses the spinner to determine where he/she will go next. Adrian starts in the river, there are 6 choices on his spinner, and they are river, animal cloud, groundwater, ocean and ocean. He spins ocean and moves to that station. He has a log and records this move. On his next spin the choices are ocean, ocean, ocean, ocean, ocean, cloud. Not surprisingly, Adrian spins ocean, he records this on his log and stays at that station. While Adrian remains in the ocean for some time before moving on his classmates are all having varying journeys as well and recording each move (or non-move) along the way. After a while Mr. Smith calls the students together to debrief the game. Some kids were surprised that they got stuck for long periods of time in the ocean and glaciers and Mr. Smith pointed out that this mirrors reality since water at the bottom of the ocean or frozen in a glacier really doesn't have anywhere to go until there is a major change. Mr. Smith tells the students that they will use their logs from the game today as the basis for their own story of the journey of a water droplet that they will be writing over the next couple of weeks.

9:05-9:40am: ELD/Literacy Enrichment – During ELD/Literacy Enrichment time all students are separated based on ELD level and they go to one of the teachers in the 4th/5th grade cluster. Adrian is RFEP so he is doing a book group with Ms. Foster. They are reading *Holes* by Louis Sachar. Each week they do some read aloud, some round robin reading and some reading for homework. During Literacy Enrichment class they have facilitated discussions in smaller groups using guiding questions provided by Ms. Foster. At least one day a week Ms. Foster joins the discussion with each group.

9:40-10:00 am: Nutrition/Recess

10:00-10:50 am: Reading Workshop – Students take out their word work journals. Mr. Smith guides them through a lesson on descriptive words. They identify and underline adjectives in sample sentences then he reads a passage and asks kids listen carefully for descriptive words while he reads and then turn to an elbow partner to discuss. Adrian's partner heard the word *verdant* to describe a lush green jungle. Adrian has never heard this word before and didn't realize it was an adjective. His partner described it to him and explained that it is similar to the word which Adrian knows means green in Spanish. When they share out Adrian is excited to share something new that he learned, while students share what they heard Mr. Smith charts the words. Following this lesson, the class separates into groups for reading centers that they will rotate through. One center is continuing to work with adjectives on a worksheet, another center is doing independent reading in the class library (students are expected to choose a book at their reading level which is assessed periodically and each student is aware of his/her level), the third center is using this week's vocabulary words to create a skit together using all the words, they will share this skit with the class at the end of the week, and the fourth center is doing guided reading with Mr. Smith. Each group is composed of students at similar levels so Mr. Smith can target specific skills during his guided reading time later in the day.

10:50-11:40 am: Math/CGI – Today’s number sense routine is called “Making 10.” Students work in partners with a deck of cards with the face cards removed. They select 9 cards from the top of the deck and place them in a 3x3 array on the table. They take turns making 10 by using the numbers on the available cards and any operation i.e. ($5 \times 2 = 10$; $3 + 4 + 2 + 1 = 10$). Any cards they use they remove and place in their pile. When they have used up the deck (or the play time is over) the student with the most cards wins. After the number sense routine Mr. Smith calls the group together to discuss the problem of the day. *Ms. Ramirez had a pizza party for her 33 students. She had promised that they would each get to eat at least 3 pieces of pizza. Each pizza has 8 pieces now Ms. Ramirez needs your help deciding what is the least amount of pizzas she should order.* Mr. Smith reads the problem aloud and reviews any vocabulary that may create an obstacle for students. He reminds them that they may use any of the tools in the classroom to solve their problem. He hands out the worksheet with the problem written at the top and also gives some additional number sets for students who finish early. The students work in partners and Mr. Smith circulates around the room asking questions and encouraging students to explain their reasoning and represent their process numerically and pictorially on their worksheet. Adrian finishes quickly and moves on to the second number set with his partner. Toward the end of the math class Mr. Smith calls the group together. He has asked a few kids while they were working if they would present their process as an example to the class and they do so now.

11:40am-12:20pm: Lunch/Recess

12:20-12:50 pm: Read Aloud/Guided Reading – After recess and lunch Mr. Smith likes to gather the students back together to ease them back into the classroom environment with some read aloud. Today he has chosen a funny book of poetry by Shel Silverstein, *Where the Sidewalk Ends*. This is not the first time the kids have seen this book and they delight in making requests for some of their favorite poems. Adrian asks for *The Dirtiest Man in the World*, his favorite. After a few poems Adrian gathers back together with his group from earlier in the morning. They meet Mr. Smith at the kidney table. Mr. Smith has copies of one of the poems from the book for the group to read together. The take some turns reading and practice finding new adjectives to continue their lesson from the morning.

12:50-1:30 pm: Writers Workshop – As a continuation of today’s adjectives lesson in Literacy this morning Mr. Smith asks students to brainstorm in their writing journal as many adjectives they can think of. Then they share with an elbow partner. Each partner chooses 5 they want to share and one representative goes up to chart their five words on the chart they started in the morning. Mr. Smith encourages students to use their lists and the class list to add descriptive language to their writing today. Students still are able to write on a topic of their choosing and Adrian is writing a story about fishing with his dad, as he writes he begins thinking about how he can describe the way the fish looked when he caught it, he focuses on revising that portion of his story.

1:30-2:20 pm: Coding – Now it is time for coding. Mr. Baber from 9 Dots comes to the class to help Mr. Smith with today’s lesson. Adrian loves computers and is excited that they are going to start a new coding game today. After practicing some sequencing activities in class with Mr. Smith earlier in the week they are going to apply the coding language to the concept of

sequencing to make frogs jump across lily pads. Mr. Smith opens the Chromebook cart and calls each table up one at a time to get their Chromebook. Mr. Baber has already used Hapara to push out the getCoding website, so once students log in it will open to the page for today's lesson as the home screen. Once Adrian logs in he is instructed to use simple *jump* commands to indicate which frog should move and in which order. If the command sequence is correct the Adrian will move to the next level and if not, he will be told which command is an error and try again. As he moves up levels Adrian is writing 5 and 6 lines of code to move 3-4 frogs on the lilypads in different directions. He is very engaged and when he notices that a classmate next to him is struggling with level 3 he offers to help. Adrian has a computer at home and he is going to continue to practice the frog jumping game at home today.

2:20 Dismissal

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

The completed “LCFF State Priorities” table provided in Element 1 of the charter meets this requirement and is incorporated herein by reference.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

The completed “LCFF State Priorities” table provided in Element 1 of the charter meets this requirement and is incorporated herein by reference.

METHODS FOR MEASURING STUDENT OUTCOMES

The following chart provides an overview of the types of assessments that will be administered to NLACE students by subject area, grade level, assessment type and frequency.

NLACES ASSESSMENT SCHEDULE			
ASSESSMENT	GRADE(S)	DESCRIPTION	SCHEDULE
ENGLISH LANGUAGE ARTS			
CAASPP ELA	3-5	State Mandated	ANNUALLY
NWEA MAP	K-5	Benchmark	3 times/year
FOUNTAS & PINNELL BAS	TK-5	Reading Assessment	3 times/year
QUICK PHONICS SCREENER (QPS)	1-4	Phonics Screener	
INTERIM ASSESSMENT BLOCKS (IAB)	3-5	Interim Assessment	Varies
FORMATIVE ASSESSMENTS	TK-5	Local Assessment	Varies
SUMMATIVE ASSESSMENTS	TK-5	Local Assessment	Varies
MATHEMATICS			
CAASPP MATH	3-5	State Mandated	ANNUALLY
NWEA MAP	K-5	Benchmark	3 times/year
CGI MATH ASSESSMENT	TK-3	Benchmark	3 times/year
INTERIM ASSESSMENT BLOCKS (IAB)	3-5	Interim Assessment	Varies
FORMATIVE ASSESSMENTS	TK-5	Local Assessment	Varies
SUMMATIVE ASSESSMENTS	TK-5	Local Assessment	Varies
SCIENCE			
CA SCIENCE TEST (CAST)	5	State Mandated	ANNUALLY
FORMATIVE ASSESSMENTS	TK-5	Local Assessment	Varies
SUMMATIVE ASSESSMENTS	TK-5	Local Assessment	Varies
SOCIAL STUDIES			
FORMATIVE ASSESSMENTS	TK-5	Local Assessment	Varies
SUMMATIVE ASSESSMENTS	TK-5	Local Assessment	Varies
ENGLISH LANGUAGE DEVELOPMENT			
ELPAC	TK-5	State Mandated	ANNUALLY
PHYSICAL EDUCATION			
PHYSICAL FITNESS TEST (PFT)	5	State Mandated	ANNUALLY

Our school's goal is to ensure that every student meets or exceeds grade level standards across all subjects. The classroom teacher uses student achievement data to assess and monitor student progress, identify appropriate interventions, and provide small group instruction, additional differentiation and scaffolding. Assessment data is used to develop annual measurable outcomes, development of our school's Local Control and Accountability Plan (LCAP), further refine school-wide assessments in order to monitor student academic progress, inform instruction, drive curricular modifications, modifications to the master schedule and measure program efficacy. The Principal, teachers and staff are held accountable by the Board of Directors to ensure all students meet annual growth targets and school-wide measurable outcomes.

As outlined in the Charter School's assessment schedule chart below, students are assessed using various types of modalities. Students are assessed throughout the academic year using multiple forms of formative and summative assessments across disciplines to check for understanding, inform instruction, monitor student/grade/school level growth, identify whether the student requires additional support or intervention. The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on the School Accountability Report Card ("SARC").

REPORTING OF DATA

New Los Angeles Charter Elementary develops an annual SARC Report, administers Report Cards, holds Parent-Teacher Conferences and holds Local Control and Accountability Plan meetings as methods to inform all stakeholders on the Charter School's performance. Parents are encouraged to participate and provide input in the Charter School's educational program. NLACE uses our accountability data as a means of evaluating the effectiveness of, and need for, new program initiatives. Additionally, the Principal hosts bi-monthly meetings with parents to discuss schoolwide data, including data walls, that provides color-coded performance levels. In the classroom, weekly data is posted on the board that is color-coded. This allows students to monitor their academic progress on a continuous basis.

The Head of Schools presents at each Board of Directors meeting on enrollment, attendance, student achievement data, staffing, LCAP Goals & Annual Measurable Outcomes, and other issues pertaining to the Charter School. Teachers meet in grade level teams to review student work, disaggregate and analyze various types of assessments administered across all disciplines: ELA, Math, History/Social Studies, and Science.

