



Charter School
Renewal Petition

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Submitted To:
Los Angeles Unified School District
Charter Schools Office
20th Floor
Los Angeles, CA 90017

Submitted on: Tuesday, July 31, 2018
For school years

July 1, 2019 – June 30, 2024

Table of Contents

Assurances, Affirmations, and Declarations.....	3
Element 1 – The Educational Program	5
CCSA Academic Accountability Report	14
2017-2018	65
Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	146
Element 4 – Governance	167
Staff involvement in school governance	176
Parent Involvement in School Governance	176
Element 5 – Employee Qualifications.....	181
Our Mission	181
• We care about people.	181
• We are innovating & growing.	182
Element 6 – Health and Safety Procedures	212
Element 7 – Means to Achieve Racial and Ethnic Balance	215
Element 8 – Admission Requirements.....	217
Element 9 – Annual Financial Audits.....	222
Element 10.....	224
– Suspension and Expulsion Procedures	224
Suspension and Expulsion Policy.....	228
Suspension Procedures	228
Element 11 – Employee Retirement Systems.....	240
Element 12 – Public School Attendance Alternatives.....	242
Element 13 – Rights of District Employees.....	243
Element 14 – Mandatory Dispute Resolution.....	244
Element 15 – Charter School Closure Procedures	248
Additional Provisions	255
Assurances, Affirmations, and Declarations	266

Assurances, Affirmations, and Declarations

Bert Corona Charter School also referred to herein as “BCCS”, and “Charter School” shall:

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

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- *End of Year Suspension*
District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.
- *Statewide Assessment Data*
The standard file including District ID.
- *Norm day*
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- *CBEDS*
- *All Students enrolled as of December 1 of each school year*
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- *Dropout*
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- *Monthly SESAC and Suspension data*
- *Graduation roster from all charter schools with 12th grade students with disabilities*

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

General Information

Table 1.1 General Information

<u>GENERAL INFORMATION</u>	
The contact person for Charter School is:	Yvette King-Berg
The contact address for Charter School is:	9400 Remick Avenue, Pacoima, CA 91331
The contact phone number for Charter School is:	(818) 726-8883
The proposed address or ZIP Code of the target community to be served by Charter School is:	91331
This location is in LAUSD Board District:	District 6, Kelly Gomez
This location is in LAUSD Local District:	Local District Northeast
The grade configuration of Charter School is:	5 th through 8 th
The number of students in the first year will be:	Renewal
The grade level(s) of the students in the first year will be:	5 th through 8 th
Charter School's scheduled first day of instruction in 2019-2020 is:	August 13, 2019
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	500
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The bell schedule for Charter School will be:	See Table 1.2
The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

Table 1.2: Bert Corona Charter School Bell Schedule

5th Grade Regular				6 & 7 Grade Regular				8 Grade Regular			
Advisory	8:00:00 AM	8:20:00 AM	20 min	Advisory	8:00:00 AM	8:18:00 AM	18 min	Advisory	8:00:00 AM	8:18:00 AM	18 min
SFA/ELD	8:20:00 AM	9:25:00 AM	65 min	Passing Time	8:18:00 AM	8:20:00 AM	2 min	Passing Time	8:18:00 AM	8:20:00 AM	2 min
ELA	9:25:00 AM	10:45:00 AM	80 min	SFA/ELD	8:20:00 AM	9:25:00 AM	65 min	SFA/ELD	8:20:00 AM	9:25:00 AM	65 min
PE	10:45:00 AM	11:09:00 AM	24 min	Field Time	9:25:00 AM	9:40:00 AM		Passing Time	9:25:00 AM	9:27:00 AM	2 min
Lunch (field)	11:09:00 AM	11:31:00 AM		Passing Time	9:40:00 AM	9:42:00 AM	2 min	ELA	9:27:00 AM	10:17:00 AM	50 min
Lunch (Eat)	11:31:00 AM	11:53:00 AM		ELA	9:42:00 AM	10:32:00 AM	50 min	Passing Time	10:17:00 AM	10:19:00 AM	2 min
Passing Time	11:53:00 AM	11:55:00 AM	2 min	Passing Time	10:32:00 AM	10:34:00 AM	2 min	Math	10:19:00 AM	11:09:00 AM	50 min
Math	11:55:00 AM	1:15:00 PM	80 min	Math	10:34:00 AM	11:24:00 AM	50 min	Lunch (Field)	11:09:00 AM	11:31:00 AM	
Field Time	1:15:00 PM	1:30:00 PM		Passing Time	11:24:00 AM	11:26:00 AM	2 min	Lunch (Eat)	11:31:00 AM	11:53:00 AM	
Passing Time	1:30:00 PM	1:32:00 PM	2 min	Science	11:26:00 AM	12:16:00 PM	50 min	Passing Time	11:53:00 AM	11:55:00 AM	2 min
ALEKS/A3K	1:32:00 PM	1:54:00 PM	22 min	Lunch (Field)	12:16:00 PM	12:38:00 PM		Science	11:55:00 AM	12:45:00 PM	50 min
Sci/SS	1:54:00 PM	2:46:00 PM	52 min	Lunch (Eat/P.E.)	12:38:00 PM	1:00:00 PM		Passing Time	12:45:00 PM	12:47:00 PM	2 min
CASA/Comm	2:46:00 PM	3:36:00 PM	50 min	Passing Time	1:00:00 PM	1:02:00 PM	2 min	Social Studies	12:47:00 PM	1:37:00 PM	50 min
				Social Studies	1:02:00 PM	1:52:00 PM	50 min	Field Time	1:37:00 PM	1:52:00 PM	
				Passing Time	1:52:00 PM	1:54:00 PM	2 min	Passing Time	1:52:00 PM	1:54:00 PM	2 min
				Elective	1:54:00 PM	2:44:00 PM	50 min	Visual Arts	1:54:00 PM	2:44:00 PM	50 min
				Passing Time	2:44:00 PM	2:46:00 PM	2 min	Passing Time	2:44:00 PM	2:46:00 PM	2 min
				Communication/P	2:46:00 PM	3:36:00 PM	50 min	PE	2:46:00 PM	3:36:00 PM	50 min
Total			397 min	Total			397 min	Total			397 min
5th Grade Monday				6 & 7 Grade Monday				8 Grade Monday			
Advisory	8:00:00 AM	9:00:00 AM	60 min	Advisory	8:00:00 AM	9:00:00 AM	60 min	Advisory	8:00:00 AM	9:00:00 AM	60 min
SFA/ELD	9:00:00 AM	10:02:00 AM	62 min	Passing Time	9:00:00 AM	9:02:00 AM	2 min	Passing Time	9:00:00 AM	9:02:00 AM	2 min
ELA	10:02:00 AM	10:52:00 AM	50 min	SFA/ELD	9:02:00 AM	10:02:00 AM	60 min	SFA/ELD	9:02:00 AM	10:02:00 AM	60 min
PE	10:52:00 AM	11:16:00 AM	24 min	Field Time	10:02:00 AM	10:12:00 AM		Passing Time	10:02:00 AM	10:04:00 AM	2 min
Lunch (field)	11:16:00 AM	11:51:00 AM		Passing Time	10:12:00 AM	10:14:00 AM	2 min	ELA	10:04:00 AM	10:34:00 AM	30 min
Passing Time	11:51:00 AM	11:53:00 AM	2 min	ELA	10:14:00 AM	10:44:00 AM	30 min	Passing Time	10:34:00 AM	10:36:00 AM	2 min
Math	11:53:00 AM	12:50:00 PM	57 min	Passing Time	10:44:00 AM	10:46:00 AM	2 min	Math	10:36:00 AM	11:06:00 AM	30 min
Field Time	12:50:00 PM	1:00:00 PM		Math	10:46:00 AM	11:16:00 AM	30 min	Lunch	11:06:00 AM	11:41:00 AM	
Passing Time	1:00:00 PM	1:02:00 PM	2 min	Passing Time	11:16:00 AM	11:18:00 AM	2 min	Passing Time	11:41:00 AM	11:43:00 AM	2 min
Sci/SS	1:02:00 PM	1:32:00 PM	30 min	Science	11:18:00 AM	11:48:00 AM	30 min	Science	11:43:00 AM	12:13:00 PM	30 min
CASA/Comm	1:32:00 PM	2:00:00 PM	28 min	Lunch	11:48:00 AM	12:23:00 PM		Passing Time	12:13:00 PM	12:15:00 PM	2 min
				Passing Time	12:23:00 PM	12:25:00 PM	2 min	Social Studies	12:15:00 PM	12:45:00 PM	30 min
				Social Studies	12:25:00 PM	12:55:00 PM	30 min	Field Time	12:45:00 PM	12:55:00 PM	
				Passing Time	12:55:00 PM	12:57:00 PM	2 min	Passing Time	12:55:00 PM	12:57:00 PM	2 min
				Elective	12:57:00 PM	1:27:00 PM	30 min	Visual Arts	12:57:00 PM	1:27:00 PM	30 min
				Passing Time	1:27:00 PM	1:30:00 PM	3 min	Passing Time	1:27:00 PM	1:30:00 PM	3 min
				Communication or PE	1:30:00 PM	2:00:00 PM	30 min	PE	1:30:00 PM	2:00:00 PM	30 min
Total			315 min	Total			315 min	Total			315 min
5th Grade Minimum Day				6 & 7 Grade Minimum Day				8 Grade Minimum Day			
Advisory	8:00:00 AM	8:20:00 AM	20 min	Advisory	8:00:00 AM	8:18:00 AM	18 min	Advisory	8:00:00 AM	8:18:00 AM	18 min
SFA/ELD	8:20:00 AM	9:20:00 AM	60 min	Passing Time	8:18:00 AM	8:20:00 AM	2 min	Passing Time	8:18:00 AM	8:20:00 AM	2 min
ELA	9:20:00 AM	10:10:00 AM	50 min	SFA/ELD	8:20:00 AM	9:20:00 AM	60 min	SFA/ELD	8:20:00 AM	9:20:00 AM	60 min
Math	10:10:00 AM	11:00:00 AM	50 min	Passing Time	9:20:00 AM	9:22:00 AM	2 min	Passing Time	9:20:00 AM	9:22:00 AM	2 min
Lunch	11:00:00 AM	11:30:00 AM		ELA or Math	9:22:00 AM	10:10:00 AM	48 min	ELA or Math	9:22:00 AM	10:10:00 AM	48 min
Passing Time	11:30:00 AM	11:33:00 AM	3 min	Lunch	10:10:00 AM	10:40:00 AM		Passing Time	10:10:00 AM	10:12:00 AM	2 min
Sci/SS	11:33:00 AM	12:21:00 PM	48 min	Passing Time	10:40:00 AM	10:42:00 AM	2 min	Sci or SS	10:12:00 AM	11:00:00 AM	48 min
				Sci or SS	10:42:00 AM	11:30:00 AM	48 min	Lunch	11:00:00 AM	11:30:00 AM	
				Passing Time	11:30:00 AM	11:33:00 AM	3 min	Passing Time	11:30:00 AM	11:33:00 AM	3 min
				Elective or Communications or PE	11:33:00 AM	12:21:00 PM	48 min	Visual Arts or PE	11:33:00 AM	12:21:00 PM	48 min
Total			231 min	Total			231 min	Total			231 min

BCCS Created by Ryan Bradford 2018

Community Need for Charter School

Academic performance data and other absolute and comparative performance indicators, including both schoolwide and subgroup academic achievement and growth data and other performance indicators are as follows:

BCCS has focused on literacy and building vocabulary over the course of the past few years, which has required teachers to ensure that all students including all subgroups receive support in all facets of learning English, reading, writing and the use of technology. Through assessment, data analysis and systems follow up of all student results, teachers have been able to collectively work with programs offered to support all students toward academic achievement.

To ensure **BCCS** is meeting the needs of all of our students, Success for All (SFA) programs for both reading and mathematics is used. SFA is a research proven program used to support all students and has structures built into the program to support the needs of high performing students, low performing students, students with special needs, and English Learners. In both SFA's reading and math programs there is a focus on vocabulary acquisition, collaborative learning, rubric usage, data usage/reflection and the cycle of effective instruction. During their ELD time, the students participate in small group learning and learning rotations to meet their various needs. They read, study vocabulary, work on projects, write, practice their speaking and listening, and use additional technology assisted learning through Rosetta Stone.

Bert Corona Charter School knows that for our students to be successful, all stakeholders need to work as a team in supporting all of our students. This year, we have centered on training our parents on the Common Core standards and helping them to understand the requirements of CAASPP. We also conducted a Town Hall meeting with local and state policy makers to provide our parents' access to educators in our community. We also hold ongoing trainings for our parents to ensure they understanding student data, grades, and the procedures and expectations of our school.

Leadership, Teachers Implementation, Monitoring of Student Achievement

Another key component of Bert Corona Charter School's initiative is to provide students with academic achievement and implementation of systems that offer continuous opportunities for professional development, reflective dialogue of teacher practices and conducting analysis of student achievement data in a supportive environment. To this end, in order to meet our overall vision and academic outcomes the following meetings were held:

Table 1.3 Leadership Meetings

Purpose	Meetings	Attendees	Leader
Achievement Outcomes Teacher Support Review of Data Create Systems for tracking data	Weekly academic team meetings- Every Friday at 7AM	Coordinator of Instruction, Executive Administrator, SFA Facilitator, Lead Teacher	Executive Administrator
The Why? And the How? Maintaining the school and instructional vision. Determine the PD Focus. Improving teacher outcome. Areas for Improvement Are Goals being met.	Monthly Academic Leadership Meeting- First Thursday of every month	Executive Director, Coordinator of Instruction, Executive Administrator, Director of Special Education	Executive Director and Executive Administrator
The What? Align programs with SWD Analysis Data Ensure accommodations are met. Ensure that IEPs are being followed Progress Monitoring PD opportunities	SPED Monthly Team Meeting-	Director of Special Education, SPED Teachers, Resource Teachers, Instructional Aides	Director of Special Education
Ensure that all operations are optimal for a safe campus Instructional achievement	Monthly Leadership Team Meeting	Executive Administrator, Coordinator of Instruction, SFA Facilitator, Lead Teacher-teachers	Executive Administrator
Culture and Climate	Weekly- Wednesday morning 10 am-12 pm	Chief Operations Officer, Executive Administrators, Director/Coordinators of School Climate and Culture, Social Workers, Director of Special Education, and other team members as needed	Executive Director and Executive Administrator

Culture and Climate is addressed in supporting our students and families. There is a critical balance between our BCCS teams and our community that of working with the “Whole Child”. In other words, addressing social, emotional, environment and cultural relevant aspects to intentionally work with all needs and setting of learning and educating our students. In this effort all stakeholders need to understand and become committed to ALL our students needs in an equitable setting.

CCSA Academic Accountability Report

The report below is an evaluation of our school according to the California Charter Schools Association’s framework based on publicly available academic indicators. All non-DASS public schools with 30+ CAASPP test-takers and in operation for 4 or more years are evaluated by the California Charter Schools Association (CCSA) based on the past three years’ worth of assessment results and post-secondary outcomes.

Per CCSA’s accountability framework, as described below, our school is above CCSA’s minimum academic criteria and has met the academic threshold for CCSA’s public advocacy support for renewal.

Every school in the Los Angeles Unified School District catchment is evaluated on the following criteria, and is considered “above” if the school is able to demonstrate academic success on at least one of the following metrics:

- **State Rank (Academic Status):** The California Department of Education (CDE), CCSA utilizes “Distance from Level 3” (DF3) as a status measure for academic progress. Distance from Level 3 or **DF3** decile rank of 4 or more in 2 of the past 3 years (DF3 is described below). Academic Status is the school’s DF3 compared to all other eligible public schools in California, using decile rank.
- **Similar Schools Rank (SSR):** SSR of 4 or more in 2 of the past 3 years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school’s tested students.

For Elementary and Middle Schools:

- **Academic Growth:** Above the 75th percentile in DF3 growth over the past 3 years (between 2015 and 2017, this was 18+ points). Academic Growth is the amount of change in a school’s average DF3 over the past three years, and shows that the school is making some progress toward having all students meet ELA and Math proficiency standards.

For High Schools:

- **Post-secondary readiness:** 75% of graduating seniors have completed the minimum course requirements of the University of California/California State University system with a “C” or better in 2 of the past 3 years.

Regardless of whether a school is above on any one of the above metrics, if a school is in the bottom 5 percent of performance statewide on DF3 in 2 of the past 3 years, the school is required to participate in a Multiple Measure Review in order to determine eligibility for CCSA's public advocacy support for renewal.

Additional information about CCSA's accountability framework:

- Like the California Department of Education (CDE), CCSA utilizes "Distance from Level 3" (DF3) as a status measure for academic progress. Unlike the CDE, CCSA incorporates grade 11 in the calculation – which will not be done by the CDE until later in the 2018-19 academic year. CCSA ranks the DF3 score given to every eligible public school in the state from lowest to highest into percentiles (1-100) and 10 decile ranks. The 1st percentile is equivalent to the lowest 1% of schools statewide, while the 1st decile translates to the bottom 10% of schools (1-10), according to the schools' average CAASPP results. Conversely, the 10th decile rank is equivalent to a school having an average DF3 in the top 10% of schools statewide (91-100). A school's percentile and decile rankings are used to evaluate whether the school is meeting minimum academic performance.
- CCSA's accountability framework is in alignment with California Education Code §§47607 in its similar use of State Rank and Similar Schools Ranks as well as prioritizing "pupil academic achievement for all groups of pupils served by the charter school as the most important factor" in determining whether to advocate for the renewal or non-renewal of the school. CCSA uses California Education Code §§52066 in determining what to classify as an indicator of academic achievement. This is in contrast to the California Dashboard published by the California Department of Education, which does not prioritize or weight academic achievement greater than non-academic indicators.

Graph 1.1 CCSA Accountability Report

Select a School: Bert Corona Charter (Pacoima) 0106872

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.

Above

CCSA Academic Accountability Report 2016-2017

Bert Corona Charter (Los Angeles Unified)

PERCENTILE:

Schools must be above the 5th percentile on the DF3 measure.



Percentile

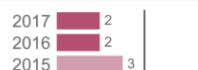
The selected school has a percentile above 5 in 3 of the last 3 years.

INITIAL FILTERS:

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



State Rank



Target: 4 out of 10

This school was at/above the target

0 out of 3 year(s),

not meeting the standard for this metric for 2017.



Similar Students Rank



Target: 4 out of 10

This school was at/above the target

3 out of 3 year(s),

meeting the standard for this metric for 2017.



Growth



Target: 18

This school's DF3 changed by

-8 points,

not meeting the 2017 target of 18 points.

MULTIPLE MEASURE REVIEW:

Charter schools with a DF3 percentile of 5 or less in two of three years and charter schools who do not meet at least one of the other initial filters are invited to present additional measures for review:



The selected school is not in the bottom 5th percentile of performance and is above on at least one of the initial filters.

State rank and similar students rank calculated using the September 27, 2017 release of the CAASPP file, a-g rate calculated from the UC/CSU entrance requirements file released April 11, 2017, and DF3 growth calculated using the state dashboard academic indicator files released December 7, 2017. Click metric names to view information on each metric.

CCSA's Minimum Academic Accountability Criteria would not apply if a school participates in the DASS program or has fewer than 30 valid test takers. No report is generated for schools fitting these criteria.



On the 2016-17 CAASPP (SBAC) English Language Arts assessment, 28.14% of the Bert Corona Students Met or Exceeded the performance standards. Although this is lower than the similar school's median of 32.42%, it is higher than the resident schools median of 26.89%. BCCS's change from 2016 to 2017 was more significant than the similar school median growth and the LAUSD resident school growth. Bert Corona grew 1.14%. The similar school median growth was -3.59% and the LAUSD resident school growth was .89%. 3 of 11 District similar schools are traditional District schools, and 8 are independent charter schools.

Table 1.4: 2016-17 CAASPP (SBAC) English Language Arts Comparison Results

English Language Arts				2015-16							2016-17							Change from 2016-17
LD	BD	Loc Code	School	Sub-group	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %		
XR	6	8054	Bert Corona Charter	All Students	369	40	34	23	4	27	366	41.26	30.6	25.65	2.46	28.14	1.14	
				American Indian or Alaska Native	1	*	*	*	*	..	..	..	..	..	..	..	..
				Asian	..	..	..	..	..	..	..	..	..	..	..	..	..
				Black or African American	2	*	*	*	*	..	..	..	..	..	..	..	..
				English Learner	70	80	17	3	0	3	99	73.74	22.22	2.02	2.02	4.04	1.04	
				Filipino	1	*	*	*	*	..	..	..	..	..	..	..	..
				Foster Youth	..	..	..	..	..	..	..	..	..	..	..	..	..
				Homeless	..	..	..	..	..	..	..	..	..	..	..	..	..
				Latino	196	39	36	22	3	25	352	41.48	30.4	25.57	2.56	28.13	3.13	
				Native Hawaiian or Pacific Islander	..	..	..	..	..	..	..	..	..	..	..	..	..
				Socioeconomically Disadvantaged	324	40	33	23	4	27	312	41.35	30.45	25.32	2.88	28.21	1.21	
				Students with Disabilities	57	82	11	5	2	7	54	79.63	18.52	1.85	0	1.85	-5.15	
				Two or More Races	..	51	..	..	..	..	..	..	..	..	..	..	..
				White	53	..	28	15	6	21	..	..	..	..	..	..	..
Similar Schools																		
S	7	8127	Alexander Fleming Middle	All Students	1,361	29	30	31	9	40	1,316	30.17	29.26	30.32	10.26	40.58	0.58	
XR	2	2024	PUC Excel Charter Academy	All Students	313	47	26	22	5	27	310	32.9	34.52	27.1	5.48	32.58	5.58	
W	4	8038	Hubert Howe Bancroft Middle	All Students	755	33	31	31	5	36	757	36.33	28.27	27.61	7.79	35.4	-0.6	
XR	1	8458	KIPP Academy of Opportunity	All Students	346	34	27	28	10	38	369	30.62	26.02	32.52	10.84	43.36	5.36	
XR	6	8212	PUC Lakesview Charter Academy	All Students	345	36	30	28	5	33	341	29.91	36.66	28.74	4.69	33.43	0.43	
XR	7	8464	Magnolia Science Academy 3	All Students	308	23	34	35	8	43	..	..	..	..	..	..	..
XR	4	8011	Magnolia Science Academy 4	All Students	96	28	33	30	8	38	90	32.22	36.67	24.44	6.67	31.11	-6.89	
XR	5	5166	Magnolia Science Academy Bell	All Students	492	32	28	30	10	40	496	23.39	31.65	34.68	10.28	44.96	4.96	
S	7	8104	Richard Henry Dana Middle	All Students	1,477	39	29	25	6	31	1,531	41.35	26.78	25.21	6.66	31.87	0.87	
XR	2	8018	Synergy Kinetic Academy	All Students	470	24	31	37	8	45	476	25.63	30.46	35.29	8.61	43.91	-1.09	
XR	1	8460	View Park Preparatory Accelerated Charter	All Students	412	52	29	17	2	19	414	47.58	30.68	20.53	1.21	21.74	2.74	
Similar Schools Median					412	33	30	30	8	38	445	31.42	30.57	28.18	7.23	34.42	3.59	
LAUSD Resident Schools from CDE																		
NE	6	8080	Richard E. Byrd Middle	All Students	1,561	40	30	24	6	30	1,439	39.54	31.2	22.79	6.46	29.26	-0.74	
NE	6	8228	Charles MacKay Middle	All Students	739	41	34	22	3	25	647	43.28	29.83	22.41	4.48	26.89	1.89	
NE	6	6501	San Fernando Institute of Applied Media	All Students	382	39	35	24	2	26	386	39.64	34.2	24.61	1.55	26.17	0.17	
NE	6	8321	Pacoima Middle	All Students	1,298	41	32	24	3	27	1,209	39.37	30.93	25.81	3.89	29.69	2.69	
NE	6	8358	San Fernando Middle	All Students	751	42	32	23	3	26	724	46.13	30.39	20.03	3.45	23.48	-2.52	
LAUSD Resident Schools from CDE				All Students	751	41	32	24	3	26	724	39.64	30.93	22.79	3.89	26.89	0.89	
Los Angeles Unified					266,008	36	25	25	14	39	260,525	36.3	24.14	24.96	14.59	39.55	0.55	

In math, 17.49 % of Bert Corona Charter School's students Met or Exceeded the performance standards. Again the score is lower than the similar school's median but is higher than the resident schools median of 17.44%. 3 of 11 District similar schools are traditional District schools, and 8 are independent charter schools. BCCS's change from 2016 to 2017 was greater than the similar school median growth of 21.67% and the LAUSD resident school growth. Bert Corona Charter School grew 1.49%. The similar school median growth was -.33% and the LAUSD resident school growth was -.56%.

Table 1.5: 2016-17 CAASPP (SBAC) Mathematics Comparison Results

Mathematics					2015-16						2016-17						Change from 2016-17
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	
XR	6	8054	Bert Corona Charter	All Students	370	51	34	12	4	16	366	53.01	29.51	14.48	3.01	17.49	1.49
				American Indian or Alaska Native	1	*	*	*	*	..	..	..	..	..	..	..	..
				Asian	..	..	..	..	..	..	..	..	..	..	..	..	..
				Black or African American	2	*	*	*	*	..	..	..	..	..	..	..	..
				English Learner	70	84	14	1	0	1	99	80.81	14.14	4.04	1.01	5.05	4.05
				Filipino	1	*	*	*	*	..	..	..	..	..	..	..	..
				Foster Youth	..	..	..	..	..	..	..	..	..	..	..	..	..
				Homeless	..	..	..	..	..	..	..	..	..	..	..	..	..
				Latino	196	49	34	13	4	17	351	53.56	29.63	13.68	3.13	16.81	-0.19
				Native Hawaiian or Pacific Islander	..	..	..	..	..	..	..	..	..	..	..	..	..
				Socioeconomically Disadvantaged	324	51	33	12	4	16	313	51.76	30.03	15.34	2.88	18.21	2.21
				Students with Disabilities	57	86	11	4	0	4	55	87.27	10.91	1.82	0	1.82	-2.18
				Two or More Races	..	..	..	..	..	..	..	..	..	..	..	..	..
				White	54	57	28	9	6	15	..	..	..	..	..	..	..
Similar Schools																	
XR	2	2024	PUC Excd Charter Academy	All Students	312	53	30	12	5	17	313	49.84	28.75	15.97	5.43	21.41	4.41
XR	1	8458	KIPP Academy of Opportunity	All Students	346	43	33	17	7	24	369	47.97	30.62	13.55	7.86	21.41	-2.59
XR	6	8212	PUC Lakeside Charter Academy	All Students	345	43	30	16	11	27	341	44.28	28.74	19.06	7.92	26.98	-0.02
XR	7	8464	Magnolia Science Academy 3	All Students	307	42	36	16	6	22	..	..	..	..	..	..	..
XR	4	8011	Magnolia Science Academy 4	All Students	96	55	30	13	2	15	93	63.44	19.35	15.05	2.15	17.2	2.2
XR	5	5166	Magnolia Science Academy Bell	All Students	492	45	34	15	7	22	496	45.56	32.06	15.12	7.26	22.38	0.38
XR	2	8018	Synergy Kinetic Academy	All Students	470	34	35	19	11	30	476	33.61	33.61	20.17	12.61	32.77	2.77
XR	1	8460	View Park Preparatory Accelerated Charter Middle	All Students	413	74	23	2	1	3	415	70.36	23.13	6.02	0.48	6.51	3.51
W	4	8038	Hubert Howe Bancroft Middle	All Students	761	54	28	12	6	18	764	57.33	22.77	10.99	8.9	19.9	1.9
S	7	8127	Alexander Fleming Middle	All Students	1,373	39	31	18	12	30	1,326	39.82	30.84	17.19	12.14	29.34	-0.66
S	7	8104	Richard Henry Dana Middle	All Students	1,477	46	31	13	10	23	1,532	50.13	27.94	13.25	8.68	21.93	-1.07
										23							-0.66
				Similar Schools Median	413	45	31	15	7	22	446	48.91	28.75	15.09	7.89	21.67	-0.33
LAUSD Resident Schools from CDE Median																	
NE	6	8080	Richard E. Byrd Middle	All Students	1,567	51	30	12	7	19	1,464	52.53	28.21	12.02	7.24	19.26	0.26
NE	6	8228	Charles Maslay Middle	All Students	761	64	28	7	1	8	671	52.46	30.1	11.33	6.11	17.44	9.44
NE	6	6501	San Fernando Institute of Applied Media	All Students	382	49	33	16	2	18	386	55.18	32.64	10.1	2.07	12.18	-5.82
NE	6	8321	Pasadena Middle	All Students	1,315	57	30	11	3	14	1,243	58.09	27.67	11.02	3.22	14.24	0.24
NE	6	8358	San Fernando Middle	All Students	753	48	31	14	7	21	735	52.65	28.03	14.42	4.9	19.32	-1.68
				LAUSD Resident Schools from CDE Median	761	51	30	12	3	18	735	52.65	28.21	11.33	4.9	17.44	0.56
Los Angeles Unified					267,596	43	28	17	11	28	262,953	43.52	26.62	17.46	12.4	29.86	1.86

Bert Corona Charter School continues to make strides in supporting English language learners. During the 15-16 and 16-17 school years, Bert Corona Charter School had a higher percentage of Long-Term English Language Learners than the resident school median and LAUSD. However, during the 17-18 school year, Bert Corona Charter School had a lower percentage of LTEL's (52.94%) than the resident school median (61.4%) or 8.46% less Long Term English Language Learners. This data shows positive school growth in reducing the number of LTELs.

Additionally, during the 15-16 and 16-17 school years, Bert Corona Charter School had a lower percentage of EL 4+ Years but Not At-Risk or LTEL than the resident school median and LAUSD. However, during the 17-18 school year, Bert Corona Charter School had a higher percentage of EL 4+ Years but Not At-Risk or LTEL (38.82%) than the resident school median (35.09%) or 3.74% more students, not a risk of becoming Long-Term English Language Learners. BCCS has had a higher percentage of EL 4+ Years but Not At-Risk or LTEL (38.82%) than the LAUSD (12.92%). 3.74% higher than the LAUSD. Again, this data shows positive school growth in reducing the number of LTELs. A student is categorized in this manner when an EL student has been enrolled in a U.S. school for 4+ years and who has been determined to not meet the criteria for being "At-Risk" or LTEL because they have made progress on the CELDT and CAASPP-ELA

Table 1.5B: English Learners

Level	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At- Risk or LTEL		
Bert Corona Charter	2	5	45	33	147	232
Los Angeles Unified	85,544	16,450	22,696	18,506	169,044	312,240
Los Angeles County	167,776	33,017	51,881	52,636	327,537	632,847
State	658,390	144,146	218,135	250,479	1,104,495	2,375,645

CDE.CA.Gov, Dataquest 2017 LTEL

Bert Corona Charter School continues to reclassify students close to or above the similar median schools and LAUSD resident schools. In the 15-16 school year, Bert Corona Charter School reclassification rate was 18.8%. BCCS reclassified 8.1% more than similar schools median and 6.9% more than the resident school median. In the 16-17 school year, BCCS reclassification rate was 8.9%. BCCS reclassifies 0.2% less than the similar schools median and 0.3% more the resident schools median. In the 17-18 school year the CDE reports that BCCS reclassified 11.9% of ELs. However, the illuminate internal data and data reported in Cal Pads as of July 27, 2018 indicate that 22 ELs reclassified, which is a 26.2% reclassification rate. Bert Corona Charter School has reclassified 22 students who are five more students than 16-17, ten more than in 15-16, and nine more than in the 14-15 school year. BCCS is focusing on increasing student support as follows:

- Power ELA class will be offered as an intervention class for students who did not meet the grade-level expectations, instead of an elective.
- Power Math class will be offered as an intervention class for students who did not meet the grade-level expectations, instead of an elective.
- After School Tutoring will be offered for students Monday-Friday from 3-4pm.
- Morning School (ALEKS) will be offered to students who did not meet the math expectations.
- SFA will be used in all classrooms as another tool to differentiate instruction.
- Targeted intervention will be developed for all students who did not meet the grade-level expectations so that they can be provided with extra support. (All students will have at least one form of intervention).
- All stakeholders (Teachers, administrator, staff) will monitor the progress of the students and will report on their progress during the weekly Administrative meetings and Monday Professional Developments.

- Refocus on continuing to use Project based learning so that ELs have ample opportunities to practice the skills necessary for successful outcomes in their learning as reflected in ELPAC.

1. Measurement Description –

- Compare proficiency scores on the SBAC from 2016-2017 annually to 2018-2019, 2019-2020, & 2020-2021.
- CAASPP reports from the CDE will continue to be analyzed.
- CDE 5 by 5 will be analyzed.

2. Supporting Data:

The staff analyzed the data to look for areas of grade level, cohort, and individual student strengths and improvements. Teachers identified students who have shown growth and students who have not shown growth. Using this information the teachers reflected on their instruction to identify instructional or cultural changes that they made that they felt had made a positive impact. During this time the teachers specifically looked at their students with IEPs and EL students to see how their RIT scores and proficiency scores were increasing. After teachers analyzed and reflected on the data of their practice, the general education, special education teachers, and tutors identified.