DATA ANALYSIS & REPORTING

New Los Angeles Charter Elementary is committed to the ongoing schoolwide improvement cycle that includes analyzing and synthesizing data in order to guide our instructional and educational program. Various types of data are used to identify students who need academic, social-emotional and/or behavioral intervention through our Multi-Tiered System of Supports.

The use of data to monitor and improve the Charter School' education program and operations is critical throughout the organization. The following positions within the organization actively monitor data on a regular basis:

- **Executive Team:** New LA's Executive Team consists of the Executive Director, Head of Schools, and Director of Operations. This group meets weekly to discuss academic achievement across the organization. Once per month, the Head of School provides an in-depth presentation to this group that includes an analysis of student achievement data for all students, disaggregated by grade level and student groups across the organization.
- **Governing Board:** The Board is accountable for student achievement as defined by the District and the State. However, New LA aims for a deeper meaning of student achievement. The New LA Education Advisory Team collaborates with school's leadership to define what achievement means by setting goals for each school, monitoring, reviewing, and analyzing student performance data, and advising on school programming and school culture initiatives. The Education Advisory Team has the following four specific areas in their purview:
 1. Student performance data and student group performance
 2. Academic curriculum
 3. Social justice and community engagement priorities
 4. Special programs (outdoor ed, college awareness, parent education, advisory, etc.)

Meeting Schedule

September	Reviews SBAC data and goal setting; Public board presentation planning
February - March	*Benchmark review and program budget advisory; Public board presentation
June	CAASPP preview & reflection, goal setting; Public board presentation planning

* Benchmark reviews include a report on progress towards meeting expectations of the goals set each September. During each benchmark review, the team is provided with an extensive report on the four education committee areas, and re-evaluates priorities.

- **School Site Leadership.** School Site Leadership consists of Principals, Assistant Principals, and the Director of Special Education and Student Services from each school.
 - This team meets weekly with the Head of Schools to discuss student achievement across the organization.
 - School Site Leaders provide professional development and coaching to teachers. In this role, they lead monthly data analysis sessions with teachers. This information is used for unit planning and is provided to the Head of Schools, who supports the School Site Leaders with campus-wide goals.

In preparation each school year, the NLACE convenes with teachers to assist in the collection, disaggregation and analysis of student achievement data (e.g., internal benchmarks, California School Dashboard), including state mandated assessments. This is an ongoing process that occurs throughout the school year as part of our school's data-driven culture and practices.

Teachers collaborate in grade level teams to review, discuss and modify instruction based on findings from student assessment results. Data is shared with parents during parent meetings and/or parent-teacher conferences.

GRADING POLICY

NLACE reports student progress on a trimester system. The reports are aligned to the State Standards, and reflect student progress in meeting the standards set by the State of California. The goal is that all students are meeting standards in each academic course by the end of the school year. Standards for each course are communicated on the progress report and indicated by the following letters:

E—Excelling at standards
M—Meeting standards
A—Approaching standards
D—Does not meet standards

PROMOTION/RETENTION

New Los Angeles Charter Elementary School believes that students must have demonstrated the ability to progress academically in order to be advanced to the next grade in school. When student advancement is questionable, retention may be an appropriate option. The value of retention decreases with each year a student attends school. Retention will be considered strongly in kindergarten and after that only after all other options have been exhausted.

It is the Charter School's intent to meet the academic needs of all students throughout the school year with on-going intervention supports. Social/emotional needs will be met through social/emotional curriculum implemented in the classroom and the Dynamic Mindfulness Program. The decision to retain a student will involve a series of collaborative meetings with the teacher, grade level leaders, assistant principal, principal, and the student's family. The decision will be up to the family. Factors impacting this decision will include grades, test scores, teacher feedback, student retention history, age, emotional maturity, physical maturity, RSP, and supports provided during the year.

RETENTION PROCESS

Trimester 1: At the end of Trimester 1, a team consisting of the principal and teacher leaders will use data to determine if there are students who might be in danger of failing, including previous year's benchmark or standardized test scores, progress report grades and skill assessments, and teacher feedback.

The lead teacher will submit an SST referral for all at-risk students. After the child's conference, the principal will meet with the family to express concern and schedule the SST meeting. During the SST process, the family, teachers, inclusion specialist, and principal will create a support plan. This plan will include classroom accommodations and intervention supports.

Trimester 2: At the end of Trimester 2, the principal will meet with teacher leaders to review progress for at-risk students. The principal will then review the child's case and consider all

retention factors. If the child would benefit from retention the teacher and principal will hold a meeting with the family to discuss a plan for Trimester 3. The possibility of retention will be addressed at the meeting, and the decision will be entirely up to the family. If not already implemented the student will be entered into the Tier 2 intervention program at this point.

Trimester 3: Within 4 weeks of the end of the school year the principal and teachers will review the student progress. If they feel the child will benefit from retention, they will meet with the family to conduct the retention referral process, a final determination will be made by the family and recorded at this meeting.

It is the Charter School's intent to meet students' needs for a challenging academic environment in all grade levels. Some transitional kindergarten students master the kindergarten curriculum in just one year rather than the typical two-year TK program and may be eligible for promotion to 1st Grade at the end of the year. Factors impacting this decision will include grades, test scores, teacher feedback, age, emotional maturity, physical maturity, RSP, and supports provided during the year. The policy and procedures used to promote a student from Transitional Kindergarten directly to 1st grade are outlined below:

The following assessments will be used to determine academic readiness:

- Fountas & Pinnell Benchmark Assessment System
- CGI Math Assessment
- NWEA MAP for Primary Grades (Math and Reading)
- On Demand writing tasks

The initial recommendation to promote a TK student will come from the Charter School. It will involve a series of collaborative meetings with the teacher, grade level leaders, principal, and the student's family and the final decision will be up to the parents.

1. No later than 6 weeks before the end of the school year teachers will submit a recommendation for student promotion that includes teacher observations, student test scores and Fountas & Pinnell reading level assessments, all of which must show evidence that that student has mastered the kindergarten curriculum. In addition to academic progress the teacher will include information about the student's emotional maturity.
2. A meeting with the teacher, principal and parents will be convened to discuss the teacher recommendation, the student's academic readiness and the student's emotional readiness. In addition, the team will review the kindergarten and 1st grade standards and samples of kindergarten and first grade work and reading books.
3. Parents will make a final decision to either promote the child to 1st grade or opt to continue the two-year kindergarten program, they will submit their decision in writing. If a parent opts to keep their child in kindergarten, they waive their right to move the child up until after they have completed the full two-year kindergarten program.

4. If a child is promoted to 1st grade they will be monitored closely for the first few months of school to ensure that the transition is smooth and is meeting the needs of the student. A meeting will be calendared after one month of school with the teacher, principal and parents to review student progress. It is at this time that parents may decide to continue in 1st grade or move the child back to kindergarten if they feel they've made the wrong decision.

ELEMENT 4: GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

Governance Structure

The Charter School is a directly funded independent charter school and is operated by New Los Angeles Charter School ("New LA"), a California non-profit public benefit corporation. New LA is governed by a Board of Directors. The Charter School's internal accountability structure and decision-making process has made the Charter School self-sustainable throughout the years. There will be one board governing both New Los Angeles Charter and NLACE. Likewise, one Executive Director will oversee both schools.

Board of Directors

The New LA Board of Directors is responsible for all legal and fiduciary matters involving NLACE. The Board provides fiscal accountability by approving and monitoring budgets and other financial matters. The Board also helps ensure effective organizational planning by approving long-range goals and annual objectives. The Board has the responsibility of selecting and evaluating the Executive Director.

The Board of Directors' primary responsibility is to ensure student achievement by monitoring the academic program and holding the Executive Director accountable. Accountability is the bedrock of the charter school movement, and that responsibility at NLACE rests with the Board of Directors. Approving the yearly budget, fiscal oversight, compliance, and upholding the mission of the Charter School as outlined in the charter are essential responsibilities.

The New Los Angeles Charter School Board of Directors will consist of a minimum of three (3) and no more than fifteen (15) members. Members of the Board are required to follow the Charter School's Conflict of Interest Code and Policy. The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

In recognition of the need for diverse voices on the Board, there has been a consistent attempt to recruit board members to fulfill the operational and instructional needs of the Charter School including, management, law, finance, governance, administration, curriculum and instruction, and community relations. New Board member recruitment and the review process is an essential part of growth and a process that all Board members should engage in. It is important that the Board balance transparency and accessibility with the careful, thoughtful scrutiny of suggested members. We also must respect the feelings of potential Board members by considering their nomination in a timely manner.

The Board of Directors meets seven times during the school year, and in accordance with the Brown Act and Education Code Section 47604.1(c).

Overview of Board Duties:

Mission & Strategic Direction

- The Board determines the organization's mission and purpose
- The Board engages in strategic planning and long term strategy

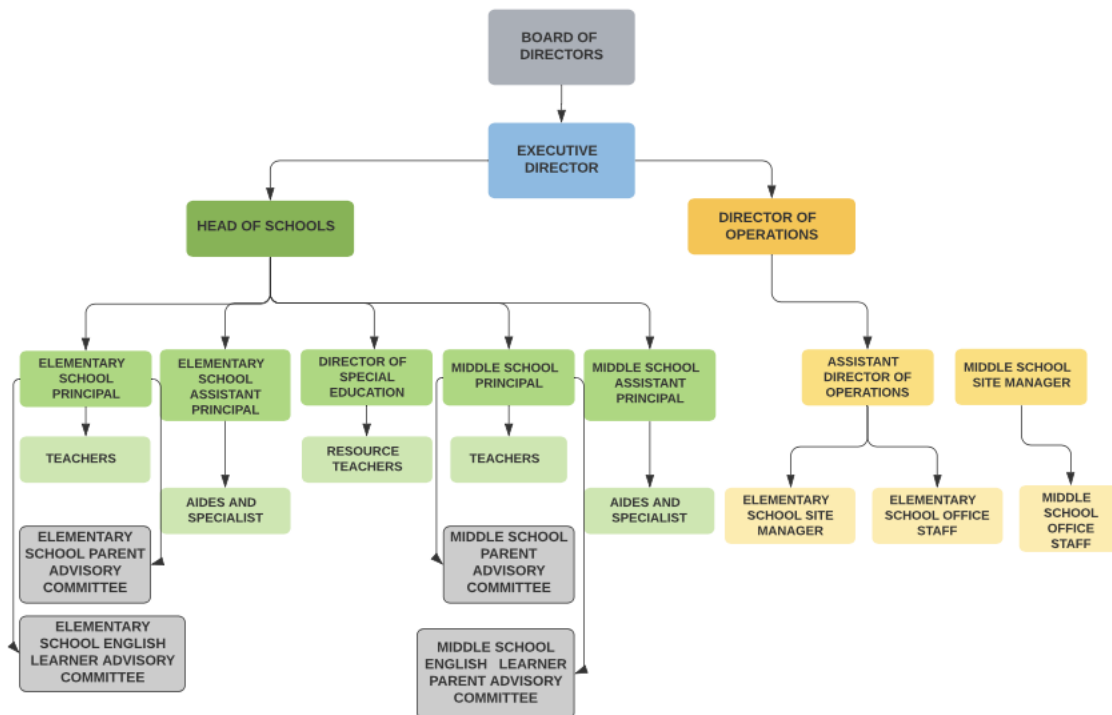
Resource Development & Financial Accountability