3. Growth Targets:

- LCAP Goal 1: Basic Services will be provided to all students. (Priority 1)
- LCAP Goal 2: Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics. (Priority 2, 4, 7)
- LCAP Goal 3: Knowing that parents serve a critical role in a students' success, Bert Corona Charter School strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life. (Priority 1, 3, 5, 6)
- LCAP Goal 4: Bert Corona Charter School prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined the measure, English Learner testing. (Priority 2)
- LCAP Goal 5: Pupil Engagement as measured by:
 - A. School attendance rates;
 - B. Chronic absenteeism rates,
 - C. School dropout rates;
 - D. High school graduation rates-Not Applicable
 (Priority 5)
- LCAP Goal 6: School Climate applicable to the following:
 - A. Pupil suspension rates;
 - B. Pupil expulsion rate; and
 - C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
 (Priority 1, 5, 6)
- LCAP Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:
 - A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

- B. Programs and services developed and provided to unduplicated pupils;
and
C. Programs and services developed and provided to individuals with
exceptional needs.
(Priority 7, 8)

BCCS will increase academic achievement outcomes in ELA and Math for students with disabilities and Latino students above LAUSD residence schools by 2024.

Table 1.6: BCCS Reclassification by Cohort

School Year	Name	LTTEL % of EL	LTTEL % of EL BCCS to Comparison	Analysis	% EL 4+ Years Not At-Risk or LTTEL	EL 4+ Years Not At-Risk or LTTEL BCCS to Comparison	Analysis
15-16	Bert Corona Charter	64.56%			26.58%		
	Resident School Median	55.32%	9.24%	HIGHER	29.79%	-3.20%	LOWER
	LAUSD	17.62%	46.94%	HIGHER	13.77%	12.81%	LOWER
16-17	Bert Corona Charter	67.33%			19.80%		
	Resident School Median	56.52%	10.80%	HIGHER	29.73%	-9.93%	LOWER
	LAUSD	16.90%	50.43%	HIGHER	13.92%	5.88%	LOWER
17-18	Bert Corona Charter	52.94%			38.82%		
	Resident School Median	61.40%	-8.46%	LOWER	35.09%	3.74%	HIGHER
	LAUSD	15.85%	37.09%	HIGHER	12.92%	25.90%	HIGHER
School		13-14 EL #	14-15 Reclass #	14-15 Reclass Rate	BCCS Difference	Analysis	BCCS Outperforms Comparison Median Scores
BCCS Actuals		76	13	17.1			
Similar Schools Median		56	14	17.9	-0.8	Lower	0 of 2
LAUSD Resident Schools Median		230	65	28.3	-11.2	Lower	
School		14-15 EL #	15-16 Reclass #	15-16 Reclass Rate	BCCS Difference	Analysis	
BCCS Actuals		64	12	18.8			
Similar Schools Median		57	9	10.7	8.1	Higher	2 of 2
LAUSD Resident Schools Median		218	26	11.9	6.9	Higher	
School		15-16 EL #	16-17 Reclass #	16-17 Reclass Rate	BCCS Difference	Analysis	
BCCS Actuals		79	17	21.5			
Similar Schools Median		59	9	21.7	-0.2	Lower	1 of 2
LAUSD Resident Schools Median		227	45	21.2	0.3	Higher	
School		16-17 EL #	17-18 Reclass #	17-18 Reclass Rate	BCCS Difference	Analysis	
BCCS Actuals			22			Pending	

Analysis

Success of the innovative features of the educational program

CAASPP (SBAC) results from the past two years, and other relevant source of quantitative performance data, to illustrate the extent to which the school's numerically significant subgroups and school-wide population have experienced increases in academic achievement. After analyzing our 2015-2016 and 2016-2017 SBAC results BCCS identified a few highlights based on student growth. Our analysis consisted of

looking at changes in overall proficiency levels and changes in student performance on the individual claims. Below are the highlights of our analysis.

ELA Highlights:

- 3% increase in students who met the standard on the SBAC (SBAC website results for 2017 reflects 25.68% Met and for 2016 23%, difference of 2.68 rounded to 3%)
- 2% increase in students who scored above the standard on the reading claim
- 1% increase in students who scored above the standard on the listening claim
- 1% increase in EL students who exceeded the standard on the SBAC
- 1% increase in EL students who scored above standard on the reading claim
- 1% increase in EL students who scored above standard on the writing claim
- 1% increase in EL students who scored above standard on the research/inquiry claim

Math Highlights:

- 2.48% increase in students who met the standard on the SBAC (SBAC website compared public percentages for 2017 and 2016)
- 2% increase in students who scored near standard on the concepts & procedures claim

BCCS' initial analysis of our data shows a need for increased growth in Mathematics. To get a better understanding of how our students are growing, BCCS conducted an analysis that looked at student SBAC scores for students who tested with us during the 15-16 and 16-17 school year. What BCCS found is that while we are not seeing much growth year to year on our overall SBAC scores, BCCS is seeing growth year to year as our students progress through the grade levels. To support teachers and staff the following Professional development will be in offered: LMU/LACOE OPAL Training-The Center for Equity for English Learners presents a three-day interactive series on teaching and learning for grades Pre K-12, featuring the Observation Protocol for Academic Literacies. The OPAL is a tool for guiding reflective teaching practice for English Language Learners. Overall mathematics scores reflect growth, however growth needs to increase at a more substainal rate. SMART Goal 1: Professional Development, teacher coaching and student indicators. Below are the highlights of our analysis:

ELA Highlights:

All Students

- 4% decrease in students who did not meet the standards on the SBAC
- 5% growth in students who met the standard on the SBAC
- 9% decrease in students who scored below standard on the reading claim
- 4% increase in students who scored near standard on the reading claim
- 5% increase in students who scored above the standard on the reading claim
- 2% increase in students who scored above the standard on the writing claim
- 3% decrease in students who scored below standard on the research/Inquiry claim

6th Graders

- 11% increase in students who scored standard nearly met on the SBAC
- 5% increase in students who scored standard met on the SBAC
- 11% increase in students who scored near standard on the reading claim
- 6% increase in students who scored near standard on the writing claim
- 11% increase in students who scored near standard on the listening claim

7th Graders

- 8% increase in students who scored standard met on the SBAC
- 1% increase in students who scored standard exceeded on the SBAC
- 7% increase in students who scored above standard on the reading claim
- 3% increase in students who scored above standard on the writing claim
- 1% increase in students who scored above standard on the reading claim

8th Graders

- 6% decrease in students who did not meet the standards on the SBAC
- 5% increase in students who scored above the standard on the reading claim
- 1% increase in students who scored above the standard on the writing claim
- 2% increase in students who scored near the standard on the listening claim
- 2% increase in students who scored above the standard on the research/inquiry claim
- 2% increase in students who scored near the standard on the research/inquiry claim

English Learners

- 2% increase in EL students who scored standard exceeded on the SBAC
- 2% increase in EL students who scored standard nearly met on the SBAC
- 2% increase in EL students who scored standard exceeded on the reading claim
- 2% increase in EL students who scored standard exceeded on the writing claim

Special Education

- 16% increase in students who scored standard exceeded on the reading claim
- 15% increase in students who scored near the standard on the research/inquiry claim

Math Highlights:

All Students

- 1.49% increase in students who meet the standards on the SBAC 2016-17 is 17.49% and 2015-2016 is 16% a difference of +1.49%
- 3% increase in students who scored above standard on the concepts & procedures claim
- 2% increase in students who scored near standard on the concepts & procedures claim
- 3% increase in students who scored above standard on the problem solving & modeling data claim
- 3% increase in students who scored near standard on the problem solving & modeling data claim

6th Graders

- 11% increase in students who exceeded the standards on the SBAC
- 16% decrease in students who scored below standard on the concepts & procedures claim
- 6% increase in students who scored above standard on the concepts & procedures claim
- 11% decrease in students who scored below standard on the problem solving & modeling data claim
- 6% increase in students who scored above standard on the problem solving & modeling data claim

7th Graders

- 4% increase in students who scored above standard on the concepts & procedures claim
- 4% increase in students who scored near standard on the concepts & procedures claim
- 2% increase in students who scored above standard on the problem solving & modeling data claim
- 1% increase in students who scored above standard on the problem communicating reasoning claim

8th Graders

- 1% increase in students who exceeded the standards on the SBAC
- 2% increase in students who met the standards on the SBAC
- 2% increase in students who scored above standard on the concepts & procedures claim
- 2% increase in students who scored above standard on the problem solving & modeling data claim
- 1% increase in students who scored above standard on the problem communicating reasoning claim

English Learners

- 4.05% increase in students who met and exceeded the standards on the SBAC
- 2% increase in students who scored above standard on the concepts & procedures claim
- 5% increase in students who scored near standard on the concepts & procedures claim
- 2% increase in students who scored above standard on the problem communicating reasoning claim

Special Education

- 15% increase in students who scored above standard on the problem communicating reasoning claim

In addition to our SBAC scores, BCCS uses the NWEA MAP Growth test to measure student progress throughout the school year. After the students complete the test the staff analyzes the results of the test and identify areas of strengths and growth by comparing the results to the baseline test that was administered in August. The staff analyzes the data to look for areas of grade level, cohort, and individual student strengths and improvements. Teachers then identify students who have shown growth and students who have not shown growth. Using this information the teachers reflect on their instruction to identify instructional or cultural changes that they made that they felt had made a positive impact. During this time the teachers specifically look at their students with IEPs and EL students to see how their RIT scores and proficiency scores are increasing. After teachers analyze and reflect on the data of their practice, the general education, special education teachers, and tutors identify three to four focus students that they will work with over the next few weeks. This information is used by our parent engagement committee to identify students who will be invited to academic nights.

Success of school's educational program in meeting the special needs of its student population, including but not limited to students in numerically significant subgroups

Decrease in Students with Disabilities of 5.15 percentage points in ELA and 2.21 percentage points in Math. Include a description of any plans for improvement in this area.

To address the decrease in scores, BCCS has increased its focus on collaboration between RSP teachers and general education teachers. Our RSP teachers meet in person or communicate digitally weekly about upcoming assignments and what accommodations would work best to support the students. Each grade level has also set aside time during their grade level meetings to discuss how to support students with IEPs.

During our professional development sessions, the BCCS Lead RSP Teacher lead a small group in a four week exploration of best practices for supporting students with IEPs. During these meetings the teachers discussed individual student needs and how to accommodate work to meet the students needs. In addition to our in house professional

development BCCS was able to send several staff members to the COP 3 Special Education Summit.

Last year during our NWEA testing BCCS started having students with IEPs test in a small group setting. Our goal was to try and mimic the same setting that the students will test in during the SBAC testing. This year BCCS is planning to continue this practice.

BCCS provides both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs.

BCCS begins each year with a focus on data and how the school can strategically meet the needs of all of our students. Since our school is almost exclusively Latino students and BCCS has a very high percentage of students from a low socio-economic status, our most significant subgroups are students with special needs and our EL students. Our EL population stands out as our most prominent subgroup. After analyzing our data, BCCS has focused on trainings specifically connected to our English learners and how best to support them. One of our partners, EL Expert

From GEMAS Consulting, provides support and trainings on EL strategies to the instructional team. BCCS also uses the SFA program and strategies to assist the teaching team to support EL students in our integrated ELD instructional program. Finally, Achieve3000 helps us to provide differentiated resources and practice to all students.

This year, training focused on specific SDAIE and EL strategies that will work in the general education classroom, as well as strategies to use with newcomer students with little English proficiency. Some of these strategies address explicit vocabulary instruction, sentence frames, language usage and goals, use of visuals, collaborative learning strategies, and release of control to help students build proficiency through the course of the year. She provided us with resources that would aid our teachers in helping students develop their language proficiency in all classes.

The Success for All Reading Edge program uses a collaborative and modeled learning process to help students learn reading, speaking, writing, and critical thinking skills. The cycle of effective instruction provided through the program helps teachers learn a structure for instruction that will help our English Learners fully process the information being taught in all classes. The cycle begins with setting goals and objectives for the day, then moves into direct instruction and teacher modeling. Then students participate in either a structured partner reading time or individual reading practices, followed by a discussion time where they answer questions as a group. Finally, students are given time to reflect on their learning at the end of the class. After several days of this cycle, the students are assessed individually through a cycle test and writing prompt. The final day of the cycle includes time for the students to review their data and to set goals for their next cycle of learning. Each step of the process includes a rubric that is used to assess students and to help them reflect on their mastery. While there are many benefits to the Reading Edge Program, there are two main benefits that should be highlighted when it comes to supporting our English Learners through our integrated program:

1) The cycle utilized by the program is a cycle that is effective for supporting our English learners in all classes. The routine is helpful for students to have consistent, daily practice in pertinent language skills and for them to know what is expected of them each step of the way. This helps them to engage in the lessons more confidently and effectively without having a fear of being incorrect or making a mistake. BCCS asks that our teachers use this model and these strategies in their general education classes to help our students succeed.

2) The Reading Edge program helps students build skills they may not have mastered in previous years. Students are grouped according to their ability level, so the skills that are being addressed are those that they still need to master. As the students show mastery, they continue to progress, the goal being that they eventually reach their grade level class. This is particularly helpful for our EL students because they have one period per day where they can focus on the reading, writing, language, and critical thinking skills in a class designed at their current ability level.

Additionally, BCCS provided teachers with a professional development opportunity to learn more about the new ELPAC Assessment. Teachers made the connections between the four ELPAC tested domains, listening, speaking, reading, and writing to the CORE components of the SFA Program. Implementing the SFA program with fidelity provides BCCS ELs the opportunity to practice and grow in each of the ELPAC tested domains throughout the school year.

Finally, Achieve3000 is an online program utilized by our general education teachers, predominantly our English teachers. Achieve3000 provides BCCS students with the opportunity to practice increasing their reading ability in the area of Informational text. The students are assessed in this program and when the teacher creates an assignment for the class, the students are provided with an article and comprehension questions at their ability level. The program uses Lexile scores to measure student understanding and to assign an assignment at an appropriate instructional level.

A lower reclassification rate for 2016-2017 at 8.9

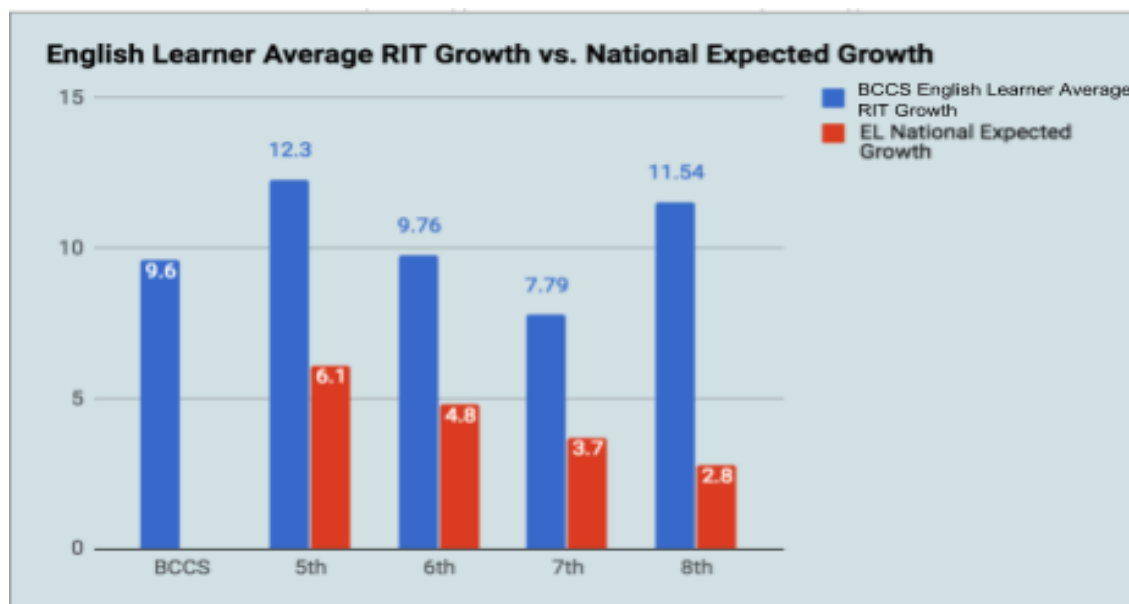
During the 16-17 school year BCCS reclassified 7 students. Based on our numbers during the 16-17 school year our reclassification rate for the year would be 8.9%. Our Coordinator of Compliance looked into why our reported reclassification rate is showing up as 8.9% and found that BCCS reclassified 17 students after the December 2016 CALPADS certification date. BCCS was not able to meet the December 2016 deadline because CELDT did not send us a score file until January 18, 2017. Our Coordinator of Compliance recently looked up the 17 students BCCS reclassified in CALPADS and they are all currently showing up as being reclassified. Our reclassification rate should be updated the next time CALPADS is certified.

Table 1.7: Redesignation of English Learners

2017/2018	
RFEP Students	12
EL Students	101
Percent Redesignated	11.90%

One of the qualifications for reclassification is a score of Nearly Met or above on a benchmark exam. For the past few years, BCCS has used the MAP test as our benchmark and also as our data point for reclassification. As you can see in our chart below, many of our EL students showed very strong growth over the course of the year; the national expected growth on the MAP test ranges from 2.8 points for 8th grade to 6.1 points for 5th grade. In all grade levels, our English Learners demonstrated higher growth than expected nationally.

Graph 1.2 English Learner Average RIT Growth vs. National Expected Growth



NWEA MAP 2016-2017 and National Study

Although BCCS had shown strong growth for our English Learners, the total score needed for proficiency or to obtain a certain level changes from benchmark to benchmark. BCCS had 20 more students who could have potentially reclassified because they passed the CELDT exam, but they were not able to get the overall necessary score on their MAP test to reclassify. As BCCS works and addresses our ELs to help them gain the knowledge needed to be reclassified and prepare them for the new ELPAC exam, BCCS will use

strategies and incentives to help them achieve a “Nearly Met” score on their Winter or Spring MAP tests. BCCS will also be working with and communicated with the parents of these students to ensure students are practicing at home and that BCCS is supporting them from all sides to help them learn English and be successfully reclassified.

Using the data of students not reclassified and creating the English Language Learners Performance and Improvement Plan is the use of the following supporting two main legislations addressing the needs of English Learners, In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizing English learners as a system-wide responsibility, recognizing a need to provide EL students with rich and challenging curriculum from early childhood to grade 12, and respects the value of English learner’s primary language and culture. On July 1, 2018 the California Department of Education regulations for implementing Prop. 58 to establish programs for English Learners that promote proficiency in multiple languages and leverage students’ home language as an asset. Specifically addressing the following principles as outline at cde.ca.gov:

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and

needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

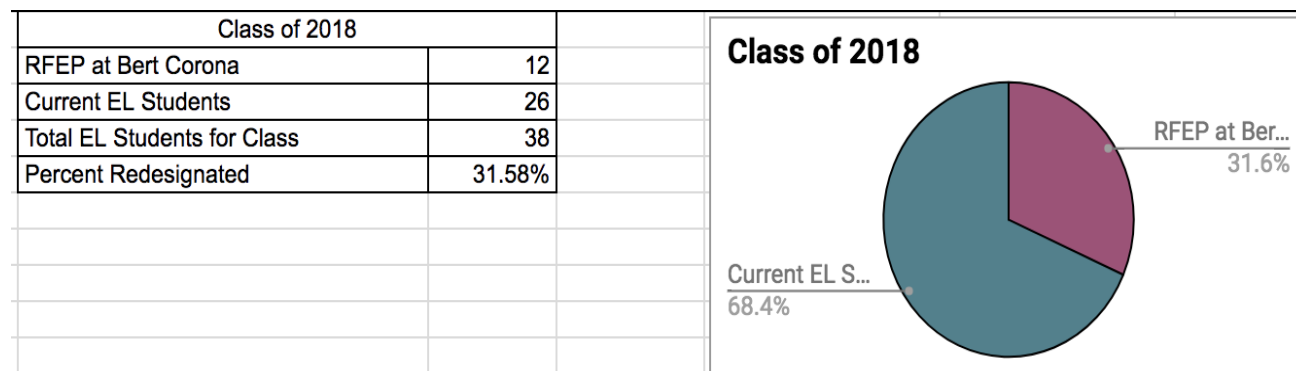
Cde.ca.gov Dataquest 2012018 <https://caaspp.cde.ca.gov/sb2018>

A significantly higher percentage of Long Term English Learners at 27.8%, which is substantially higher than the District average at 8.3%.

Similar to the response above, our students who have not yet reclassified are having difficulty demonstrating proficiency on our MAP benchmark exam. Last year, BCCS had approximately 20 more students who were eligible for reclassification based on their CELDT/ELPAC scores, but were able to pass the MAP test at a “Nearly Met” level.

Similar to our SBAC scores, BCCS conducted an analysis of how many of our EL students are reclassifying during their time at BCCS. What BCCS found is that when students stay with us for multiple years (2-3 years) BCCS has a higher rate of reclassification over time. BCCS continues to monitor students who are reclassified for the required 2 years. Below is the data from last year’s 7th and 8th graders.

Table 1.8: Redesignation of English Learners Class of 2018



cde.gov.ca and BCCS internal data

As BCCS continues to work with our LTELs, we are putting the following strategies in place to help them successfully reclassify reflecting mastery of learning English and in turn connecting this on the ELPAC this spring:

- Implementation of IWBAT learning goals to help students personalize the learning goal
- Use of language goals alongside subject and content learning goals
- Use of the Success for All Reading Edge Program
- Use of Achieve3000 to provide students with opportunities to read at their reading level
- Focus on our use of Project Base Learning instruction to ensure explicit literacy instruction
- Peer assisted and small group learning opportunities

- Academic Language support during content area instruction
 - Appropriate assessment in various forms to understand and support student learning (formative, summative, benchmark, California Interim Assessments, NWEA, etc.)
 - Processes related to social emotional development and identity formation
 - Increased focus on best practices for ELs during our professional development
- An increased focus on literacy, reading, and writing projects, for example the 7th CASA novel writing project, and the 8th grade pages read self-based competition. 8th grade students set a goal of reading 500 pages each by winter break. They have each read over 1,000 pages each as of November 17, 2017. In their own words, “We are a reading force to be reckoned with!”

BCCS’ progress in implementing CSD’s recommendations outlined in the 2016-17 Oversight report. Specifically for the areas noted for further growth and/or improvement, including Standards–based instruction, Meeting the needs of all students, Implementation of key features of educational program, and Professional development.

The suggestions from last year’s CSD visit BCCS has put structures and routines in place to help our teachers grow in standards-based mastery grading, meeting the needs of all students, and implementation of the key features of our educational program. To address these areas BCCS has been deliberate about making sure that we provide time during our professional development and one-on-one meetings for teachers to learn and collaborate.

To help our teachers grow in their implementation of standards-based mastery grading BCCS has set aside time during our summer professional development and during our full-day professional development days for teachers to plan. During their planning time the teachers focused on creating units and rubrics that align to state standards. During our most recent full day professional development day our teachers and instructional staff worked on using the SBAC claims and targets to create their units and rubrics. This year BCCS has continued to have teachers participate in critical friends groups where they present an artifact from their class (a unit plan, rubric, lesson plan, etc.) to their peers and then receive both positive and constructive feedback. In addition to professional development meetings each teacher meets with an instructional coach twice a month. During these meetings the coach and the teacher discuss student academic progress and discuss upcoming lessons, units, and rubrics.

To address meeting the needs of all students BCCS has placed an increased focused on professional development for supporting EL students and students with IEPs. During our summer professional development our new teachers took part in an EL and SPED 101 session lead by our Director of Special Education. On September 5th, BCCS brought in an EL expert, to work with our teachers on best practices for supporting EL students. During a full day professional development on October 2nd, our Executive Director lead

a session on the transition from CELDT to the ELPAC and how the transition impacts instruction. During October and November two of our SFA Coordinators and Special Education Lead Teacher both lead small groups in a deep dive in using SFA strategies to support ELs and providing equal access for all students. BCCS has also used our success survey time to have teachers share in small groups what EL and special education strategies are working with their students. Throughout all of our professional development sessions we have also asked our facilitators to model for their audience best practices for supporting all students.

In addition to working on standards-based mastery grading and meeting the needs of all students our professional development has focused on PBIS, technology integration, student conferencing, and building a positive school environment for all stakeholders. The focus of our PD was determined by synthesizing various data sources i.e. SBAC, NWEA, teacher formative assessments, other indicators. BCCS choose to focus on working with EL students and students with IEPs based on our high percentage of LTELs and decrease in students with IEPs scores on the 16-17 SBAC test. To continue to strengthen our implementation of standards-based mastery grading BCCS has had professional development sessions where teachers have the opportunity to look at their units and rubrics and provide their colleagues with feedback. Teachers have also worked to align their units to the SBAC claims. Since BCCS is in year four of PBIS implementation we are continuing to have professional development around best practices for PBIS. The PBIS program further supports BCCS' addressing AB 2246 (2016), codified in Education Code section 215, on Suicide Prevention because building a positive culture and helping students feel connected while they are in a safe school environment

BCCS has decided to continue to focus on technology integration based on enhanced learning being one of our school hallmarks. BCCS conducted a professional development survey where BCCS teachers identified the areas that they wanted to focus on. This information has been used to determine topics for our differentiated professional development series and full day professional developments. This year BCCS is also piloting a micro-credential program that will provide our teachers with road maps on how to grow in specific areas. This year our micro-credential is focusing on helping teachers create authentic learning and assessment by using data and evidence to drive instruction.

Professional development plan for the 2017-18 school year and identify the main areas of focus for the school. How does the plan align with the needs identified through your classroom observations, and your analysis of formative and summative assessments?

BCCS' Professional Development model is the backward design by Wiggins reinforced with Universal Instructional Design which offers access to all students. In this model

teachers use the CA Common Core State Standards in English Language Arts, English Language Development, Mathematics, History and NEXT Generation Science. In addition, teachers are using and ensuring that core content areas indicates Content Learning Goals and Language Goal in their Subject Area Goal Board-Agendas. Thus, addressing passive learning that characterizes Long-Term English Learners; therefore decreasing passive learning.

Our Monday professional development days now are strictly held for professional learning. Any operational announcements, trainings, etc. now take place on Tuesday afternoon during our weekly staff meeting. Creating this separation has helped ensure that our Monday meetings are a place that teachers know is used for professional learning and growth. Switching to this model has also allowed us to add an additional twenty to thirty minutes of professional learning, which has allowed the teaching staff to go deeper into the material.

This year our professional development has focused on working with EL students and students with IEPs, standards based mastery grading, PBIS, technology integration, and aligning our units to the SBAC claims. The focus of our PD was determined by synthesizing various data sources i.e. SBAC, NWEA, teacher formative assessments, other indicators. BCCS chose to focus on working with EL students and students with IEPs based on our high percentage of LTELs and decrease in students with IEPs scores on the 16-17 SBAC test. To build on the lessons BCCS has learned from our first year of standards-based mastery grading implementation; professional development sessions where teachers have had the opportunity to look at their units and rubrics and provide their colleagues with feedback. In an effort to better align our units to the SBAC teachers have also been given planning time where they worked on aligning their units to the SBAC claims. Since BCCS is in year four of our PBIS implementation we are continuing to have professional development around best practices for PBIS. BCCS has decided to focus on technology integration based on enhanced learning being one of our school hallmarks. BCCS has had teachers complete a professional development survey where they identified the areas that they wanted to focus on. BCCS used this information to decide what the topics are for our differentiated professional development series. Looking forward to next semester BCCS will continue to dive deeper into all of our focus areas to build our staff instructional capacity.

Based on the success of last year, BCCS is continuing to implement our differentiated professional development series. Teachers this semester were able to select one of three areas that they wanted to study for five weeks. Currently our teachers are learning about strategies for SFA Reading strategies that support EL students, working with students with IEPs, or technology integration. BCCS is very proud that each of the three series are being designed and taught by teacher leaders. Each series is designed to help teachers learn background knowledge about the subject, provide opportunities to apply their

learning to their current instruction, and receive feedback from their peers about strategy implementation. Each series also includes a weekly homework assignment where teachers take what they have learned that week and apply it to their weekly instruction. Our hope is that these professional growth assignments will help teachers make the connections between training and their instructional practice.

BCCS found a way to scale our best practices. Last year BCCS put into place structures and routines in place to help the sharing of best practices amongst the teaching staff. This year BCCS has tried to expand on these structures by implementing five-week success surveys during our Monday meetings. During the five-week success survey teachers were asked to brag about a particular area of their instruction that had a positive impact on their classroom. The teachers then shared their successes with their peers in small groups and have a discussion about how to bring the strategy to other classrooms. This semester the teachers have participated in two success surveys where they shared what EL strategies are working in their classroom.

In addition to our Monday meetings each teacher meets with an instructional coach twice a month: during these meetings, the coach and the teacher discussed student academic progress, addressed any questions the teacher may have, or addressed specific situations the teacher is facing in their class. Teachers were also allowed to select a professional development book that they wanted to study this year. Teachers also participate in ten full days of professional development prior to the start of the school year, five full days during the school year, four half days during the school year, and two full days at the end of the school year. Our staff has also attended various trainings outside of our school site. Our staff attended a professional development at LACOE on creating NGSS units and lessons planning, UCLA Math Conference, PBIS Tier 3 implementation trainings, California League of Schools Safe & Civil Schools State Conference, National PBIS Leadership forum, Unidos US CASA Service Learning, COP3 Special Education Summit, the Arcadia Innovation Summit, CUE National Conference and SGVCUE Innovation Celebration. BCCS has also had staff present at the SGVCUE Innovation Celebration, COP3 summit, and Tier One training for COP3 schools.

Additionally, BCCS has continued to encourage our teaching staff to lead professional development on our full day professional development days and our Monday professional development days. This year our teachers have shared best practices for tech integration, Success for All Reading, PBIS, classroom management, and strategies for working with EL students and students with IEPs.

BCCS uses various support strategies for our students with IEPs and identified as English Language Learners. In our math and science classes we will have the opportunity to see how our teachers are using blended learning to give students multiple ways of accessing

the material and how blended learning is allowing our teachers more opportunities to provide one on one support to students. In our English Language Arts and Social Studies classes we will see our students working on their culturally relevant service learning projects. In our English Language Arts classes teachers will be using cooperative hands on learning, peer feedback, think-pair-share, and random selection. In our Communications and Physical Education teachers will be using modeling and direct vocabulary instruction.

BCCS held additional suicide prevention training through the COP mental health experts in January and February. Additionally, Bert has partnered with Mend and KH Family services to provide ongoing planning and PD opportunities for teachers, families, and students throughout the remainder of the year.

Reflection on the quality and success of the school's implementation of its innovative program features. How has the school measured its success and addressed any challenges?

Parent Engagement:

BCCS believes that parent involvement translates into increased student achievement and contributes to feature of our innovative program. The philosophy of BCCS is to encourage, honor and respect the parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:

School parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents and the governing board.

Parents are encouraged to serve on the School Site Advisory Council. Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis. A school web site will facilitate the dissemination of information on areas of specific interest to parents.

Parents are encouraged to provide service to the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents will determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be requested during parent/staff conferences held prior to the onset of each school year. Parents will also be encouraged to spend at least one full

day per school year in the classrooms with the child. Per revisions to EC 47605 (AB 1360) effective 1/1/18:

(n) A charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

BCCS will provide parent workshops and education classes, in English and Spanish language, at times that are conducive and suitable for both stay home and working parents. Workshops may include the following:

- Monitoring Your Child's Use of the Internet
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child's Educational Future (High School and College)

The content of these workshops were designed to assist parents in the educational development of their children. We believe that if given the proper tools parents will become equal partners with the school in the education of their children. We also believe that these workshops will help parents feel connected to each other and the school community.

The staff and Executive Administrator, Director of Operation, and Director of Instruction will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators indicated above for conferences at regular intervals throughout the year. Parents will be advised that the Executive Administrator, Director of Operation, and Director of Instruction and teaching staff will be available for additional conferences as needed.

The School Advisory Council consists of parents, students, community members, teachers and school site administrators. Bert Corona Charter School's council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The council will make recommendations and decisions about issues related to the school and participate in reviewing parental and community concerns. We have combined all parent advisory councils to meet the criteria for all areas of school parent involvement compliance, EL, Title 1, ESSA, LCAP, etc.

Table 1.8: Back to School Night

Fall 2017			
Grade Level	Attending	Population	Percent
5th Grade	22	26	84.62%
6th Grade	90	117	76.92%
7th Grade	71	118	60.17%
8th Grade	44	106	41.51%
Schoolwide	227	367	61.85%

Back to School Night was an opportunity to open up our doors to BCCS' families and share classroom expectations and campus culture. Our parents visited their student's classrooms, learned about each classroom (core subject classes) expectations, and had the opportunity to meet all teachers, staff and personal.