- The Board raises money
- The Board enhances the organization's public image
- The Board ensures effective financial management
- The Board ensures sound risk management policies

Oversight & Assessment

- The Board selects and orients new board members
- The Board organizes itself so that it operates efficiently
- The Board approves school policies
- The Board assesses student achievement, operations and compliance
- The Board selects the Executive Director and reviews his/her performance
- A Board committee assists the Executive Director in selecting the principal

Organizational Structure:



Executive Director

The Executive Director is the leader of the Charter School and oversees the operations of both NLACE and New Los Angeles Charter. A description of the major roles and responsibilities of the Executive Director are as follows:

- Ensure the Charter School enacts its mission
- Communicate and report to the Charter School Board of Directors
- Oversee fundraising and grant proposals
- Hire/fire/supervise/evaluate staff and the Business Services Provider
- Establish and oversee relations with LAUSD, LACOE, and CDE
- Direct the preparation of the annual budget and direct the administration of the budget after its adoption
- Oversee auditing process

Head of Schools

The Head of Schools oversees the instructional program of the Charter Schools and supports school leaders. A description of the major roles and responsibilities of the Head of Schools are as follows:

- Establish instructional priorities aligned with the Charter School's mission
- Oversee data driven instructional practice

- Oversee the recruitment and retention of a diverse and high-quality teaching faculty
- Supervise and evaluate Principals
- In conjunction with the Director of Operations and Principal, hire, supervise, and evaluate Charter School staff, except upper level school management
- Oversee the special education program
- Oversee programming for English Learners
- Ensure a healthy school culture for staff and families
- Facilitate a culture of learning, professional development and growth

Director of Operations

The Director of Operations oversees the day-to-day operations of the school site. A description of the major roles and responsibilities of the Director of Operations are as follows:

- Oversee facilities management and maintenance
- Serve as financial liaison to back office provider
- Oversee reporting and compliance
- In conjunction with the Head of Schools and Principal, hire, supervise, and evaluate Charter School staff, except upper level school management
- Oversee human resources and talent management
- Oversee technology and equipment, ensuring that systems, hardware and software are in place and running smoothly

Principal

The Charter School Principal is responsible for the day to day operations at the Charter School. A description of the major roles and responsibilities of the Principal are as follows:

- Work with teachers to develop and review the academic program and ensure the curriculum and methodologies align to standards and to the Charter School's mission
- Oversee and participate in all aspects of curriculum design and instruction
- Develop and review student assessment plan
- Supervise and evaluate Charter School faculty
- Assist the Head of Schools and Director of Operations in hiring, supervising, and evaluating Charter School faculty
- Oversee implementation of all school site policies and procedures
- Oversee the implementation of restorative practices as a response to student discipline

Governing Board Composition and Member Selection

New Board member recruitment and the review process is an essential part of our growth and a process that all Board members should engage in. It is also important that the Board balance transparency and accessibility, with the careful, thoughtful scrutiny of suggested members.

Board Recruitment Norms:

1. New LA will recruit and select board members who are 100% committed to the mission and vision of New Los Angeles Charter School.

2. New LA will recruit and select board members who reflect the diverse community the Charter School serves.
3. New LA will recruit and select board members without ever being influenced by the promise or the implication of a donation to the Charter School of any size.

In addition, the Charter School seeks to recruit board members who fill a need within the collective group. This need may be professional or necessary to reflect the diverse community the Charter School serves. Per the bylaws, Board members serve for two year terms, with no limitation on the number of consecutive terms.

The Governing Board is comprised of individuals from a mix of racial and ethnic backgrounds and professions and is representative of the community. Currently, the Board is comprised of three members who have earned a doctoral degree in education (including the Charter School's founder), an attorney, a founding parent and marketing professional, a commercial real estate professional and a lifelong educator. Given the programmatic goals of the Charter School and the pursuit for private facilities, this group of individuals has the talent necessary to govern the Charter School.

Board Recruitment Process:

Step 1 – March-April: The Ad-Hoc Nominations Committee, comprised of the board chair and other board members who wish to serve, determines impending Board vacancies by identifying current members who wish to be nominated for a new term, and by identifying specific needs of the Board, and informs the Board of the areas of need.

Step 2 – April-May: Board Members identify potential new members of the New LA Board of Directors by notifying the chair of the Ad-Hoc Nominations Committee and providing him or her with information about the nominee (the potential nominee must fill out the Request for Information form).

Step 3 – May: The Ad-Hoc Nominations Committee will review, discuss, and rank all prospective candidates to determine whether or not they should be recommended as candidates to the Board. The Committee will vote on a preliminary slate, and set up dates for prospective Board Members to visit the Charter School and meet with the Committee and Executive Director.

Step 4 – June: The Ad-Hoc Nominations Committee will present the full slate of the coming year's board at the board meeting. The Board of Directors will vote on the slate presented by the Committee. The Board strives for unanimous support for new Board Members, but per the bylaws, a simple majority is all that is needed.

Governance Procedures and Operations

The Board has adopted policies governing meetings of the Board and its committees designed to ensure compliance with the Brown Act and Education Code Section 47604.1. The primary purpose of the Brown Act is to ensure access by the public to the decision-making process of the Board. The Board holds general meetings seven times during the school year. Board

meeting dates are discussed at a public meeting each Spring and agreed upon by the Board. Meetings are scheduled for the entire year, and the calendar is voted on at the June Board meeting the year prior. The Board meeting calendar is published on the school calendar and the website.

Notice

The board must provide at least 72 hours notice of all regular meetings, 24-hour notice of all special meetings, and 1-hour notice of emergency meetings. *The notice must include an agenda for each meeting, including any items to be considered in closed session.* The Board chair shall coordinate with Charter School personnel to ensure that notice of Board and committee meetings is posted in a timely manner and in a public location. Governing Board and committee meeting agendas are posted in publicly accessible locations at each school campus and on the school's website.

Location

In accordance with Education Code Section 47604.1(c), all meetings will be held within the physical boundaries of Los Angeles County. The Charter School provides two-way teleconferencing at each school site for members of the public.

During the COVID-19 Pandemic, the Charter School's Board, Committee and Advisory Team meetings will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20, and any other applicable state, County, and local health and safety orders and guidance. The Board of Directors ("Board") and employees of New Los Angeles Charter Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so by calling a conference telephone line posted on the agenda.

Members of the public may not comment on non-agenda items during meetings. Individuals wishing to provide public comment on the agenda items must send their comments in writing to Board@newlosangeles.org prior to the meeting or prior to the discussion of the Agenda item during the meeting – comments received after that point in the meeting will not become part of the record. Comments submitted by email will be read aloud during the Board meeting for up to three (3) minutes. If comments are in Spanish or another language, they will be translated to English and such comments will be limited to six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

A copy of the written materials which will be submitted to the Charter School Board may be reviewed by any interested persons on New Los Angeles Charter Elementary's website along with the Board agenda.

Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting to the Director of Operations.

Minutes

Minutes must be taken for each meeting and submitted to the Board secretary prior to the next Board meeting. The Director of Operations or his/her designee shall record the minutes. The minutes need to reflect the following: time and date of meeting, members attending, topics of discussion with sufficient description to inform the public, actions taken (including in closed

session), and time that the meeting is adjourned. Minutes are available on the Charter School website, available for the public to view.

Decision-Making Procedures

Quorum, Voting and Abstention:

In accordance with the Bylaws, a majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Teleconference Meeting Requirements:

Members of the Board of may participate in a meeting through the use of teleconference telephone or similar communications equipment, so long as all Directors participating in such meeting can communicate with one another. A meeting related to charter school activities must be noticed and conducted in compliance with Section 54953(b) of the Brown Act and the Charter Schools Act, including without limitation the following:

- a. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within Los Angeles County;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Stakeholder Involvement

At NLACE, we believe that a collaborative partnership means that the administration is responsive to the concerns of parents and teachers.

NLACE aims to include all members of its community a voice in the educational program. A teacher representative attends all governing Board meetings and meets regularly with the Principal to share feedback or concerns. Furthermore, the Charter School has an open-door policy, wherein teachers have the support of school site administration at any given time. Teachers serve on school committees, as grade level and department chairs, and are an integral part of the decision making process.

The Charter School welcomes parents on campus, and provides multiple volunteer opportunities each day. Parents participate in the decision-making in many ways. First, all Board meetings are public and allow opportunities for comment. Parents participate in the School Site Council (which will become the Parent Advisory Committee during the charter term) and ELAC. It is important to note that in the first year of the charter term, the Charter School's parent governance bodies will be Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (ELPAC). These governance bodies are reflected on the organization charter included in this petition. Second, parents are involved in the LCAP process and the budgeting priorities.

The Charter School consults with all stakeholders to develop the LCAP and annual update to the LCAP. Parents provide feedback during a School Site Council meeting. Teachers provide feedback after each professional development meeting and in regular meetings with the Principal. The public has an opportunity to respond during the public Board hearing prior to the adoption of the LCAP.

The Charter School consults with parents and teachers regarding the Charter School's educational program in a variety of ways. Periodic surveys are sent to gauge teachers' and parents' satisfaction. Teachers can share feedback during faculty meetings, and parents have the opportunity to give feedback at monthly parent coffees. All stakeholders participate in the California Healthy Kids survey annually, including staff, teachers, parents and students.

Volunteerism is a basic component and necessary part of the NLACE vision. The Charter School itself was created by the dedicated volunteer efforts of parents and community members. NLACE strives to create an environment that not only fosters volunteer efforts on behalf of the Charter School, but also helps to foster the spirit of volunteerism in our students by promoting community engagement projects. In no way whatsoever is volunteering mandatory and in no way impacts a student's admission or continuing enrollment.