Table 1.9: Parent Conferences

Fall 2016			
Grade Level	Attending	Population	Percent
5th Grade	28	29	96.55%
6th Grade	111	116	95.69%
7th Grade	102	109	93.58%
8th Grade	110	119	92.44%
Schoolwide	351	373	94.10%

Parent Conference was a great success with a 94.1 % overall participation. Parents were all scheduled 10-minute appointments with all core subject teachers. A resource packet was given to assist parents as they met with each teacher. This packet had sample questions they could ask each teacher and served as a guide for parent conferences as it gave parents an ability to ask about their student's level of performance and what they could set as goals to support at home. In the packet the parents were also given access to their student's progress by getting access to Achieve and ALEKS reports. In regards to behavior parents were also given a PBIS Rewards report giving the parents an opportunity to see their own student behavior and track it for the future. BCCS took this

opportunity to plan ahead with our 8th grade parents in regards to what high school their own student would attend.

In partnership with Phoenix House BCCS started a weekly session of parent workshops to support parents with challenges that their students face during middle school. These sessions started in September and ended the last week of November. Topics discussed were about gangs, drugs, how to talk to their child/children about sex, suicide, and resources available in the community and how to communicate with on site school resources.

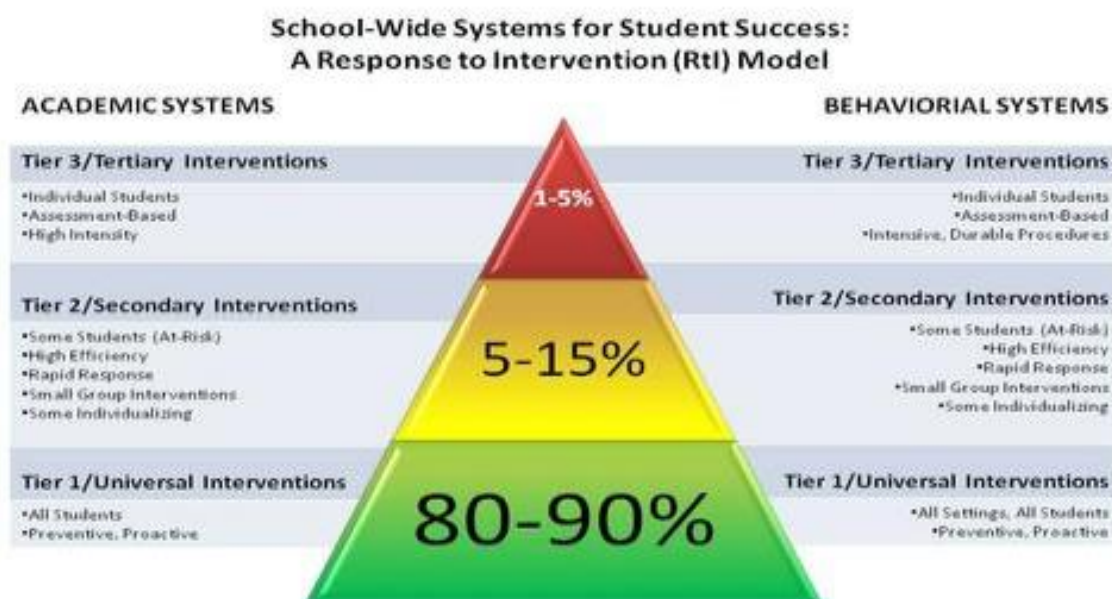
New:

A parent committee composed of teachers is using student data to target parent engagement and support families. The parent committee analyzed the NWEA MAP data and decided to target students that received a 1 in math which are 221 and a 1 in English, which are 120. Then after decided that a Family Game Math night would be a good way for our families to be informed about how to support their students in math at home. In November the Family Game Math night was offered to the students and parents and more than 60 families attended. In the workshop families were given resources to use at home to do math activities. On December 5th and 7th students with a 1 in English will be invited to participate in a workshop with their parents will be given strategies on how to support with reading to their own student. The committee will also hand out books out to families so they could read at home. This committee is planning in supporting with continuing to offer other workshops to support in both English and Math. In the workshop we also talk about the level that the students scored in the NWEA MAP test so as partners we could set goals not just with the students but also with the support of the parents.

Culture and Climate:

Culture and climate has implemented a variety of features throughout the school year in order to ensure that students are safe, respectful, and responsible. Through culture and climate BCCS utilizes the Positive Behavior Interventions and Support, or PBIS, framework to ensure that there is fidelity throughout the campus. PBIS is an approach for assisting school admin, staff, and teachers in adopting evidence based behavioral intervention that helps and enhances academic, behavioral, and social outcomes for all students. While framework is not scripted there are several fidelity pieces that allow for a consistent approach to all students in order to ensure safety across the campus. This framework also maximizes the possible academic and behavioral success and outcomes for the students. It also supports all students with its three-tiered system.

Table 1.10: Schoolwide Response to Intervention (Rti) Model



Tier 1 supports work with 100% of the students, however 80-90% of students will only need these supports in order to experience success at the school. 5-15% of students will need tier 2 supports, along with the tier 1 supports. 1-5% of students will need tier 3 supports along with Tier 1 and 2. Each year these numbers are different based upon the support needed by each individual student. The behavioral systems are Tiered based upon their ODR collection. Students with 0-1 Office disciplinary referrals (ODR's) receive Tier 1 supports, while students with 2-5 ODR's receive Tier 1 and 2 supports, and students with 6 or more ODR's receive Tier 1, 2 and 3 supports. Below are the breakdowns for students receiving Tier 2 supports, and Tier 3 supports.

Table 1.11: Referrals by Locations

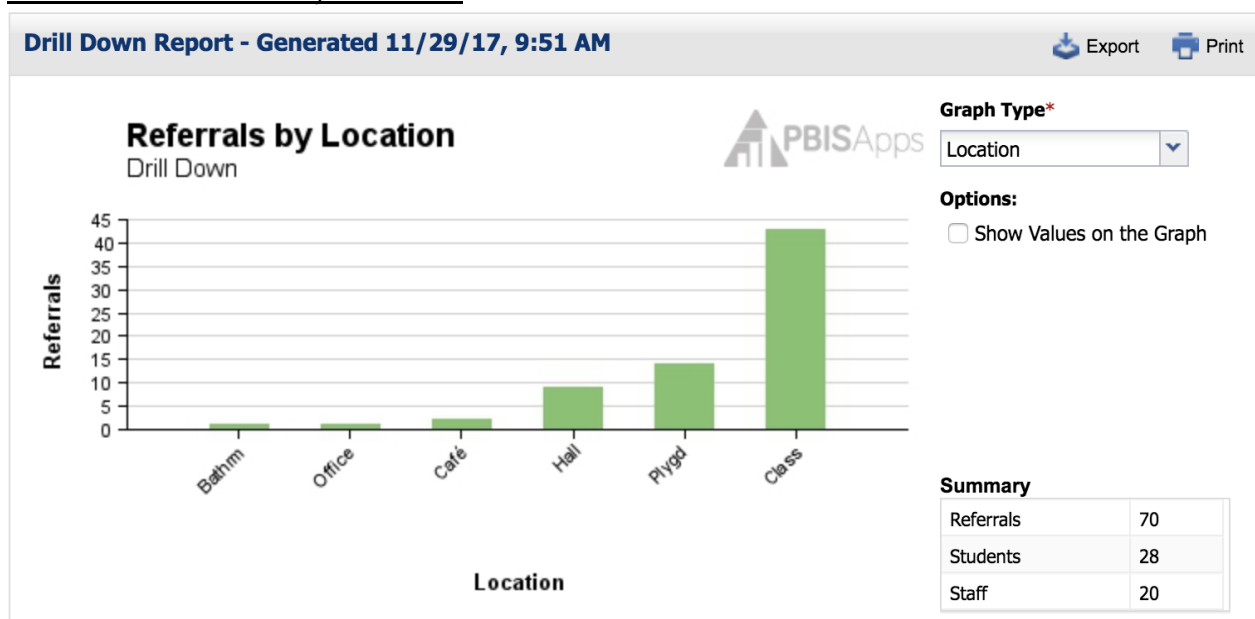
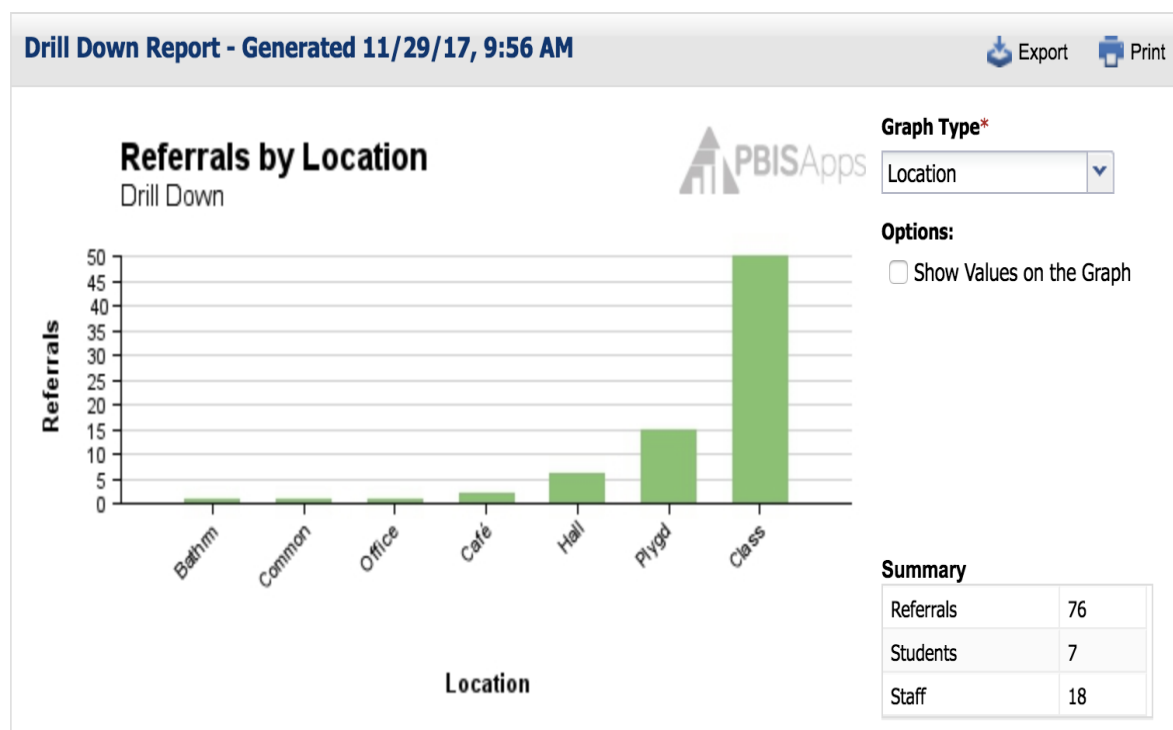


Table 1.12 Tier 3



On top of these support breakdowns BCCS has the actual support systems that we put into place to help students. Our school-wide expectations, or behavior expectation-teaching matrix, is reviewed each year and analyzed to ensure that it will support students. On top of that the expectations for each area are posted in various locations through the school, in offices, and each teacher's classroom.

Students and staff members took part in a school-wide survey, YouthTruth, in order for the school to survey successes and needs of the population on campus. Through this there were several takeaways that were provided in the data collected, this data is located in the SWPBIS binder. After analyzing data provided data was shared with teachers and leadership students in order to allow students and teachers a voice in decision-making. The Coordinator of School Culture and Climate has a scheduled meeting every other week with the Associate Student Body, where needs are addressed, and needs are brought up in order to address the data in the Youth Truth survey and the requests of the students. On top of the student survey, teachers and staff had the opportunity to participate in a survey where data is discussed with them, and priorities were set with the teachers and staff in order to meet their needs. This data allows us to focus our time on both student concerns and teacher concerns in a specific process that models the fidelity of PBIS.

The Tiered Fidelity Index (TFI) is a survey of the school needs based solely on a list of criteria. The TFI is a PBIS tool that provides an effective and complete index of all the core features that are supposed to be displayed and practiced throughout the campus. It allows for a group of individuals, school culture and climate committee and MTSS, to collect data from various stakeholders. This provides the school data which in turn gives us the ability to make data informed decision in order to drive change through the entire school. The survey is broken down into tiers 1, 2, and 3.

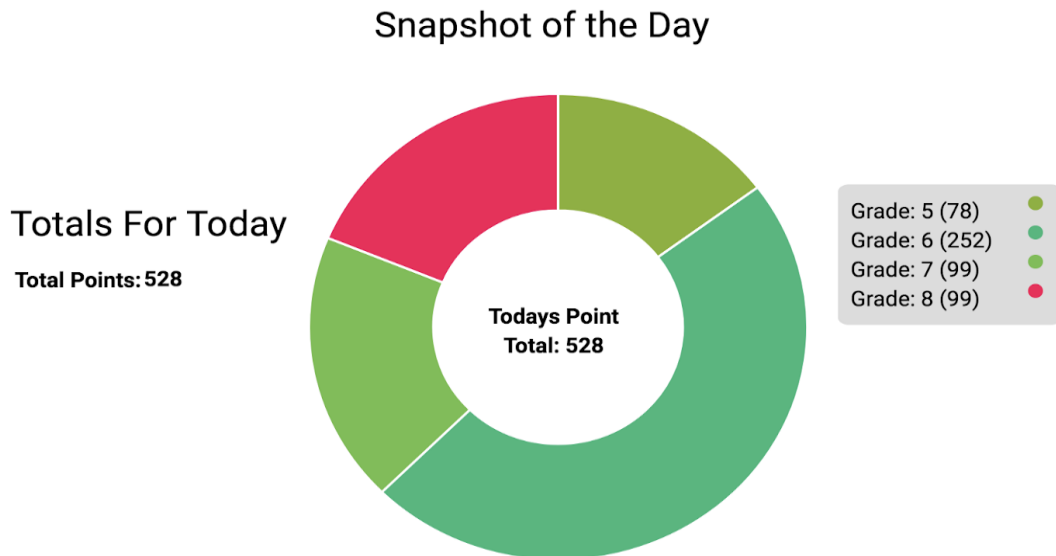
Data from the TFI states that BCCS is still in the implementation phase of tier 1 and starting the implementation phase of tier 2, while exploring tier 3. Being in the third year of exploring and implementing PBIS we find that it has supported in gaining tools and methods to support our students. Support and implementation of Check in/Check out, and a review and restructure of the MTSS process has helped support and provided a consistency in expectation of our students; as they are receiving more needed support in achieving academic achievement. The data stated that the needs of the school were tier 1 features such as routines and acknowledgements in class, continuum of consequences that are implemented within classrooms, consistent with school wide systems, and consistent distribution and a monitoring system to receive scholar dollars. Through the year BCCS has supported teachers with utilization of PBIS rewards, which even shows a consistent increase in usage along with student behavior accountability. BCCS has provided trainings on redirection of undesirable behavior and the use of the behavior growth path, which is posted in all classrooms. BCCS has provided opportunities for growth by allowing teachers the opportunity to attend professional trainings such as "Triggered, now what?" and various trainings hosted by Jackie Mora. BCCS has provided teachers with support on how to use 4-1 positives for redirections. BCCS has also provided training on the utilization of the referral form (ODR) and the use of this tool to monitor data versus a weapon to reinforce desirable behavior. Communication with all

stakeholders is also an important key where the SCC committee is collaborating with the parent committee and academic committee in order to address concerns of all stakeholders, which is a section of the TFI.

The School Culture and Climate committee, lead by the 8th grade Communications teacher, goes over the data on the Tier 1 portion of the TFI. This team meets bi-weekly and goes over specific needs based on the data provided from the TFI. With a structured team and consistent structured meetings the committee members address the needs of the TFI and the supports requested by staff. In a recent survey provided to staff it stated that teachers wanted support with “Schoolwide tools for proactive, instructive, and/or restorative approaches to student behavior.” By collecting that data along with the TFI rating scale the SCC committee determined that providing feedback through peer observations and additional feedback on scholar dollar distribution opportunities would help support the positive communication loop that should occur in classes.

An area that was focused on due to feedback BCCS received on previous TFI surveys was to develop a schoolwide expectation and tracking system for distribution of Scholar Dollars. BCCS then researched PBIS Rewards that is an application that can be used schoolwide to track data based upon consistent use of a monetary system to reward students following the schoolwide expectations. This system allows for us to track data based upon our schoolwide expectations of safe, respectful, and responsible. BCCS is also able to break down and track data based upon teacher distribution, grade level distribution, and even time of day. These breakdowns allow us to focus our resources on specific areas of the school, time of day, grade level, even break it down further in order to target specific students to figure out incentives that may help the students. This application also allows for teachers to create their own student store, along with the current student store that runs on Thursdays. This helps keep all stakeholders on the same page and helps them use the same system to create uniformity across the campus.

Graph 1.3: Snapshot of the Day



BCCS' Scholar Dollars Survey Fall 2017

Table 1. 13: Scholar Dollar Leader Board

Scholar Dollar Leader Board (11/21/17)					
Total SD Schoolwide			Average		
82,701			5,169		
Grade Level Leaders				Grade Levels	Average
Teacher	Grade	Scholar Dollars		5th Grade	5,360
Teacher 1	8	13,366		6th Grade	4471
Teacher 2	6	10,948		7th Grade	5060
Teacher 3	8	10,011		8th Grade	7,636

Through all of this data has shown that our suspensions have decreased from last year to this year. Through November of 2016 last year BCCS handed out in school suspensions to 14 students totaling 28 days, and 7 students received out of school suspensions totaling 20 days. Currently through November 2017 BCCS have 4 days of in school suspension from 4 students, and 2 days of out of school suspension from 2 students. This data shows that the increase in schoolwide awareness of PBIS, increase in ability to implement the tools PBIS provides, a more structured MTSS team, more in depth trainings, and more in depth professional developments regarding PBIS have supported the reduction of suspensions throughout the school year.

During the 2016-2017 school year, BCCS moved from a traditional grading system to a standards-based mastery grading system. By moving to a mastery-based system our teachers are able to better provide our students with meaningful feedback and offer opportunities for students to re-assess.

One of the primary goals of a mastery-based grading system is to produce grades that more accurately reflect a student's learning progress and achievement, including situations in which students struggled early on in a semester or school year, but then put in the effort and hard work needed to meet expected standards. If you ask nearly any adult, they will tell you that failures—and learning to overcome them—are often among the most important lessons in life. Yet many traditional grading systems penalize students for a single failure or poor test performance. Failures are nearly always encountered on the path to understanding and success, and mastery-based approaches to grading can help teachers, students, and parents to focus on the end goal—learning the most important knowledge and skills—rather than the struggles or mistakes made along the way. Another advantage of mastery-based grading is that learning progress and achievement are more clearly documented for students and parents. Consider, for example, this question: What does a C mean? While the grade is a deeply familiar symbol, and more or less everyone has received a C at some point, what does the grade actually convey about learning? What was taught in the course? What knowledge did those C students acquire? What skills did they learn? Can the students write well, do math, conduct research, think critically, communicate effectively, or use a computer? Did they work hard and make a lot of progress over the semester, or did they slack off and hardly try at all? The fact is that a C just doesn't tell us much. When mastery-based grades are connected to clearly articulated learning standards, educators and parents know, with far more precision, what a student has actually learned or failed to learn. In this section, school leaders and teachers will find detailed guidance on developing a mastery-based grading and reporting system.

BCCS faced challenges in moving to mastery based grading was helping all stakeholders understand how mastery based system works. To address these challenges we have spent time during our summer professional development reviewing the basics of mastery grading with our teachers. Throughout the year during professional development and one on one conversation with our instructional coach teachers have been able to dive deeper into mastery grading. To help our students understand mastery grading our Advisory Coordinator and 8th grade lead teacher created lessons for our advisory classes that go over what standards-based mastery grading is and how a student can be successful. Teachers also spend time during their general education classes reviewing with students how they can re-assess toward achieving a higher score. To help our parents gain a better understanding of mastery based grading BCCS held parent trainings that covered what standards-based mastery grading is and how parents can use Illuminate to track their student's progress. BCCS acknowledges that more work needs to be done to help all stakeholders increase their knowledge of standards-based mastery grading and we will continue to look at how this can be done during the second semester.

Service Learning continues to be an innovative instructional program at BCCS. We have again partnered with UnidosUS (formerly NCLR) to have our students participate in the CASA program. The CASA program is a program that encourages academic learning within a context of culturally relevant service learning. The CASA program is implemented in our ELA classes and supported by our Social Studies classes. During the program the students identify a genuine need in their community, research possible solutions, construct a plan to solve the problem, implement their plan, and reflect on their experience. At the end of the program each grade level is required to have a signature project. At the end of the school year four of our students are selected to travel to Washington DC to present their signature projects at the CASA Youth Summit. Implementing service learning in our classrooms has been a challenge for first year teachers. To support new teachers with this BCCS has held after school meetings, provided time for returning teachers to work with new teachers, and sent teachers to UnidosUS sponsored trainings.

Technology integration is a crucial piece of our instructional program. In our classrooms teachers use adaptive learning programs like ALEKS and Achieve3000 to provide intervention and enrichment for their students. Our teachers use the G Suite for Education to create paperless classrooms and have our students create digital representations of their learning. In our communications classes the students use Adobe Illustrator, Adobe Photoshop, and iMovie to create multimedia presentations. In our 6th grade communications classes our students learn block based computer coding and have the opportunity to program robots and drones. The success of our technology integration is credited to the work of our tech team and professional development on tech integration. A challenge BCCS has faced and overcome is the maintenance of our machines. BCCS

currently has a technician on campus that address any tickets that come into our online ticketing system. During the past year BCCS also hired a temporary technician to assist with making sure that all of our machines/computers have adequate memory to run our current operating system.

To address issues with student motivation BCCS we held academic competitions, used project based learning, non-traditional Physical Education activities, and our teacher's use hands on activities. This year our academic committee led an ALEKS competition that acknowledged student achievement and growth. In our 7th grade ELA classes our teachers give out monthly awards to students who complete their Achieve3000 articles for the month. In our 8th grade ELA class the teacher has placed an increased focus on reading and challenged our students to read 1,000 as a grade level per week. Since August our 8th graders have read 91,221 pages in independent reading with an average of 860 pages per student. One of our teachers also hosts an after school club that is preparing the students to participate in America's Battle of the Books. In our 7th grade ELA classes our students participated in NaNoWriMo, a month long challenge where participants attempt to write a novel during the month of November. Through the use of this project based learning unit the students have created novels ranging from 10,000 words up to 45,000 words. In our PE classes our PE teacher has been using non traditional PE activities like Ultimate Frisbee, various tag games, dance, and various team building activities to engage his students. In our science class our science teachers have been using hands on lessons like frog dissections, roller coaster creation to study physics, creation of biomes models, creation of a collaborative 3D periodic table, and creation of solar eclipse viewing boxes. In our 6th grade social studies classes our students created Egyptian pyramids during their unit on Egypt. BCCS acknowledge that student motivation will always be a challenge. Our teachers and administrators will continue to look for the best ways to engage our students and get them excited about their learning.

BCCS Administrators maintain an open door policy. Staffs are free to talk with any administrator any time. They are also free to approach or meet with the YPICS Executive Team and Learning and Support Team. Staff is encouraged to discuss concerns, ask questions, or make suggestions in and outside of the "chain of command".

BCCS maintains a suggestion box that is located outside of the School Culture and Climate Office in the main hallway of the administrative building. Staff is encouraged to make suggestions about ways to improve the school culture and climate, academic program, and operations of the school, etc. The suggestion box was publicized regularly last year but has never been used by staff.

YPICS implemented the use of YouthTruth Survey with students and staff. By using the survey, BCCS can better understand the unique perspectives of our staff and students. 7th and 8th grade teachers identified that they want to feel empowered to play a meaningful role in decision-making at their school as their priority. 5th and 6th grade

teachers identified that they want to have the necessary resources to do their job well as their priority. The administrative team regularly discusses this feedback in administrative meetings.

How are we including staff in making meaningful decisions? BCCS continue to clarify teacher/staff leadership positions, as well, as our committee structure. An important part of the work is making sure the site leadership team is working on problem solving not just problem identification. This effort has lead to the site leadership team's increased involvement in policy review/evaluation.

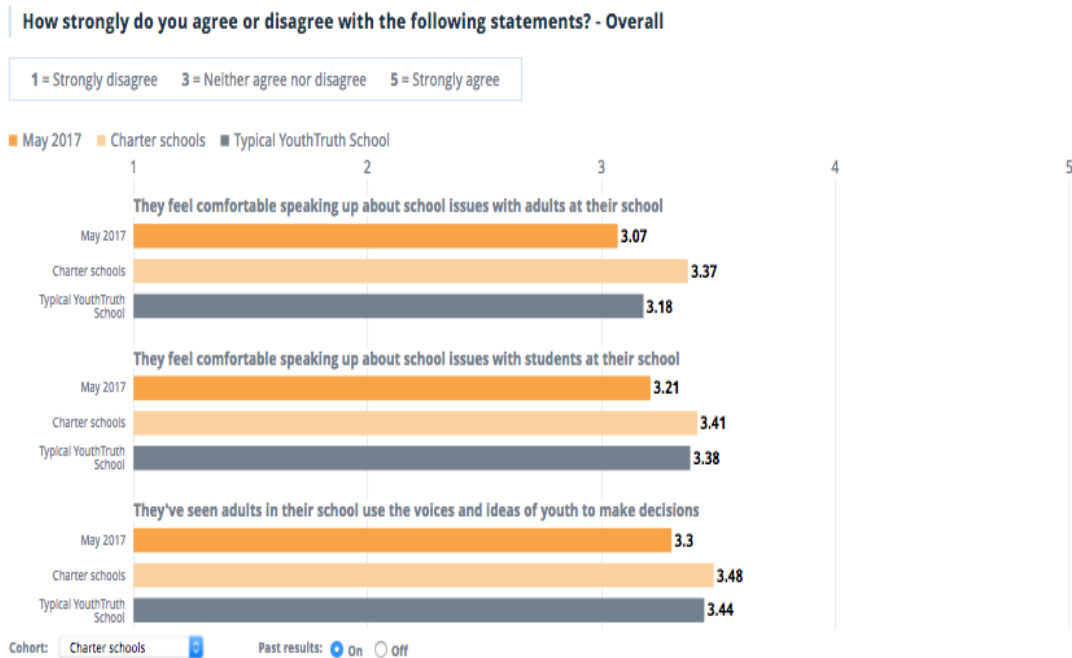
How do we ensure that staff has the resources that they need to support student learning? The administrative team has made an effort to improve transparency around the budget (i.e. the science department has a budget specifically for the materials needed for their classrooms, and grade levels have a budget for field trips.)

Youth Truth student data and anecdotal information from conversations with our student leadership group indicated that student want their voices to be heard and considered more often. As a result the Executive Administrator meets the Leadership Advisory Council every other Monday to discuss student concerns and support. The Coordinator of School Culture and Climate meets with the Student Leadership Class every other week to listen and work through concerns with students.

Table 1.14: Staff Feedback Based on Youth Truth Data

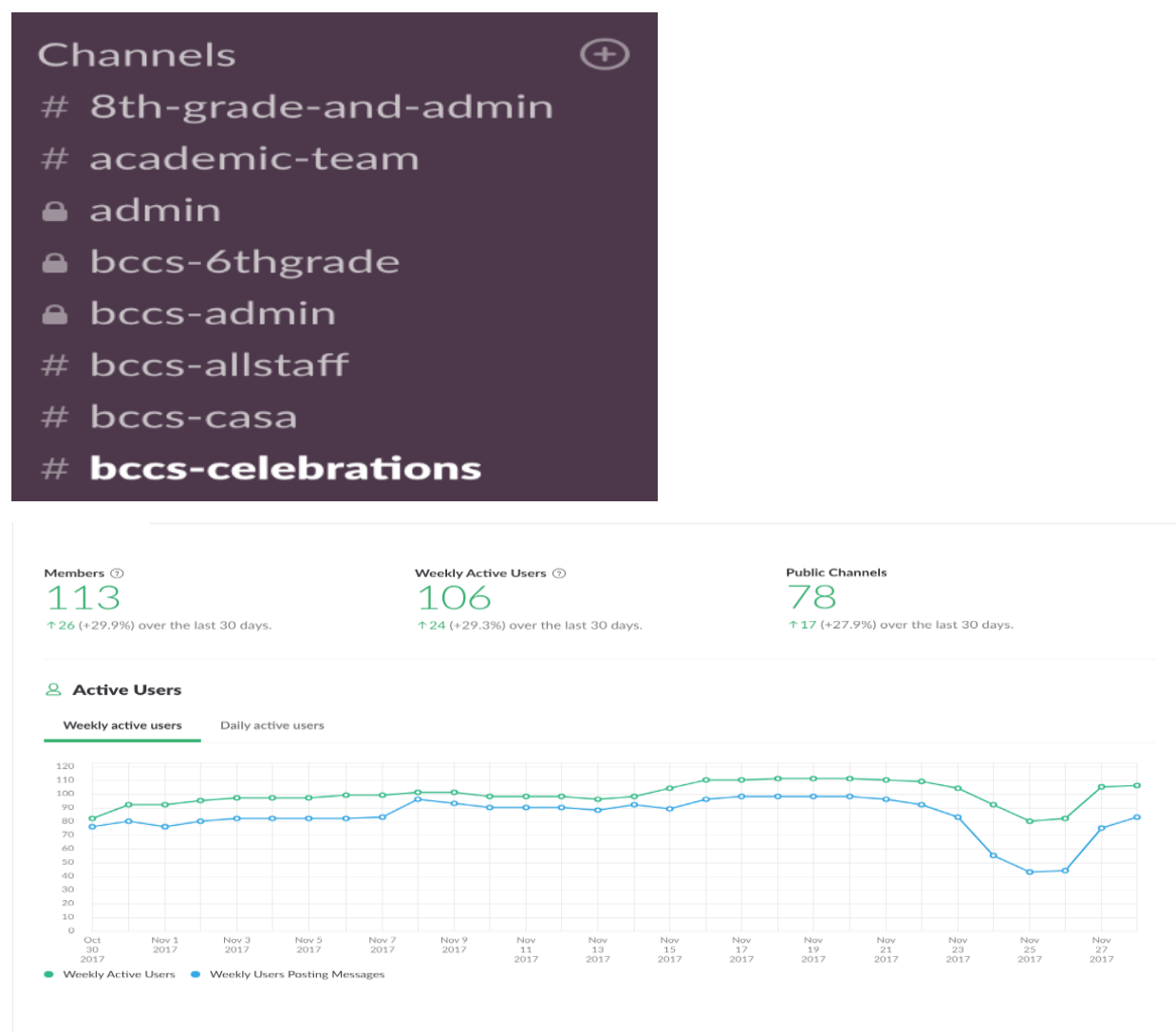
	Grade Level			Staff Feedback Based on Youth Truth Data
	5-6	7	8	
Ranking		1	1	They feel empowered to play a meaningful role in decision- making at their school
	1	5	5	They have the necessary resources to do their job well
	4	3	2	Teachers in their school work together to improve instructional practice
		2	4	Their professional development over the last year has provided them with content support
	2	7	6	The feedback they receive from their supervisors helps them improve their work

Table 1.15: Youth Truth Student Data



Staff, organization wide, wanted to improve and streamline communication. Staff selected SLACK as a tool to support this effort. Slack brings all the team's communication together, giving everyone a shared workspace where conversations are organized and accessible. Channels in Slack give everyone a way to organize all those conversations, while making sure the right people are involved at the right time. Public Channels are for projects, groups, and topics that are open to anyone on your team. Messages in these channels are archived and accessible by search. The BCCS-celebrations channel has been a success. Private Channels are more sensitive topics, private channels keep conversation contained to an invited group. Messages are only searchable and accessible to members. Direct Messages are for one-to-one and small group messaging and adds flexibility around more focused conversations. You can convert direct messages to a private channel for longer-running topics.

Table 1.16: Communication Channels



The Administrative Team uses online evaluations after every professional development workshop provided. Feedback is then used for our leadership team(s) to improve or provided additional professional development for staff. The feedback is also shared with staff the following day to be transparent about the survey results. BCCS continues to examine the evaluation form to ensure we are collecting the best information from our staff. BCCS is exploring how to include questions that include the feedback we received from the staff in the Youth Truth survey. BCCS will regularly measure whether staff feels professional development opportunities provide:

1. Time for teachers to work together to improve instructional practice.
2. Time for content support.

After major events, the Administrative Team conducts event debrief and reflections. The event debrief, after the first parent conference day this year allowed the operations team

to immediately modify and improve communication with teachers during the next two days of parent conferences. The operations team immediately began to use slack to communicate with teachers about parent attendance at the conferences.

Parents have access to administration by appointment and on a drop in basis. Cafe con los Administrators is held monthly, the administrative team meet with parents to answer questions and concerns that parents may have about the school. Personnel and student specific questions or concerns are not discussed but are directed to the appropriate administrator and meetings are set up to provide support to the parent.