We believe that students can reach their full potential when there is a high level of involvement by families. We encourage involvement in a partnership between home and school built on mutual respect. At NLACE, we believe that parents and guardians want their child to be passionate about learning, engaged in the community, and have respect for themselves and others. Parents and guardians should have high expectations of the Charter School and of their children. In turn, the Charter School has high expectations that parents will contribute to the team-effort needed to fulfill the Charter School's mission. Excellence cannot be accomplished nor maintained without the active respectful participation of the families. Parents are encouraged to participate as a support team and are encouraged to participate in self-improvement programs and events that can enhance their children's home learning environment. Volunteer hours, however, are not a requirement and are not a condition of admissions or continued enrollment. This is made clear to all families through the Family Handbook and the Family Contract. The Charter School shall comply with Education Code Section 47605(n).

The NLACE website also provides parents access to important updates and school information. A copy of the school calendar and bell schedule, and important news and updates are readily made available on the Charter School's website. Board agendas and information about Board

meetings are provided on the school website as well (in addition to the agendas posted at the Charter School in accordance with Brown Act requirements) to ensure wide access to information about the New LA Board.

Family Diversity

At NLACE, we believe that diversity among parents is a strength that improves the educational culture for all. Parents have different philosophies and approaches to their involvement in their children's education. Likewise, parents may contribute in different ways to the collective responsibility of running a charter school and making the program a success. Recognizing that each parent, like each child, is unique and infinitely valuable and deserving the utmost respect, NLACE asks parents to contribute to the Charter School's success by volunteering their skills, time, and resources to the extent that they are able.

Family Education Program

In order to help provide families the tools they need to do the very difficult job of parenting school children, and to bolster the partnership between school and home, NLACE offers a series of Coffees & Family Education Evenings throughout the school year. These events will continue virtually in light of the COVID-19 pandemic. Topics may include:

- Bullying & Harassment Awareness
- Internet Safety
- The Early Childhood Years
- Building Positive Self-Image
- Promoting Literacy at Home
- Nutrition Education with Revolution Foods
- Respect for Self and Others Program
- Reflective Parenting

NLACE Student-Family Contract

In an attempt to engage families, each family receives a NLACE Family Contract. The contract asks students and families to honor the following commitments as members of our community:

- Supporting students with the timely completion of homework and projects
- Appropriate and timely responses to teacher contacts
- Ten hours of school-based community service (suggested, not mandatory)
- Attendance at two parent conferences
- Attendance at Back to School Night
- Attendance at two parent education workshops
- Attendance at one community event
- Sending their child/ren to school 95% of the time or more
- Supporting the rules and regulations set forth in our family handbook (attendance policies, dress code compliance, and discipline and code of conduct)

Families earn points for honoring their commitments to the Charter School. They will receive updates throughout the year. By the end of the school year, families are encouraged to earn a certain number of commitment points. If a family falls short, the Principal will invite them to a

meeting and offer assistance and support to the family. Failure to earn points does not impact enrollment in any way. The points demonstrate a commitment to the Charter School, as a recognition.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

The following lists outline the minimum qualifications for each respective position identified, and where applicable, specify desired qualifications.

Employee Positions and Qualifications

A. Administrators

Executive Director Job Description:

Institutional Growth

- Work with the Board of Directors to help meet institutional fundraising goals;
- Lead study and implementation of organizational growth or expansion efforts;
- Represent NLACE at fundraising events and donor site visits;
- Develop and maintain relationships with donor base;
- Identify and pursue new donor prospects and partnerships from the corporate and high net worth individual sectors, and maintain the interest of lapsed donors;
- Ensure prompt and thorough follow-up on donor requests and requirements;
- Write grant proposals, renewals and progress reports;
- Develop and maintain a donor database;

- Ensure accurate and timely filing of tax returns as required by tax authorities.

Organization Operations

- Benefits and Compensation – stay informed to provide competitive package to employees;
- Hire/fire/supervise/evaluate upper level school management and the Business Services Provider;
- Recruitment and Hiring – set timelines and priorities for organization.

External Relations

- Articulate the Charter School’s mission and values, cultivate relationships with families of prospective students and other key constituents, build a shared vision among a variety of stakeholders;
- Advance the Charter School’s commitment to diversity among students, faculty, & staff;
- Establish and oversee relations with LAUSD, LACOE, CDE, etc. for purposes of reporting, compliance and renewals;
- Maintain relations with community organizations & political leaders;
- Oversee charter renewal timeline and process and WASC accreditation;
- Work with Board on future facilities options and progress;
- Handle inquiries and press calls;
- Create and implement student recruitment plan and procedures;
- Conduct student outreach and orientations in target communities;
- Serve as organization representative at community meetings;
- Supervise the production and distribution of external communications tools (website, e-newsletters, brochures, videos, etc.);
- Foster relationships with key members of the media to secure increasing coverage of NLACE.

Budget & Finance

- Direct the preparation of the annual budget and direct the administration of the budget after its adoption;
- Work with Business Provider on finance, budget and fiscal planning activities;
- Review, update and implement business and fiscal policies;
- Review monthly reports and share information with school leaders & board;
- Oversee auditing process;
- Monitor cash flows and balances on a regular basis.

Board Relations & Support

- Keep informed of current educational philosophy and practices by advanced study, visiting other charters, attending educational conferences and workshops, and reading current professional literature;
- Prepare agenda and materials for Board Meetings, maintain records of the Board, and assure legal compliance;
- Attend and participate in all meetings and closed sessions of the Board;
- Serve as professional advisor to the Board, providing information and data for decision-making. When recommendations are requested or offered, the Executive Director will provide rationale for the recommendation.

Executive Director Qualifications:

- Possess an MA or above in Education and/or Business (CA administrative credential preferred);
- Have teaching and/or administrative experience;
- Have experience running an organization, creating and managing budgets, and working with a board;
- Prior experience working with nonprofit organizations;
- Have experience with special education, English Learners, and data analysis;
- Be committed to the mission and values of NLACE and able to articulate commitment to the mission;
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

Head of Schools Job Description:Instructional Leadership

- Ensure effective teaching aligned with curricular & mission objectives
- Monitor, evaluate and implement State Standards, project-based curriculum
- Establish instructional priorities;
- Use of data to drive goals and initiatives
- Support implementation of best practices
- Identify areas in need of support
- Lead principals in developing multi-year goals, & design strategies & measures
- Analysis and strategic consultation on daily school operations and program
- Supervise and evaluate program leadership team

School Culture

- Ensure appropriate, common practices to promote healthy staff & school culture
- Lead cross-campus teams on assessment, culturally responsive teaching, social justice, restorative justice, and all initiatives
- Ensure a culturally relevant parent education scope and sequences, K-8
- Adopt innovative programs, monitor effectiveness of pilots, and adopt, codify, and roll out new approaches

Talent Management

- Manage recruitment and hiring timelines
- Oversee the management of recruiting sites
- Represent organization at recruiting event
- Liaison and coordinator for candidate visits
- Create positive and fair work environment where teachers feel enthusiastic
- Support principals and DOO with HR issues
- Employee relations & effectiveness strategies
- Facilitate a culture of learning, professional development and opportunities for growth
- Evaluation & performance management systems across all levels

- Promote high morale, motivation & retention

Compliance and External Relations

- Prepare for and host annual LAUSD oversight visits
- Oversee student recruitment plan and procedures
- Assist with DDO with Prop 39
- Liaison for LCAP/LCAP coordination
- Oversee CDE dashboard reporting
- Oversee annual SARC reports

Program Operations

- Align program-related operational plans and systems for each campus
- Support development of program-related budgets aligned with school goals
- Oversee Student Attendance Review Board and attendance monitoring processes

Head of School Qualifications:

- Possess an MA or above in Education (CA administrative credential preferred);
- Have 3-5 years of school leadership experience as a principal or assistant principal;
- Have 2 or more years as a classroom teacher;
- Have experience with special education, English Learners, and data analysis;
- Be committed to the mission and values of NLACE and able to articulate commitment to the mission;
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view

Principal Job Description:

Instructional Leadership

- Work with teachers to develop and review the academic program – align curriculum and methodologies to standards and to the Charter School’s mission;
- Promote hands-on, active, cooperative & project-based learning throughout the Charter School community and provide hands-on guidance to teachers as they create and implement the program;
- Work to create a culture that values learning, reading, community engagement, and respect;
- Oversee and participate in all aspects of curriculum design and instruction including core curriculum, arts, electives, and physical education;
- Work with teachers to select textbooks and supplemental materials that are aligned to curriculum and standards and fit the mission of the Charter School.

Promoting Achievement

- Develop and review assessment plan and help teachers develop multiple assessments tied to standards;
- Collaborate with teachers to develop benchmarks for each grade level;
- Use multiple sources of data to develop a plan for the improvement of student achievement;

- Create systems and planning tools for teachers to track which standards are being taught and how to measure student progress;
- Define and track annual student achievement goals.

Faculty Management

- Create a positive and fair work environment where teachers feel enthusiastic about the Charter School;
- Supervise & evaluate faculty;
- Create and implement a professional development program for faculty;
- Set faculty meeting agendas;
- Assist Head of Schools in hiring faculty.

Family Relations

- Coordinate Family Education Program;
- Coordinate Advisory Room Parents;
- Approval and denial of initiatives;
- Manage and coordinate student-led conferences;
- Lead the SST Process;
- Ensure teachers are being responsive to parents;
- Send weekly email and other relevant communications in both English and Spanish.

Educational Operations

- Oversee annual review and revision of the Family Handbook;
- Oversee all school site academic policies and procedures including scheduling, teacher and room assignments, and discipline.

Discipline

- Repeated or Suspendable offenses;
- Suspensions;
- Recommendations for expulsion;
- Ensuring appropriate documentation of all student discipline procedures and records.

Principal Qualifications:

- Experience in elementary school teaching and leadership (a minimum of 10 years of experience preferred);
- A Master's Degree in Education and Administrative Credential (prior leadership experience required);
- Experience with differentiated instruction and student-centered approaches to teaching and learning;
- Excellent communication skills and experience motivating and working with parent volunteers;
- A track record as a successful and progressive educator;
- Experience in the charter school movement;
- Knowledge of or experience with diverse populations;
- Strong computer skills;
- Some facility with Spanish (not required);
- Commitment to the mission and values of NLACE;
- Demonstrated commitment to social justice;

- Ability to be flexible and be a team player;
- Willing to go the extra mile in order to meet the educational needs of our students.

Assistant Principal Job Description:

Education Operations

- Coordinate one grade level and oversee grade-level coordinators;
- Manage scheduling of substitute and guest teachers and ensure plans are ready;
- Develop & oversee grading procedures & practices;
- Develop and manage New Teacher and Improving Teacher programs;
- Facilitate new teacher hire integration programs;
- Assist the principal with Instructional Leadership duties and with Promoting Achievement duties.