Special Education

The Executive Administrator has standing weekly meetings with the special education team to monitor and support each student. During the meeting current needs and concerns are assessed. Upcoming IEP meetings are reviewed and scheduled. Special education support is a school priority. Each school administrator has been assigned a grade level in which they serve as the administrator in the IEP meetings. This effort keeps all site administrators deeply involved with the special education process. This process continues to grow and develop as previously the director of Special Education attended all IEP meetings. The effort is now to make special education oversight site-based with guidance and training from the DSE.

Support for student with special needs range from minimal classroom adaptations to more supportive curriculum modifications. At Bert Corona Charter School, most of the students are able to access the curriculum with adaptations and accommodations alone. An academic intervention that has proven to be successful is front-loading academic material. Our Resource Specialist Teachers plan with our general education teachers and/or review upcoming lesson plans. The RSP teacher is able to pre-teach conceptual ideas, key vocabulary, and help build prior knowledge before students actually get the lesson in the Gen. Ed. Setting. The observational data shows that students are performing better and mastering standards more rapidly than just receiving the lesson alone. Most students are able to redo assignments and classroom assessments should they not receive a satisfactory score. Front-loading the lesson saves time because students and teachers do not have to worry as much about redoing tests and assignments. On our school-based benchmark assessments, students with special needs have demonstrated growth as well. Although students with IEPs underperform academically compared to their peers without disabilities, we have seen growth beyond what was expected. In ELA, the average RIT growth was 9.4. In math, the average growth was 5.3.

Academic and behavioral needs often come together when working with students with special needs. Like academic concepts, students must receive instruction in the areas in which they lack proficiency when it comes to behavior as well. Our PBIS model provides such opportunities for students to learn what appropriate behavior looks like in various school settings. When typical supports are proven unsuccessful, and for students who require it, we provide additional BII support. We understand that students with the most severe behavioral needs require trained, experienced staff to support them. Our BIIs are

highly trained in the area of behavior intervention. One student in particular, with the support of a trained BII, went from having multiple behavior incidents per day, to only a few per week. The BII was able to teach him to express himself with his words, learn from peer models, and deal with his frustrations in socially acceptable ways.

Students with IEPs have access to all behavioral and academic interventions provided to all students at the school. Those interventions include:

- ALEKS/Achieve3000
- Teacher tutoring during lunch
- Targeted parent nights (will find out next week when they test)
- After school tutoring
- Opportunities to reassess on standards
- Non SSPT parent meetings
- Formal parent conferences
- SSPT meetings(Academic and Behavior)
- Check in Check out
- Ripple Effects
- Restorative meetings
- Counseling Services
- Multi Tiered System of Support referrals
- Gryd Referrals

Our Special Education department is able to support the academic and behavioral needs of all students with varying degrees of needs. A behavioral and academic intervention, which is still fairly new, is the addition of more support staff. BCCS has added a third Resource Specialist Teacher to be able to better support students academically, as well as a BII to support students with severe behavioral concerns. All RSP teachers attend grade level and department meetings as form of intervention, partnering with general education teachers to ensure supports are in place and students are receiving adequate accommodations/modifications in the general education classroom setting. Our BII is primarily supports one student, but is often provides insight to other students' behaviors as well.

The school is aware of the importance of supporting student with special needs and adhering to the components if their IEPs. In regards to related services, the Director of Special Education, along with the Resource Specialist Teachers, reviews related services needs at the beginning of the school year. Since most of our services are provided by outside vendors, it is essential to review the IEPs to determine frequency and duration of each service to provide a comprehensive request to the vendors and service providers. When new services are added mid-year, new students are added to the caseloads of the service providers.

The school is also aware of the importance of providing an academic program that is accessible to students with special needs. More often than not, to provide such a program,

students will need accommodations and/or modifications to be implemented inside and outside the general education classroom setting.

At the beginning of each year, and in the event of a change, all staff are provided with student profiles. The student profiles are “at-a-glance” one-pagers that identify all pertinent IEP information. Teachers are able to quickly glance at their student's’ eligibility, language classification, instructional and testing accommodations and/or modifications. They are able to identify the amount of time that the student will be receiving support from the Resource Specialist Teacher.

Services provided to students with special needs must be clearly delineated in order to adequately meet their individual needs. The RSP time students receive inside and/or outside of the class is calculated based on individual needs. Likewise, related services are provided only after a need has been identified in that area. In the event that BCCS suspect a need in a certain performance or related service area, the school makes every attempt to provide that service as soon as possible. For instance, if the school suspects a student needs counseling, instead of waiting upwards of 60 days to determine that need after an evaluation has taken place, the school get parental consent to implement the service right away on an informal basis until the evaluation report and IEP meeting is held.

Progress monitoring for students with special needs is an ongoing process. Grades, NWEA Maps test scores, formal and informal tests are all ways that the school monitors progress of students with special needs. For IEP related goals, teachers and service providers provide an update on annual goals and objectives at least quarterly. At the 10 and 20 week grading periods of each semester, along with student report cards, parents receive progress reports indicating the level of progress students are making towards their goals.

The Executive Administrator and the Director of Special Education frequently uses Welligent to run 200 and 300 service reports. The 200 report is a designed to help us monitor timelines as it relates to IEPs. The 300 report is a snapshot of service provision for RSP and related services. The Director of Special Education address any discrepancy or concerns directly with RSP teachers and service provider regarding any service that is not at Tier 1. Teachers and providers are asked to troubleshoot potential problems with service delivery and/or documentation to address any concerns. Frequently, a service provider's absence or a student's absence will reflect in the data showing service provision below 100%. Welligent glitches and minor errors on service records may result in skewed data as well. The school attempts to correct those errors as soon as possible to ensure reports reflect accurate data. Since the school day is not totally predictable, including schedule changes, testing, and other occasional circumstances, service providers and RSP teachers may need to make up missed sessions at a later time than initially scheduled.

All IEPs are routinely scheduled and placed on the calendar. It has become a practice to schedule IEPs at least a month early to ensure completion within the timeline. This cushion allows for unforeseen circumstances to be addressed and the meeting to remain in compliance.

The school believes that transparency and open communication allows many parent complaints to be avoided and, at the very least, addressed promptly. Parents are also made aware of the complaint process and grievance policy. In the event that there is a complaint, the school tries to address all concerns early and directly with the parent. When directly related to an IEP, they are reminded of their procedural rights and safeguards as parents of students with special needs.

The MTSS meets bi-weekly and has a system in place to allow staff, and parents the ability to voice concerns through a referral system. During these meetings there have been parent concerns due to attendance of students, English Language Learner struggles, behavioral concerns, counseling concerns, and general academic concerns. During these meetings the MTSS team brings in data in reference to the student referred, examines said data, and makes informed decisions based upon data brought from the academics, culture and climate, and operations. In the event that services are necessary or supports are necessary meetings are set up through the MTSS.

In the MTSS BCCS staffs have several roles that are unchanging from meeting to meeting. Through this BCCS staffs also have backups in the event that staff members cannot make the meeting. These roles are administrator, facilitator, PBIS coordinator, Data collectors from academics, behavior, and attendance, minute taker, and behavior expert. These roles and responsibilities allow for meetings to take place in a very smooth and structured meetings. On top of this the Tiered Fidelity Index (TFI) is also examined through the MTSS meeting to ensure that fidelity and compliance pieces are met.

During the meetings there is a set agenda where topics are covered based upon a tiered system. Students are tiered based upon need of service, and while all students concerns are brought up, services provided are monitored and reviewed.

Below is an example of a portion of the meeting agenda:

Table 1:18: Example of Meeting Agenda

	Date:	Time:	Location
Today's Meeting	November 3, 2017	9:40am - 10:40am	Conference Room
Next Meeting	November 24, 2017	9:40am-10:40am	TBD
<u>Meeting Norms:</u>	<u>Be Respectful:</u> Begin and end on time Be an active listener Stay on topic	<u>Be Responsible:</u> Follow through on all assigned tasks Inform team if you will not be in attendance	<u>Be Safe:</u> Honor confidentiality

Team Members Present: Diana Gamez (Tier II Administrator, Data Analyst-Attendance), Kirk Takeyama (Behavior Expert, Data Analyst-Discipline), Rahab Trejo (Tier II Coordinator), Valinda Meneses (Facilitator), Sheri Preston (SPED Lead)

Table 1:19: Agenda Items

Agenda Item	Discussion/Decision/Task (if applicable)	Action Items		
		Plan	Who?	By When?
Review previous Action Items	Reviewing previous actions and if any other actions need to be taken.			
Review MTSS referral process including Nomination Form				
<u>TFI Inventory</u>				
<u>Action Planning</u>				
Student Review				
Student A(10/4/7)	Supporting teacher in making recommendation to outside services			In Progress pending OPS Meeting (Emergency Card)
Student B (10/13/17)	Parent is requesting counseling services due to excessive crying	PUC Referral	Valinda/Trejo	10/27/2017 Completed
Student C(10/13/2017)	Teacher referred because another mentioned student is self-injurious. <ul style="list-style-type: none"> Parent discussed concerns about marker, will need to discussed and adjusted. 	Safety Plan for when student returns	Takeyama Scheduling w/parent	Tentative 11/8/2017 Tentative Completed on 10/30 Formal Completed on 10/31 Met with Parent on 11/2 to go over plan.

SPED brochures, such as the Are you Puzzled and LRE booklets, are displayed and made available in the Bert Corona Charter School's main office. Parents are provided the IEP & You, Rights and Safeguards, and the ITP & You booklets whenever IEP related documents are sent home. The booklets are provided again when parents attend IEP meetings.

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Student Population To Be Served

The projected student population will reflect the demographics of the surrounding schools (see Demographic Information, below). According to the data, over 12% of the students enrolled at Bert Corona Charter School come from families at the federal poverty level. The majority of students (86.7%) are from low-income families that are eligible for free and reduced meals (86.7%). At Bert Corona Charter School all students will be granted equal access to the school resources no matter their economic or academic status. In addition, Bert Corona Charter School work and engages with the surrounding schools to ensure that students smoothly transition into and out of our program

The Table below is our five-year enrollment rollout plan that shows the number of students per grade and the total number of students that the school plans to serve in each year of the charter term.

Table 1.20: Enrollment Roll Out Plan

Enrollment Roll Out Plan					
<u>Grades</u>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
5	30	60	90	120	125
6	125	125	125	125	125
7	125	125	125	125	125
8	125	125	125	125	125
Total Enrollment	405	435	465	495	500

Goals and Philosophy

MISSION

The mission of BCCS is to:

1. Prepare students for academic success in high school, as well as post-secondary education.
2. Prepare students to be responsible and active participants in their community.
3. Enable students to become life-long learners.

BCCS will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

The Bert Corona Charter School prepares urban students in grades 5-8 for academic success and active community participation. The school is located in the Northeast San Fernando Valley of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. A significant number of area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area. The Bert Corona Charter School seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family- school-community partnerships and service, and integrated technology in the classroom.

In accordance with the Schoolwide Learner Outcomes (SLOs), every student who graduates from BCCS will be:

- An **Effective Communicator**, able to read, write, converse and listen for a variety of purposes
- An **Information Manager**, able to locate, access, organize, evaluate and apply information in a complex and technological world
- A **Problem Solver**, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- A **Productive Member of Society**, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- A **Lifelong Learner**, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

The 21st Century Educated Person

Bert Corona Charter School in alignment to its mission believes that the educated person of the 21st Century must have global awareness and a solid foundation in science, math, history and literature and language arts, as well as a value of languages. An educated person in the 21st Century must also have the critical thinking skills necessary to engage in continuous learning – essential for adaptation to the constantly changing economic and social environment of tomorrow. The educated person must not only value academic pursuits such as reading, writing, and mathematics, but also community interests and a respect for cultural diversity. The educated person uses knowledge and skills to analyze situations, formulate questions and ideas, and creatively present findings. Exercising such skills enables the educated person to perform well in the economic workforce and to become an active participant in the diverse global community.

At Bert Corona Charter School, we prepare students to become citizen scholars. We provide opportunities for student growth through academic achievement, service learning, athletics, leadership, technology integration and cooperative learning.

Our schoolwide behavior expectations guide our citizen scholars to “Be Safe, Be Responsible, and Be Respectful!” in common areas throughout campus. Student leadership and adherence to positive behavior expectations are reinforced through Scholar Dollars bearing the image of Bert Corona Charter School. This school currency allows students to purchase school items, snacks or time with staff of their choice. Student voice is represented in class councils, student leadership, Unidos US service learning, BCCS’ athletics, 21st Century after school extracurricular clubs; such as, Music, Cheerleading, Student Leadership, A, Boys and Girls Soccer, Boys and Girls Basketball, Football, and Volleyball.

We believe all children can learn. We provide alternatives to suspension so that children may develop the social skills to reach their fullest social/emotional, academic potential. Student and family wrap around services are an integral part of making learning a family affair.

BCCS provides for urban students in grades 5-8 for academic success and promotes active community participation. The Northeast San Fernando Valley was chosen as the site for the school because it is an underserved community, composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation.

The commitment is to engage students to become educated and create opportunities for them to become change agents and as change agents to build as they contribute to their community along with celebrating the richness of their cultures. BCCS uses a learning model that treats all students as gifted and talented, with an emphasis on effective education and collaborative inquiry. The ideology in this learning model is a practice of believing that all students can learn-expectations.

Among the studies in addressing the ideology of treating all students as Gifted and Talented publication by Kit Peixotto In The Process Of Implementing Standards-Based, Mathematics and Science Education Center Northwest Regional Educational Laboratory, states that it is important to remember that the charge to provide all students with challenging mathematics and science requires consideration of high ability students. Today’s heterogeneous classrooms will include students who have advanced abilities and talents. It is essential that the needs of these gifted students not be overlooked or neglected as teachers strive to help others reach high standards.

Meeting the Needs of Gifted Students: Differentiating Mathematics and Science Instruction offers teachers a variety of strategies and resources for providing different levels of content and activities that will challenge all students, including gifted learners. A consistent theme throughout this publication is that while many of the ideas come from the body of literature and researches on gifted education, the strategies are appropriate and effective for a wide range of students. Another important theme emerging from the research base on gifted students is the need to re-examine the criteria and processes used to designate some students as gifted, and thus by implication all other students as not gifted. Clearly, relying on a narrow definition such

as those who score in the top 10 percent on a standardized achievement test can exclude students with special talents who may have difficulty in taking tests.

The curriculum is based on research-based effective programs that include facilitation by culturally-enriched instructional strategies. All members of the school community are engaged in our school and play significant roles; as students, parents, teachers and staff. Through high expectations, a rigorous curriculum, a personalized learning environment, which is grounded in the culture of students, and family-school-community partnerships, the school, assists students to overcome these barriers and in turn empower them to succeed well beyond high school, and lifelong learning.

College and Career Readiness: College and Career support and information is provided throughout our program through our career day and college fair, etc. We want students to be both prepared with the educational tools to provide them the opportunities for future good paying jobs when they graduate college or select career pathways; but equally, we want students to be ethical, collaborative, active citizens, good listeners, self-starters, intrepid, entrepreneurial, caring, lifelong learners and guardians of the world we are inheriting them.

Central to our belief is that a well-educated person in the 21st century must be college and career ready, we emphasize and support student, college and career learning and awareness continuing in 5th through 8th grade. Students along with their families take field trips to local universities; as well as to local businesses and other learning communities. While the work and college discussion begins in the earliest years, the entire school carries out these practices. In addition, all courses and instruction are planned and implemented for students to gain the foundational skills, transcripts, and test scores and the personal ambition - necessary to enter preparatory high school and college.

How Learning Best Occurs

The National Assessment of Educational Progress (NAEP), Scholastic Aptitude Test (SAT), and American College Test (ACT) consistently demonstrate gaps in performance between students by race and income. African-American, Latino/a, Native American, and low-income students demonstrate lower performance than their white, Asian, and economically advantaged peers. The

BCCS development team has studied examples of effective practices that have worked to close this achievement gap.

BCCS has incorporated the following recommendations from Kati Haycock, director of Education Trust:

- Have uniform standards: BCCS has clear and high expectations of all students that fully align with the California Common Core State Standards.

- Make the curriculum challenging: Rigorous curriculum is organized around major concepts that students are to know deeply.
- Help students catch up: A personalized environment and regular assessments will ensure that no students fall behind. Extra support before and after school will be given to those students in need.
- Provide good teachers: All BCCS core subject teachers have an appropriate credential in their subject matter based on Every Student Succeeds (ESSA) requirements for highly qualified teachers. In addition, regular planning and professional development time will allow teachers to improve their practice.