School Culture

- Develop, promote, and coordinate social justice programming throughout the curriculum and Charter School;
- Oversee co-curricular programs, student leadership, advisory, and community engagement programs;
- Manage field trips and outdoor education trips;
- Coordinate Health Education Program;
- Help create a positive and fair work environment where teachers feel enthusiastic about the Charter School.

Student Management

- Discipline with grade level leaders;
- Support and guide teachers in effective behavior management;
- Suspensions with grade level leaders & Principal;
- Manage/oversee Suspension Reports for LAUSD;
- Monitor student academic progress;
- Detailed record-keeping;
- Manage in-school suspensions.

Testing

- Coordination and administration of all mandated testing;
- Create testing schedules;
- Manage department leaders analyzing data with teams.

After School Program

- Monitor after school program for quality and mission alignment;
- Ensure after school provider is up to date with all ASES reporting;
- Collaborate with after school provider on academic intervention and remediation;
- Collaborate with after school provider on enrichment, arts, and sports activities.

Special Education and English Learners

- Oversee the design and implementation of the Charter School's programs for Special Education and EL students;

- Monitor that Special Education and EL programs comply with all federal, state and local regulations.

Technology

- Information Technology: ensure that systems, hardware, software are in place and running smoothly;
- Education Technology: ensure teachers have the tools to use technology to enhance their teaching.

Assistant Principal Qualifications:

- Possess an MA or above in Education (CA administrative credential required);
- Have teaching and/or administrative experience at the elementary school level and enjoy working with elementary school students;
- Demonstrate teaching expertise, including differentiated instruction and student-centered methodologies;
- Have experience with special education, English Learners, and data analysis;
- Be committed to the mission and values of NLACE and able to articulate commitment to the mission;
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view;
- Spanish speaker preferred, but not required.

Director of Operations Job Description:

Financial Operations

- Work with back office provider to: Process Invoice Payment and Expense Requests; Invoice Payment Reconciliation; Payroll Review and Submission;
- Maintain department, grade-level, and teacher budgets and provide monthly reports;
- Order Processing (Supplies & Textbooks);
- Transportation & fee coordination (including field trips and outdoor education);
- Ensure maintenance of inventories of all school-owned and leased materials;
- Lunch program reimbursement processing and compliance;
- Maintain teacher and staff personnel files with all required documentation;
- Coordinate payroll time sheets, sick and leave documents, reimbursements, purchasing, and employment documents for faculty and staff.

Human Resources

- Collect, analyze and confirm credential paperwork relating to credentialing;
- Ensure proper retirement arrangements are made.
- HR problem mediation and decision-making
- Support leadership with HR issues
- Promote high moral, motivation, and employee retention
- Oversee new hire onboarding
- Benefits administration

- Oversee check out procedures
- Maintain personnel files
- Maintain up-to-date clearances as required for employment
- Update employee handbook
- Prepare employment offer letters

Facilities Management

- Troubleshoot minor technology problems as they arise;
- Facilities management, maintenance and coordination;
- Emergency planning & communication;
- School safety oversight;
- Parking systems management (teachers, staff, parents and visitors);
- Liaison with community and City on facility-related issues (including parking and security);
- Protocol development for facility operations (includes form template production);
- Supervise and direct usage policies for classroom technology and shared school technology, including inventory and maintenance;
- Oversee the Charter School's Internet usage and filtering software.

National School Lunch Program

- Coordinate and supervise school lunch program (meal orders, monthly menu preparation, daily lunch procedures);
- Lunch program reimbursement processing and compliance.

Student Information

- Oversee Student Information System (SIS) management (PowerSchool):
 - Scheduling
 - Enrollment
 - Attendance
 - Staffing
 - Progress reports
 - Transcripts
- CALPADS database management;
- Train staff on all SIS / data software used by the Charter School (currently, PowerSchool).

Reporting

- Oversee any additional required State or Local reporting;
- Oversee process student records & maintain secure file system. 20 Day Attendance Reports;
- Oversee suspension/Expulsion reports to LAUSD;
- Oversee CBEDS Reports;
- Oversee Norm Day Report;
- Oversee CALPADS.

Enrollment

- Attend open houses and participate in selected recruiting events;
- Monitor student enrollment numbers and add students to school as necessary to maintain enrollment;
- Coordinate all enrollment mailings and communication.

Director of Operations Qualifications:

- At least 3 years experience working in school operations (charter school preferred);
- Excellent technology proficiency;
- Record of past professional excellence;
- Ability to be flexible and a team player;
- Willing to go the extra mile in order to meet the educational needs of the students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view;
- Commitment to the mission of NLACE and to social justice;
- Be fluent in English and Spanish (oral and written).

Director of Special Education and Student Services Job Description

Instructional Leadership

- Develop and articulate vision for special education instruction and support to all stakeholders, including developing and articulating strategies that ensure students with special needs can access core programming;
- Ensure that differentiated teaching practices are implemented at the Middle and Elementary schools in both the general education and special education programming (e.g., through observation and feedback, modeling, consultation to faculty, etc.);
- Establish and monitor systemwide metrics of excellence for special education programming (e.g., IEP goal attainment tracking, SBAC/assessment sub-group data monitoring, etc.);
- Supervise and evaluate RSP Teachers and other special education service providers (e.g., School Psychologist, Speech and Language Therapist, etc.), providing both formal and informal feedback to strengthen services for students;
- Provide strategic consultation to School Principals regarding special education programming;
- Plan and provide professional development to faculty and staff related to special education;
- Analyze individual student level data in order to support the creation of IEPs;
- Recommend accommodations and modifications to support learning in all content areas.

School Culture

- Support student socio-emotional education and behavior management approaches that create a healthy, positive school culture that supports students with special needs;
- Participate in selected leadership team meetings and retreats;
- Be a visible and highly engaged leader in the school community.

Talent Management

- Establish performance evaluation criteria for all special education faculty and staff (e.g., RSPs, service provider faculty, and Special Education Instructional Aides);
- Evaluate and give feedback to RSPs and service providers at all sites;
- Promote a culture of continuous learning amongst all teaching faculty, including consulting School Principals on professional development scope and sequence and co-planning/delivering teacher professional development at all sites;
- Collaborate with the Head of Schools to recruit special education staff as needed;
- Work closely to develop working relationships with outside agencies and partnering organizations that will provide student services, resources, and training to increase student services and success for students with special needs.

Operations, Compliance, and Legal

- Assist School Principals in ensuring IEP timelines and services are timely and in compliance;
- Ensure compliance with Federal, State, and LAUSD policies; prepare documentation and reports for annual CSD Oversight visit and District Validation Review (“DVR”);
- Ensure special education faculty and staff are appropriately credentialed/qualified;
- Assist School Principals in development of special education program-related school budgets; monitor special education-related expenditures and prepare documentation for special education-related grants;
- Oversee the administration, scheduling, and reporting of all Special Education services, including sourcing and managing third-party providers;
- Attend select IEP meetings; review select psycho-educational reports as needed;
- Lead Modified Consent Decree (“MCD”) teams; assess Special Education programming to ensure students receive appropriate services and monitor student outcomes;
- Interpret and remain current on all Federal, State, and LAUSD/SELPA mandates for special education and ensure compliance across schools with those mandates;
- Oversight of placement in Special Day Classes, Non-public Schools, and Residential Treatment Centers as needed;
- Lead in managing cases of informal dispute resolution and due process;
- Serve as the organizational liaison for Option 3.

Additional Responsibilities

- Grant writing for special education initiatives through LAUSD Option 3 or other organizations as opportunities arises

Director of Special Education and Student Services Qualifications

- Possess an MA or above in Education (CA administrative credential preferred);
- Have experience working with diverse student populations and the ability to serve as a culturally responsive instructional leader;
- Have teaching and/or administrative experience at the elementary and/or middle school level;
- Demonstrate teaching expertise, including differentiated instruction and student-centered methodologies;
- Have experience with special education, English Learners, and data analysis;
- Be committed to the mission and values of NLACE and able to articulate commitment to the mission;

- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view;
- Spanish speaker preferred, but not required.

B. Certificated Staff

Faculty Job Description:

- Provide a supportive learning environment for students;
- Guide students to mastery of the State Standards;
- Serve as a student advisor; includes following the advisory curriculum, monitoring social, emotional, and academic progress, and acting as first contact for parents;
- Participate in social justice and community engagement activities;
- Daily duties, including carpool and student supervision before school and at nutrition and lunch;
- Participate in outdoor education programming, including multiple-day and overnight camping trips;
- Work well as a team player to prepare students for success in high school, college and the world beyond;
- Serve as a positive role model;
- Collaborate well with all colleagues – in grade level teams, curriculum teams, and full faculty;
- Demonstrate classroom excellence, including differentiated instruction and student-centered methodologies;
- Be committed to the mission and values of NLACE and able to articulate commitment to the mission;
- Demonstrate commitment to social justice;
- Be flexible and be a team player;
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

Faculty Qualifications:

- Possess the Commission on Teacher Credentialing certificate, permit, or other document required for the faculty's certificated assignment;
 - The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.
 - Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment
- Have teaching experience at the elementary school level and enjoy working with elementary school students;
- Demonstrate classroom excellence, including differentiated instruction and student-centered methodologies;

- Be committed to the mission and values of NLACE and able to articulate commitment to the mission;
- Demonstrate commitment to social justice;
- Be flexible and be a team player;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

Resources Faculty Job Description

- Facilitate Resource Program for eligible students;
- Co-planning with general education teachers to differentiate and adapt lessons
- Plan and coordinate professional development on special education topics including:
- Provide differentiation support to faculty;
- Provide planning expertise in Universal Design for Learning;
- Collaborate with faculty on curricular adaptations and accommodations;
- Model co-teaching best practices;
- Monitoring IEP goals and collect data;
- Supporting students with behavior challenges;
- Establish and monitor individual goals and objectives in keeping with the School, LAUSD, SELPA, and California State Standards;
- Prepare daily, weekly, quarterly and/or annual progress reports;
- Implement service model delivery based on IEP goals;
- Establish and monitor confidential student special education files;
- Develop behavior plans aligned with individual student needs;
- Collaborate with general education teachers to write present level of performance, goal updates, and propose new goals;
- Monitor compliance timelines for 30-day, initial, annual, and triennial IEPs;
- Support with individual plan development including scheduling, convening and running IEP meetings;
- Assist in the facilitation of the Student Study Team (SST) and Response to Intervention (RTI) process;
- Compliance monitoring;
- Maintain up-to-date Welligent records and logs for all IEPs and services as required;
- Guide students to mastery of the Common Core Content Standards;
- Use data to inform practice, including participation in school wide benchmarking and intervention;
- Work as a team player to prepare students for success in high school, college and the world beyond;
- Serve as a positive role model;
- Collaborate well with all colleagues – in grade level teams, curriculum teams, and full faculty;
- Provide a supportive learning environment for students.

Resource Faculty Qualifications

- A valid California credential in Special Education;
- Minimum of two years of experience in special education or resource instruction;
- Demonstrated ability to effectively run IEP meetings;

- Ability to audit and monitor compliance based on district, State and federal regulations;
- Demonstrated excellence in implementation, teaching and addressing contents of IEPs (including goals, present levels and accommodations);
- A working knowledge of Welligent IEP system and/or strong technical computer-based skills;
- Commitment to the values of New LA and an ability to articulate commitment to the mission;
- Commitment to social justice, flexibility and an ability to incorporate change;
- An ability to be proactive and be a self-starter;
- A positive outlook and enjoy collaborating with colleagues and appreciate different points of view.

C. Instructional Support Staff

Instructional Aide Job Description:

- Assist the classroom teacher with small group instruction, lesson preparation, behavior management and other duties as assigned;
- Help provide a supportive, student-centered, nurturing and caring environment for all students;
- Communicate effectively with parents providing translation if applicable;
- Participate in social justice and community engagement activities;
- Daily duties, including student supervision before school and facilitate organized play during recess and lunch;
- Work as a team player to prepare students for success and serve as a positive role model;
- Collaborate well with classroom teachers and all colleagues;
- Provide accommodations and support in accordance with IEPs when applicable;
- Demonstrate a commitment to the whole child, with concern for each student's academic and social-emotional well being.

Instructional Aide Qualifications:

- Bachelor's degree or be enrolled in a university program (CA Teaching Credential or enrollment in Credentialing Program a plus);
- Have experience working with elementary age students;
- Commitment to the values of NLACE and ability to articulate commitment to the mission;
- Demonstrated commitment to social justice;
- Be flexible and be a team player;
- Go the extra mile in order to meet the educational needs of our students;
- Positive outlook, enjoy collaborating with colleagues and appreciate different points of view;
- Bilingual in Spanish a plus.

D. Classified Staff

Assistant Director of Operations Job Description

- Serve as a liaison for the After School Education and Safety (“ASES”) Program between New LA’s charter schools and the After School Provider.
- Work with provider in all functions of the after school programs, including but not limited to: marketing, registration, communication and operation.
- Locate, interpret and apply law, policy, and procedures applicable to the After School Program.
- Serve as a resource for site staff in related program areas;
- Contribute to the design of student enrichment activities and methods of implementation.
- Participate collaboratively in meetings with Home Office, site staff, and outside agencies as necessary to coordinate services and ensure integration with overall educational goals.
- Serve as liaison with community and government agencies as required but not limited to the California Department of Education, Los Angeles County Office of Education, and the school sites as appropriate.
- Oversee snack distribution and counts.
- Perform regular site visits to assess program and safety implementation, program delivery and plans to improve services for students.
- Foster an environment of recognition, motivation and teamwork.
- Assist in addressing student behavior problems utilizing positive behavioral interventions and support (“PBIS”) to maximize student safety and achieve program goals and objectives.
- Provide leadership through data analysis, innovation, collaboration, and intervention to meet student goals.
- Help develop academic intervention programs for students during the after school program.
- Promote a safe, positive and respectful learning environment.
- Attend program to conduct professional development and coaching daily.
- Manage annual fundraising event;
- Maintain donor database; send donor communications including tax ID letters;
- Post open positions and manage recruiting sites;
- Attend faculty meetings, campus operations meetings, and weekly Site Coordinator meetings.
- Supervise Office Manager and Office Staff at the Elementary school;
- Support Middle School Site Manager;
- Prepare and distribute materials for Board meetings;
- Manage and develop alumni relationships and events;
- Oversee parent engagement;
- Support principals with school site council;
- Support Director of Operations with reporting (CALPADS, PowerSchool);
- Process organizational wide invoices and purchase orders;
- Support Director of Operations with National School Lunch Program;

Assistant Director of Operations Qualifications

- Must be at least 21 years of age and hold Bachelor’s Degree (Child Development units preferred).

- Knowledge of law, policies & procedures related to after school programs in CA public schools.
- Knowledge of community organizations, resources, and services for students and families.
- Models personal and professional values of equity, integrity, caring, and collaboration.
- Experience managing educational programs and working directly with children in an educational setting.
- Ability to create and develop positive relationships, partnerships and community relations.
- Excellent written, verbal, organizational and interpersonal skills.
- Self-Starter with initiative to work independently.
- Proven supervisory skills in hiring, training, evaluating and motivating staff as well as volunteers.
- Proven fiscal management skills.
- Be committed to the mission and values of NLACE and be able to articulate commitment to the mission.
- Go the extra mile in order to meet the educational needs of our students.
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.
- Spanish speaker preferred, but not required.

Office Staff Job Description:

- Provide a friendly and welcoming presence to anyone walking in;
- Coordinate volunteers;
- Answer phones;
- Attendance;
- Meter outgoing mail;
- Sort and deliver incoming and internal mail;
- Communication preparation;
- Monthly suspension & expulsion reporting;
- Lunch supervision and tracking;
- Assist with forms intake and tracking;
- Assist with enrollment process;
- Answer questions about the Charter School to parents and prospective parents.

Office Staff Job Qualifications:

In order to be considered for this position at NLACE, candidates must:

- Possess an Associate's Degree or equivalent work experience;
- Be fluent in English and Spanish (oral and written);
- Be technologically savvy or have the ability to learn new systems quickly;
- Experience with PowerSchool preferred;
- Be a self-starter, organized, and detail-oriented;
- Demonstrate the ability to take direction well, work independently, and take initiative;
- Be committed to the mission and values of NLACE and able to articulate commitment to the mission;
- Demonstrate commitment to social justice;

- Be flexible, a team player, serve as a positive role model and collaborate well with colleagues;
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view;
- Have the ability to be a warm office presence for students, parents, and visitors.

Site Manager Job Description

- Provide support for administration and operations;
- Arrange for substitute teachers and track all faculty and staff attendance;
- Transportation coordination (including field trips and outdoor education);
- Maintenance of inventories of all school-owned and leased materials;
- Coordination of setup for all program events;
- Process book and supply orders;
- Process purchase orders and invoices;
- Attend weekly operations meetings;
- Coordination with vendors as needed;
- Attend faculty meetings to ensure regular communication with faculty;
- Oversee all translation, mailings and volunteer coordination;
- Attend parent meetings;
- Manage emergency drill procedures and emergency preparedness;
- Train teachers and administrators on school safety procedures;
- Provide principals with monthly attendance reports;
- Coordinate and send SART notifications;
- Conduct weekly meetings with front office staff;
- Perform other responsibilities or duties delegated by school administration;
- Work well as a team player;
- Serve as a positive role model;
- Collaborate well with colleagues;
- Attend open house events;
- Manage SIS system and data entry;
- Provide enrollment reports to principals;
- Reporting
 - 20 Day Attendance Reports
 - CBEDS Reports
 - Norm Day Reporting
 - TDAP Reporting/Shots for Schools

Site Manager Qualification

- Possess an Associate's Degree or higher;
- Have experience with PowerSchool;
- Have experience with charter school reporting;
- Be fluent in English and Spanish (oral and written);
- Be technologically savvy and able to learn new systems quickly;
- Be a self-starter, organized, and detail-oriented;
- Demonstrate the ability to take direction well, work independently, and take initiative;

- Be committed to the mission and values of NLACE and able to articulate commitment to the mission;
- Demonstrate commitment to social justice;
- Be flexible and be a team player;
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

ELEMENT 6: HEALTH & SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at

on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter

School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

NLACE targets students in the Mid-City area of Los Angeles. In order to strive to achieve a racial and ethnic, English Learner, and special education student balance in the student body that is reflective of the general population of the District and of the population in the local geographic area, the Charter School regularly conducts outreach and recruitment on an ongoing basis with a particular emphasis on the Mid-City area and its surroundings. One objective is to achieve and maintain the LAUSD’s Racial and Ethnic Balance goal of a 70:30 ratio. Outreach efforts in order to achieve this ethnic and racial balance take place in English and in Spanish and includes communicating with families, organizations, and local leaders about the Charter School, with particular attention to communicating with hard-to-reach communities and neighborhoods. The general calendar for recruitment is as follows:

October/November

- Meet with parents from the neighborhood

- Publicize December Open House
 - Send “blurb” out through neighborhood publications
 - Hand out flyers at target preschools
 - Send out Constant Contact with Enrollment Calendar/Dates
 - Reach out to Mid-City Press

December

- Hand out flyers door to door
- Open House
- Ongoing outreach (see below)

January

- Hand out flyers door to door
- Attend community farmer’s markets
- Open Houses
- Ongoing outreach (see below)

February

- Hand out flyers door to door
- Attend community farmer’s markets
- Open Houses
- Ongoing outreach (see below)

March

- Hand out flyers door to door
- Open Houses

Ongoing Outreach:

- Neighborhood Association/Council Meetings
 - Carthay Circle NA, Miracle Mile NA, MidCity West NC, Carthay Square NA, PICO NC, South Carthay, PicFair Village, Wilshire Vista Heights, Pico Park
- La Cienega Farmers Market
- Vons Market at Pico & Fairfax
- Laundromat at Pico & Fairfax
- Holy Spirit Church
- Tom Bradley Center

The Charter School shall modify its outreach and recruitment procedures and use virtual and non-contact methods, whenever necessary, in accordance with any applicable local health and safety requirements and guidelines.

We are laser focused on making sure the local community knows about the Charter School and knows their rights to choose a public school for their child. Our enrollment process is open and accessible to all. There are no hurdles to overcome. There are no hidden rules or restrictions;

there are no attempts to discourage low-achieving students, students with disabilities, or students who qualify for free or reduced price lunch from attending the Charter School., or other students protected by Education Code Section 47605(e)(2), as reflected in a regular review of our current student demographics. Our open house events are presented in Spanish and English, and we discuss our Special Education program. Parents of students with special needs are able to connect with our Special Education Department or a school administrator to ask questions about our program.

At NLACE, we are committed to serving all students. Admission outreach is designed to inform all students in the target area about the Charter School. All communications are in both English and Spanish. All flyers and enrollment materials are both in English and Spanish.

NLACE's ongoing outreach, as described above, with our commitment to ensure access to all students, will provide a diverse pool of students the opportunity to learn about NLACE and to consider NLACE as their school of choice. This wide exposure will ensure that NLACE can work towards achieving and maintaining the District's established 70:30 ratio of racial and ethnic balance, the LAUSD's special education population percentages, and the LAUSD's English learner population percentages, including redesignated fluent English proficient pupils.

ELEMENT 8: ADMISSION POLICIES & PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

The Charter School admits all pupils who wish to attend the Charter School up to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. There are no requirements for admission, aside from residence in California.

The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Student Recruitment

NLACE actively recruits a diverse (race and ethnicity, EL status, and special education status) student population from the Mid-City area and its surroundings. The Charter School encourages applicant students and their families to learn about the Charter School's educational philosophy and instructional practices. The neighborhood surrounding the target area is historically low performing, socioeconomically disadvantaged, and has a similar percentage of students with disabilities as LAUSD as a whole. The Charter School will specifically target and recruit students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities, in addition to the groups described above. This will be done in a fair and transparent manner in the admission process, with clear statements on printed materials and in presentations explaining that the Charter School serves all students, including those who have low academic performance, who may be socioeconomically disadvantaged, and who may have disabilities.

The Charter School will also meet with administrators of local preschools, informing them of the intention to recruit and include students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities. And lastly, the Charter School will engage NLACE parents as additional volunteer recruiters, specifically parents of students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities, who can share personal testimonials of how their children have had opportunities to learn and succeed during their time at NLACE. The Charter School abides by all state and federal laws regarding admissions.

Lottery Preferences and Procedures

The admission and lottery process is simple, and is comprised of the following:

- Parents go to ApplyLA.org and create an account.
- Parents select New Los Angeles Charter Elementary and receive confirmation from ApplyLA that their application was received.
- Parents are encouraged to check back in at any time to monitor the status of the application, withdraw an application, and accept offers.
- Parent are encouraged to attend a school open house meeting to learn more about the program (meetings are scheduled multiple times over three months and occur on weekday mornings, weekday evenings, and weekends, so as to make attendance as easy as possible);

Supports and Accommodations:

- Paper applications will also be made available in the office, on our website and at open house events.
- If parents are not able to access the application by computer or mobile device, they can also apply by phone by calling our school at 323-556-9500.
- Staff and computers are available during Open Houses to support the application process.

Applications are accepted during a publicly advertised open enrollment period, beginning in September for enrollment in the following school year. The open enrollment period ends on or around March 15. Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, NLACE holds a public random drawing on or around April 1 to determine enrollment for the impacted grade level(s), with the exception of existing students, who are guaranteed admission in the following school year.

All individuals who have contacted NLACE regarding admission will be notified of the time and place of the lottery via application receipt and email, and will be encouraged to attend. Notification of time and location is printed on each application receipt, on outreach materials, and on the Charter School's website. Typically, the lottery takes place on an evening in early April at the school site. If an in-person lottery cannot be made available to the public for health or safety concerns or other unforeseen restrictions, the Charter School shall ensure that the lottery is held virtually for parents to observe. All prospective students who have completed the application will have their names entered into the lottery. Names will be drawn at random until the grade level is filled. At the start of the lottery, the procedures will be announced for all to hear. The random public lottery is conducted by an uninterested party. Parents do not have to be present for their child to be entered in the lottery or selected. The lottery shall be conducted as follows:

1. Each grade's lottery will be conducted separately.
2. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:
 - a. Siblings of students admitted to or attending the Charter School, or who culminated the year prior, who reside in the District;
 - b. Siblings of students admitted to or attending the Charter School, or who culminated the year prior, who reside outside of the District;
 - c. Children of New LA staff and Board of Directors who reside in the District (no more than 5% of total enrollment);
 - d. Children of New LA staff and Board of Directors who reside outside of the District (no more than 5% of total enrollment);
 - e. Students who reside in the boundaries of the District;
 - f. All other students.

Admission preference is extended to siblings and to children of Charter School Staff and Board members in an effort to keep families together.

The Charter School agrees to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

3. Through ApplyLA, separate lotteries shall be conducted for each grade in which there are fewer vacancies than students interested in attending. All lotteries shall take place on the same day at the Charter School. During the COVID-19 Pandemic, the lottery will take place via the Zoom platform. Lotteries will be conducted in

ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

4. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year.
5. Admission or wait-list confirmations are automatically sent by email through Apply LA. Registration packets are also mailed at this time and will consist of required information and forms.
6. Registration packets must be returned by a specified date, no less than two (2) weeks from admission, to the main office in order to confirm a student's place in the Charter School. If a registration packet is not received by the deadline, the student's spot will be forfeited, and he or she will be moved to the end of the wait list.

The Charter School ensures that there is a designated note taker present at the lottery to document the fair execution of lottery procedures.

Wait Lists

Wait lists are maintained for the current enrollment year only and will not carry over to the following year. Any applications received after the open application deadline shall be either a) placed on the end of the waiting list for the applicable grade in the order they are received; or b) if applying for enrollment in a grade that is not yet at capacity the student will be automatically enrolled; or c) if applying for a grade that is at capacity but which does not yet have a wait-list will be placed in the first position on a wait-list for that grade.

Once placed on a wait list, a student will remain on the list until one of the following occurs:

- The student is accepted into the Charter School as a space becomes available and enrolls in the Charter School;
- The parent/guardian requests in writing that the student be removed from the wait list;
- The end of the current school year.

If a space becomes available, the Office Staff will contact the parent/guardian of the first student on the wait list. The notification will be by phone and email, sent by the Director of Operations or his/her designee. Once notified of an available slot, the parent/guardian will have three (3) days to either accept the spot by filling out and returning a registration packet. If

the Charter School does not receive a registration packet within three (3) days, the Charter School will deem the parent/guardian to have declined the available slot and remove the student from the wait list.

The Director of Operations ensures that there is fair execution of wait list procedures.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

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

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

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

In addition:

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

Annual Audit Procedures

An annual independent fiscal audit of the books and records of the Charter School will be conducted as required under Ed. Code § 47605(c)(5)(I). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting.

The Audit Advisory Team appointed by the Charter School Board selects an independent auditor through a request for proposal format. The Audit Advisory Team is comprised of the Executive Director, a member of the public, and 2 Board Members. The Executive Director, on behalf of the Charter School and its Board, contracts with the independent auditor.

The auditor will have, at minimum, a CPA and experience working with educational institutions (preferably charter schools) and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The Executive Director and Director of Operations work with the back office provider who in turn works with the independent auditor to provide requested information.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the Audit Advisory Team, will review any audit exceptions or deficiencies, and report them to the Charter School Board of Directors with recommendations on how to resolve them. The Board charges the Audit Advisory Team to provide a recommendation for curing audit findings. The Audit Advisory Team presents the recommendation to the Board for a vote. The Audit Advisory Team is an advisory committee only (comprised of both directors and non-directors) and thus, the Board shall review and approve any intended action based on the recommendations of the committee. The Charter School will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The Executive Director is responsible for ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline.

The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply

with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

In accordance with the District's *Discipline Foundation* Policy and the *School Discipline Policy and School Climate Bill of Rights* Board of Education resolution, NLACE focuses on creating a positive school climate to prevent discipline issues and implementing an appropriate and progressive discipline policy when issues do arise.

Foremost is building a positive school climate through a positive behavior support plan. Some of the following strategies will be used to prevent discipline issues from arising in the first place:

- *Safe School*: Students should never feel threatened physically or emotionally and NLACE makes sure that the school environment is a safe one for all students.
- *Consistent classroom management and school norms*: When students know exactly what is expected of them and what to expect if they make a poor decision it lowers the anxiety of the unknown and thus reduces discipline incidents.
- *Engaging and Effective Instruction*: When students are highly engaged in lessons that are well structured they have little need or opportunity to act out.
- *Cultural Awareness*: Teachers and staff will be aware of the cultural backgrounds of students who have cultural norms that sometimes conflict with school norms. This awareness helps adults in the Charter School better understand student intentions and enables them to respond more appropriately to issues that may arise.
- *Culture of mutual respect*: A culture of respect results in students feeling that their voices are heard and respected so there is less need to work against the system and resort to negative behaviors. Students are expected to respect adults on campus but teachers are also aware that respect is a two-way street and needs to be earned.
- *Positive Reinforcement*: At NLACE we honor and celebrate positive student behaviors. This may take the form of shout outs, awards, “caught REPPing NLACE” campaigns, Student of the Month, student leadership opportunities and more.

When discipline issues do arise NLACE is committed to handling them in the most appropriate ways. In accordance with the District’s Policies NLACE will implement a tiered behavior intervention system, which will include alternatives to suspension. Please see the chart below for further description of Tiered Behavior Intervention:

Tier 1 focuses on prevention of negative behaviors as well as appropriate responses to minor student behaviors. Tier 2 and 3 are progressive consequences and responses to continued behaviors when a student is unresponsive to the interventions in the lower tiers.

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Positive school culture • Mutual respect • Consistent classroom norms and effective classroom management • Consistent 	<ul style="list-style-type: none"> • Individualized alternatives to suspension for students who are unresponsive to Tier 1. • Collaboration with 	<ul style="list-style-type: none"> • Individualized alternatives to suspension for students who are unresponsive to Tier 1 and Tier 2. • Collaboration with

consequences for student behavior <ul style="list-style-type: none"> • Engaging lessons • Positive reinforcement • Collaboration with families • Classroom meetings/circles 	families <ul style="list-style-type: none"> • Counseling/ social skills instruction through partner programs • Increased academics support • Behavior contracts • Classroom management support for teachers 	families <ul style="list-style-type: none"> • Alternatives to suspension • Counseling and social skills instruction. • SSPT meeting • Multi agency collaboration • Community and service learning • Restorative conferences
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Restorative Justice:

Restorative justice is embedded in behavioral support and social emotional practices at NLACE. NLACE faculty know that the first step of running a school with restorative justice at the core is to focus on building relationships and community. Relationship building (individually, in the classroom and school-wide) sets the stage for students and staff to have trust in each other. When issues do arise, situations can be addressed in the spirit of repairing or restoring relationships. This can take the form of a class circle to address behavior that effected the whole class or a restorative conference to address major disciplinary incidents. A restorative conference is a process by which the various parties involved in an incident come together to restore harm. It is a mediated conference in which there is reflection and goal setting and administrators are trained in facilitating these conferences as an alternative to suspension.

Alternatives to suspension: At NLACE we believe strongly that students are best served when in the classroom and we view the teachers and staff's role when it comes to discipline as teachers and not punishers. We know that students make mistakes and we treat discipline situations as mistakes that can be learned from. Thus we employ alternatives to suspension whenever possible, a partial list of some alternatives to suspension are listed below:

- Conflict resolution
- Restorative justice
- Reflective Journaling
- Parent conference
- Behavior contract
- Counseling
- Individualized student safety plan
- Change of schedule/class

Professional development: Teachers at NLACE receive professional development in effective classroom management techniques and building a positive classroom culture and Culturally Responsive Teaching. Additionally, as stated above we consider the teacher role to be a supportive and instructive one. While consequences may be necessary in some situations our teachers will be trained in implementing developmentally appropriate consequences that help the student learn about their poor decisions and make better ones in the future. Teachers will use the Pre-Referral Intervention Manual (PRIM) (McCarney & Wunderlich, 2014) as a

reference for appropriate responses to classroom behaviors.

It is the responsibility of the principal to train and support teachers in positive behavior support, and to communicate the Charter School's policies and practices including the Complaint Procedures.

Using Data: NLACE has a comprehensive system of Positive Behavior Interventions and Supports. Using R.E.P. as common language (Respect, Engagement, Passion) around the mission pillars and PBIS, students are empowered to modeling positive behavior. Every week students who receive REP tickets are entered into a raffle for small prizes that are announced during an all school morning assembly.

When a student does not R.E.P. by breaking a rule or expectation, the situation is usually often handled by the classroom teacher. One-on-one engagement with students, conflict resolution, mindfulness practices, frequent communication with parents and incentive systems are all examples of strategies used in the classroom to prevent and respond to discipline incidents. When an incident cannot be handled by the classroom teacher or yard supervisor, the student is referred to the Assistant Principal who employs similar techniques and establishes appropriate consequences when necessary. Each of these incidents is documented and logged in Power School. These data are used in a variety of ways:

- Individual student data is shared during parent/teacher conferences (2x year) and reflected on.
- School-wide discipline data is reviewed monthly by the PBIS committee to inform changes to the PBIS plan.
- The PBIS committee, led by the Assistant Principal presents data each trimester to the full staff.
- Data in Powerschool can be analyzed by incident type, gender and race/ethnicity and date

In-School Suspension

As stated above we believe that it is important for students to remain in class as much as possible. However, there are cases in which a student may need to be removed and placed in an in-school suspension. A student may be assigned to in-school suspension, at the discretion of the Principal or his/her designee, for one of the enumerated offenses for discretionary suspension set forth below, provided the student poses no threat or danger to the safety of the Charter School campus, students, and/or staff. To ensure the safety of all Charter School students, staff, and visitors, students who violate Education Code Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both) are precluded from in-school suspensions. The Charter School shall comply with the suspension and/or expulsion procedures described below to address these offense.

If a student were assigned to in-school suspension he/she would be assigned work to complete for each day of the in-school suspension from his/her classroom teacher. The student must

check in with their teacher at the beginning and end of each day of the in-school suspension to be caught up on what was missed. Any student serving an in-school suspension will be appropriately supervised by the Assistant Principal at all times during the school day in a separate room from their regular classroom. Students with disabilities will continue to be provided with all supports and services as described in their IEP. In addition, the student would be expected to complete a reflection about his/her behavior and set goals for future behavior. When appropriate, the student would receive counseling support either from a school administrator or school counselor.

In-school suspension shall be preceded, if possible, by a conference conducted by the Principal or his/her designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee. The conference shall be conducted in a manner consistent with the conference conducted for out-of-school suspensions, as described below. Upon decision to assign a student to in-school suspension, the parent will be contacted by phone and written notice, outlining the reason for and duration of the in-school suspension. In-school suspension would be limited to 1 day per incident and 5 days in one academic school year.

Grounds for Suspension and Expulsion of Students

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

Suspension Offenses

At NLACE, we believe in the goals of the District's Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support. We believe that it is the right of all students to attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. NLACE will develop a culture of discipline built on positive behavior support and interventions.

There are situations that may require suspension in response to student misconduct; however, suspension, including supervised suspension (such as in-school suspension and class suspension), will be utilized for adjustment purpose only when other means of correction have failed to bring about proper conduct and/or safety is at risk. Prior to issuing a student suspension, Charter School administrators will implement a system of positive behavior support and strategic intervention that are age appropriate and designed to progressively and effectively address and correct the student's specific misconduct.

Whenever possible, the Charter School will utilize positive behavior support and interventions for violations, prior to or in lieu of suspension, to resolve disciplinary issues. Students enrolled in kindergarten and grades 1 to 3 shall not be suspended or expelled due to sexual harassment, an act of hate violence, or threats and intimidation against district personnel or pupils. To date, NLACE has maintained a 0% suspension rate since the inception of the Charter School.

1. Discretionary Suspension Offenses. The following list may change, and the Charter School will review and update the list annually to comply with applicable laws and policies. Students may be suspended for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

- Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 5, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to pupils in any of grades 4 to 5, inclusive.
- Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 5, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.

- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- b. “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - 1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - 2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - 3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - 1. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - 2. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- c. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- A student who aids or abets, as defined in Section 31 of the Penal Code Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- Brandished a knife at another person.
- Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or

hospitalization. The Charter School affirms that the process for investigating incidents and collecting evidence will be fair and thorough.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in the native language of the student or student's parents or guardians in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date when the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Appeal

A student may appeal a suspension to the Executive Director in writing within 3 (three) school days following the suspension. The Executive Director shall make a determination on the appeal within two (2) school days following receipt of the appeal. The decision of the Executive Director is final.

While waiting for the Executive Director's determination on the appeal, the student shall return to school and receive instruction in the same manner as prior to their suspension.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension for any occurrence or twenty (20) total school days in one academic school year. Students with disabilities shall not be suspended for more than ten (10) school days in any one academic school year.

Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Expellable Offenses

1. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force of violence upon the person of another, except self-defense.
 - Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - Committed or attempted to commit robbery or extortion.
 - Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - Committed an obscene act or engaged in habitual profanity or vulgarity.
 - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

- Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 5, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This policy shall apply to pupils in any of grades 4 to 5, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 2. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,

computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 1. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 2. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A student who aids or abets, as defined in Section 31 of the Penal Code Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the student:
- Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - Brandished a knife at another person.
 - Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

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

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be recommended for expulsion by the Principal or Principal's designee.

A student may be expelled either by the neutral and impartial Administrative Panel following a hearing before it or by the Board upon hearing an appeal of the Administrative Panel's expulsion decision. The Administrative Panel shall consist of at least three (3) members who are certificated employees of New Los Angeles Charter School and neither a teacher of the student nor a member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may decide to expel any student found to have committed an expellable offense. The Board of Directors shall make the final determination if the Administrative Panel's decision is appealed.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Following the Principal or designee's recommendation for expulsion, the Administrative Panel conducts the hearing and makes the decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date, time, and place of the expulsion hearing;
2. A statement of the specific fact(s), charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
9. Information regarding reasonable accommodations and language support.

10. The parent/guardian's right to request a postponement of the hearing once for up to 30 calendar days.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or Panel Chair. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The 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 officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. The Director of Operations will record the hearing and take extensive notes at the meeting .

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the student recommended for expulsion, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and will serve as a final determination regarding the expulsion. A decision to expel shall be based on a

finding of one or both of the following: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

If the Administrative Panel decides not to expel a student, the student shall immediately be returned to their previous educational program.

The Administrative Panel (or the Board of Directors on appeal) may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel or the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel or the Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel or Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel or Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel or Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Expulsion Appeal

A student may appeal the Administrative Panel's expulsion decision to the neutral and impartial Charter School Board of Directors in writing within ten (10) school days following the Administrative Panel's decision. The student and their parent/guardian shall be provided a meaningful opportunity to be heard by the Board of Directors. The Board of Directors shall ensure that reasonable accommodations and language support are provided, if requested.

The Board shall make a determination on the appeal within ten (10) school days following receipt of the appeal. The decision of the Board is final.

If the Board of Directors reverses the Administrative Panel's expulsion decision, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel, or the Board of Directors to uphold the Administrative Panel's decision to expel, shall send written notice of the decision to expel, including the adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

- Notice of the specific offense 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 Charter School.
- Rehabilitation Plan

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student

Disciplinary Records

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

Expelled Students/Alternative Education

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

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

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

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

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

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

Certificated Staff Members:

New Los Angeles Charter School participates in the State Teachers’ Retirement System (“STRS”) for all eligible certificated employees for the duration of the Charter School’s existence under the same CDS code. NLACE will make any contribution that is legally required of the employer, including STRS, social security, and/or unemployment insurance. All withholdings from employees and the Charter School will be forwarded to the STRS fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS. The Charter School will pay into CALSTRS - Administered by LACOE, Division of School Finance. The Charter School plans to work with Hess and Associates for reporting the payroll transactions for our CALSTRS employees to LACOE. The Director of Operations, along with the back office provider, will be responsible for ensuring that appropriate arrangements for coverage have been made and will be sustained.

Classified Staff Members:

All eligible classified staff members, including full time non-teaching staff, are covered by federal social security and an optional 401(k) plan. The Director of Operations, along with the back office provider, will be responsible for ensuring that appropriate arrangements for retirement coverage have been made.

Other Staff Members:

All other staff members are covered by federal social security and an optional 401(k) plan. The Director of Operations, along with the back office provider, will be responsible for ensuring that appropriate arrangements for retirement coverage has been made.

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, 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, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

Director
Charter Schools Division

Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

New Los Angeles Charter School
c/o Executive Director
5421 Obama Rd.
Los Angeles, CA 90016

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

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

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

New Los Angeles Charter School
c/o Executive Director
5421 Obama Rd.
Los Angeles, CA 90016

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

determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCATION OF THE CHARTER

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

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

process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System

(PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports,

discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

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

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on

behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

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

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15.

The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Executive Director shall serve as the Charter School's closure agent in the event that the Charter School closes.

ADDITIONAL PROVISIONS

FACILITIES

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

District-Owned Facilities

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

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
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- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

- (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
- - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an

appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by

any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream

be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

New Los Angeles Charter Elementary (also referred to herein as “NLACE” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

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

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

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

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

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the

minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237***
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.***
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)***

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200

- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys'

and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?

- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

Director
Charter Schools Division

Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

New Los Angeles Charter School
c/o Executive Director
5421 Obama Rd.
Los Angeles, CA 90016

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

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

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

New Los Angeles Charter School
c/o Executive Director
5421 Obama Rd.
Los Angeles, CA 90016

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall

be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

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

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

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter

School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties

may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to

comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in

public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)