Students learn best when they are challenged by clear and high expectations and supported by a caring community. They are excited by education that is meaningful and dynamic. Students are motivated by learning that requires them to problem solve and collaborate. Students learn best when they have an opportunity to form meaningful relationships with teachers, administrators, peers, and the surrounding community. They thrive in an environment where teachers, parents, and students work collectively to set goals and celebrate achievement.

Young people want to make a difference in their families and communities and they value experiences that empower them to do so. Learning must both reflect students' lives and expand their understanding to encompass a global perspective. Schools must provide opportunities for students to develop personal responsibility, self-management of their own learning, and practice democratic principles. They must celebrate authentic accomplishments as well as cultural and individual diversity in an environment of tolerance and respect. These concepts are the foundation of the tolerance and respect. These concepts are the foundation of BCCS.

PROGRAM GOALS

BCCS provides for urban students in grades 5th through 8th for academic success and promotes active community participation. The Northeast San Fernando Valley was chosen as the site for the school because it is an underserved community, composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation.

The commitment is to engage students to become well educated and as change agents to build and contribute to their community and to celebrate the richness of their cultures. BCCS uses a learning model that treats all students as gifted and talented, with an emphasis on effective education and collaborative inquiry.

The curriculum is based on research-based effective programs that include facilitation by culturally enriched instructional strategies. All members of the school community are engaged in our school and play significant roles; as students, parents, teachers and staff. Through high expectations, a rigorous curriculum, a personalized learning environment, which is grounded in the culture of students, and family-school-community partnerships, the school, assists students to overcome these barriers and

in turn empower them to succeed well beyond high school, and lifelong learning.

The BCCS creates an educational environment that will foster success in the classroom as well as the community. To this end, the school works relentlessly toward the following program goals:

- Prepare students for academic success in high school as well as post-secondary education. Students will be exposed to the College and Career Readiness standards to ensure that they are prepared for college and for the workforce.
- Prepare students to be responsible and active participants in their community.
- Enable students to become life-long learners.

The fundamental principles of the Coalition of Essential Schools and Stanford University's School Redesign Network provide a framework for Bert Corona Charter School strong commitment to high standards, equity, and civic responsibility. BCCS has formed partnerships with these organizations to benefit from their research and the resources of innovative educators in their networks. The following principles, taken from the theoretical frameworks of both these efforts, provide a foundation for Bert Corona Charter School's design and instructional program.

The Coalition for Essential Schools is an alliance of more than 160 national, state, and local organizations committed to education that emphasizes equity, personalization, and intellectual vibrancy. *From the Coalition of Essential Schools:*

- **Teaching and learning should be standard based aligned to provide for personalization to the maximum feasible extent.** Teacher teams at BCCS are responsible for approximately 75 students, allowing strong relationships to form between students and teachers. In addition, teachers are focused on standard based grading which allows for explicit and measurable learning objectives that empower students learning. The relationship between student and teacher is fundamentally changed as students' gain understanding of what is being taught and connecting to standards. This requires students to take ownership of their own learning, and ensues that teachers provide the appropriate support for our students learning.
- **Student-as-worker, teacher-as-coach.** Students at BCCS are engaged in service-learning and other project-based work that demands their engagement with the core content.
- **Demonstration of mastery.** Multiple forms of fair and credible evaluations, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to

exhibit their expertise before their family and community during the culminating “capstone” projects at the end of each semester.

- **A school climate of decency and trust.** Our school is a place that is comfortable and inviting to all students. School leadership will cultivate an environment of respect, trust, and partnership among students, parents, and teachers.
- **Democracy and equity.** Our school will demonstrate a non-discriminatory policy and institute an inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

Another effective source that we use is the School Redesign Network, which is a learning collaborative that helps schools develop a deeper understanding of the features that effectively support excellence and equity in schools. *From the Stanford University School Redesign Network:*

- **Creating Family-School Partnerships.** When parents/families know what the school expects and needs from their children and from them, they are able to support their students’ learning. Just as strong teacher-student relationships can provide students with invaluable support, likewise, solid partnerships among teachers and families are a key component of student success. BCCS has actively created a family-school partnerships through ongoing communication (with materials and presentations in parents’ home language – Spanish), a “contract” that conveys to parents the school’s expectations, and school-wide family events organized by the Parent Advisory Council.
- **Continuous Relationships.** BCCS has structured to provide the time necessary for students to develop strong relationships with their teachers and peers. Using the technique termed “looping,” students will remain with the same set of teachers throughout their four years at Bert Corona Charter School. The sustained relationships that develop over time will facilitate students’ learning, as teachers won’t need to spend valuable time getting to know a new class of students each year.
- **Adaptive Pedagogy.** Students have different pathways and approaches to learning that enable them to process information and to make sense of their experiences. BCCS teachers will adjust their teaching modes to meet students where they are using technology, the arts, and real-world curriculum connections to support student learning. Through effective professional development, teachers will increase their “toolkit” of effective practices.

Outcomes

Career Ready

BCCS believes a career provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education. A job may be obtained with only a high school diploma, but offers no guarantee of advancement or mobility. Being ready for a career means that a student has the knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career. Information and access to what is required to attend high school, community college, universities, technical/vocational program, apprenticeship or significant on-the-job training and other avenues.

Active Citizens

BCCS citizen-scholars are not just tourist in their classrooms. They are active citizens, change agents, and California's future leaders. Our students learn that being an active citizen is about being community-oriented and looking beyond the microcosm of their own lives and family, to contribute some of their time, skills and energies to make a better world for the larger community in which they attend school and live.

It is through our second hallmark, Service Learning, which is implemented largely through our ELA/SS classes, where active citizenship is encouraged and developed. In these classes we engage our kids in service learning projects where they participate in identifying assets and needs in our communities. The students then select a need on which they would like to focus, and then they conduct research projects connected to their chosen need. Throughout their four years at Bert Corona Charter School, our kids focus on the following themes for their service learning projects: Agents of Change (6th Grade), A More Educated Democracy (7th Grade), and My Legacy (8th Grade). Examples of active citizenship involved 6th graders who worked on Latino Literacy project campaign to promote the use of local libraries and helped community members sign-up and receive library cards.

Seventh graders facilitated a Voter Registration Drive and enlisted the Registrar's office to support a community evening event. Eighth graders studied the history of BCCS to determine what legacy they would leave behind. As a grade level they made Public Service Announcements on topics to further investigate and present, such as child abuse, animal abuse, and low graduation rates. All four (4) grade levels had the opportunity to present at a local university, this past year it was held at the University of Southern California.

These projects engage our students in rigorous, culturally relevant lessons through which they can make a difference. In addition to the service learning projects, our students also participate in labs and projects in their other content classes. We use projects to engage our students and to support them to engage in critical thinking and problem solving activities.

Life-Long Learner

A BCCS lifelong learner is able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment on a regular basis. The pursuit of learning and attaining these goals is a lifelong endeavor.

Examples of student's educational and career goal setting take place during Advisory, students have the opportunity to take individual career and interest inventories that also gives them lexile levels required for the choose career. These inventories provide an overall personalized view of their strength, interest and learning styles. Thus these inventories and setting of career goals help the students to more clearly motivate and guide the student to achieve their set goals. This process helps students to make the connection between the importance of what they are learning now, setting goals and achieving their future goals.

Charter School Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code Section §47605(b)(5)(A)(ii), following is a table describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section §52060(d), and specific annual actions to achieve those goals.

Description of the school's annual goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d) by the California Local Control Funding Formula (LCFF) legislation enacted in 2013, as it may be amended from time to time. Please see the "LCFF State Priorities" template provided below. This partial template provides the layout for one goal; repeat the same template layout for each goal in order to create a complete LCFF table. Please see notes below.

Table 1.21: BCCS LCAP SUMMARY

LCFF STATE PRIORITIES	
GOAL #1	
<p><i>Basic Services</i></p> <p>A. <i>The quality of teachers has an impact on student success. Bert Corona Charter School promotes student success by ensuring all teachers are fully credentialed, appropriately assigned; meet all other requirements for placement in the classroom.</i></p> <p>B. Pupils at BCCS have 100% access to the standards-aligned instructional materials;</p> <p>C. School facilities are maintained in good repair.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1x <input type="checkbox"/> 4 x</p> <p><input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 x <input type="checkbox"/> 5</p> <p><input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • <i>Review to ensure that all teachers are fully credentialed - Bert Corona Charter School will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</i> • <i>CCSS training will be embedded into professional development meetings. Professional development will be measured through teacher observations, interim comprehensive assessment (ICA) student performance, and through review of student work samples.</i> • <i>Professional Development will be measured through review of teacher credentials and will be reported in the yearly SARC report documentation.</i> • <i>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</i> • <i>CCSS ELD Strategies for EL students to access core curriculum/attain academic English</i> • <i>Implementation of Bert Corona Charter School's English Learner Plan</i> • <i>CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science</i> • <i>Effective use of multimedia and technology in the classroom</i> • <i>Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson SFA, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</i> • <i>Using CC SBAC interim assessments, NWEA, Achieve3000, Illuminate and other Assessment Program</i> • <i>Strategies for SWD to access core curriculum in general classroom</i> • <i>Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</i> 	

<ul style="list-style-type: none"> Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources. <p><i>BCCS has fully implement the Common Core in Math and ELA by 2016-17. BCCS has begun the transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year</i></p>						
Expected Annual Measurable Outcomes						
<p><i>Outcome #1: 100% of teachers will be fully credentialed and appropriately assigned. 100% Compliance with ESSA and Authorizer requirements for credentialing and certification</i></p> <p>Metric/Method for Measuring: Student academic achievement reflected in SBAC results in English Language Arts and Mathematics increase in exceed and met proficiency Verification of credential/certification using the Commission on Teacher Credentialing, and BCCS' Master Schedule.</p>						
APPLICABLE STUDENT GROUPS	Baseline 2016-2017	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Continue to maintain <u>2017-2018</u> 100% Credential teachers	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	N/A*					
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	N/A*					
White Students	N/A*					
Students of Two or More Races	N/A*					

* Not numerically significant at this time

Outcome #2: Provide pupils with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter

Metric/Method for Measuring: Student academic achievement reflected in SBAC results in English Language Arts and Mathematics increase in exceed and met proficiency Teacher and student materials, purchase orders, invoices, and textbooks and materials in the classrooms.

APPLICABLE STUDENT GROUPS	Baseline 2016-2017	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	<i>ELA</i> 28.14% <i>Mathematics</i> 17.49%	+5% <i>Meet/ Exceed</i>	+6% <i>Met/ Exceed</i>	+8% <i>Met/ Exceed</i>	+10% <i>Met/ Exceed</i>	+12% <i>Met/ Exceed</i>
English Learners	2016-2017 <i>English Learners</i> <i>ELA</i> 4.04% <i>Math</i> 5.05% 2017-2018 Not Available	+5% <i>Meet/ Exceed</i>	+6% <i>Met/ Exceed</i>	+8% <i>Met/ Exceed</i>	+10% <i>Met/ Exceed</i>	+12% <i>Met/ Exceed</i>
Socioecon. Disadv./Low Income Students	<i>ELA</i> 28.21% <i>Math</i> 18.21%	+5% <i>Meet/ Exceed</i>	+6% <i>Met/ Exceed</i>	+8% <i>Met/ Exceed</i>	+10% <i>Met/ Exceed</i>	+12% <i>Met/ Exceed</i>
Foster Youth	N/A*					
Students with Disabilities	<i>ELA</i> 1.857% <i>Math</i> 1.82%	+5% <i>Meet/ Exceed</i>	+6% <i>Met/ Exceed</i>	+8% <i>Met/ Exceed</i>	+10% <i>Met/ Exceed</i>	+12% <i>Met/ Exceed</i>
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	<i>ELA</i> 28.13% <i>Math</i> 16.81%	+5% <i>Meet/ Exceed</i>	+6% <i>Met/ Exceed</i>	+8% <i>Met/ Exceed</i>	+10% <i>Met/ Exceed</i>	+12% <i>Met/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*					

Students of Two or More Races	N/A*						
White Students	N/A*						
* Not numerically significant at this time							
<p><i>Outcome #3: School facilities are maintained in good repair</i></p> <p>Metric/Method for Measuring: Student academic achievement reflected in SBAC results in English Language Arts and Mathematics increase in exceed and met proficiency Facility inspection documents. The 5 year goal is to have a permanent facility.</p>							
APPLICABLE STUDENT GROUPS	Baseline 2016-2017	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	
All Students (Schoolwide)	<p>ELA 28.14%</p> <p>Mathematics 17.49%</p>	<p>+5%</p> <p>Met/ Exceed</p>	<p>+6%</p> <p>Met/ Exceed</p>	<p>+8%</p> <p>Meet/ Exceed</p>	<p>+10%</p> <p>Meet/ Exceed</p>	<p>+12%</p> <p>Met/ Exceed</p>	
English Learners	<p>2016-2017 English Learners ELA 4.04%</p> <p>Math 5.05%</p> <p>2017-2018 Not Available</p>	<p>+5%</p> <p>Met/ Exceed</p>	<p>+6%</p> <p>Met/ Exceed</p>	<p>+8%</p> <p>Meet/ Exceed</p>	<p>+10%</p> <p>Meet/ Exceed</p>	<p>+12%</p> <p>Met/ Exceed</p>	
Socioecon. Disadv./Low Income Students	<p>ELA 28.21%</p> <p>Math 18.21%</p>	<p>+5%</p> <p>Met/ Exceed</p>	<p>+6%</p> <p>Met/ Exceed</p>	<p>+8%</p> <p>Meet/ Exceed</p>	<p>+10%</p> <p>Meet/ Exceed</p>	<p>+12%</p> <p>Met/ Exceed</p>	
Foster Youth	N/A*						
Students with Disabilities	<p>ELA 1.857%</p> <p>Math 1.82%</p>	<p>+5%</p> <p>Met/ Exceed</p>	<p>+6%</p> <p>Met/ Exceed</p>	<p>+8%</p> <p>Meet/ Exceed</p>	<p>+10%</p> <p>Meet/ Exceed</p>	<p>+12%</p> <p>Met/ Exceed</p>	
African American Students	N/A*						
Asian	N/A*						
Filipino	N/A*						
Latino Students	<p>ELA 28.13%</p> <p>Math 16.81%</p>	<p>+5%</p> <p>Met/ Exceed</p>	<p>+6%</p> <p>Met/ Exceed</p>	<p>+8%</p> <p>Meet/ Exceed</p>	<p>+10%</p> <p>Meet/ Exceed</p>	<p>+12%</p> <p>Met/ Exceed</p>	

Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A					
* Not numerically significant at this time						

LCFF STATE PRIORITIES

GOAL #2

Implementation of California Common Core State Standards English Language Arts, English Language Development, Mathematics, History and NEXT Generation Science.

Related State Priorities:

☐ 1x ☐ 4 x
☐ 7 x
☐ 2 x ☐ 5 ☐
8 x
☐ 3 ☐ 6

Local Priorities:

☐
☐

Specific Annual Actions to Achieve Goal

Curriculum is an important component in the effective implementation of CCSS. Bert Corona Charter School will provide and/or maintain the following:

- Supplemental curriculum and materials supporting CCSS for all students including the use of English Language Development (ELD)
- Textbooks and instructional materials aligned to CCSS curriculum of ELA, ELD program, Math program, supporting NEXT Generation Science Standards program, and accompanying digital curricula, platforms, and etexts.
- Supported by SFA program, and protocols.

Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving Bert Corona Charter School's unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.

Expected Annual Measurable Outcomes

Outcome #1: Implementation of California Common Core State Standards, ELD
Metric/Method for Measuring: Access to CCSS for all students by increases Student Academic Achievement reflected in Met/Exceed percentages reflecting growth. Supported and verified by *Purchase Orders, Professional Development, teacher coaching and support.*

APPLICABLE STUDENT GROUPS	Baseline 2016-2017	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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All Students (Schoolwide)	N/A*					
English Learners	2016-2017 English Learners ELA 4.04% Math 5.05% 2017-2018 Not Available	+5% Met/ Exceed	+6% Met/ Exceed	+8% Met/ Exceed	+10% Met/ Exceed	+12% Met/ Exceed
Socioecon. Disadv./Low Income Students	N/A*					
Foster Youth	N/A*					
Students with Disabilities						
African American Students	N/A**					
Asian	N/A*					
Filipino	N/A*					
Latino Students	N/A*					
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

* Not numerically significant at this time

Outcome #2: All students will have access to Materials and Supplies Metric/Method for Measuring: Student outcomes-ELA and Math increase in Met/Exceed percentage in both ELA and Math. Verify access to Textbooks, materials, lesson plans, professional development						
APPLICABLE STUDENT GROUPS	Baseline 2016-2017	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	ELA 28.14% Mathematics 17.49%	+5%	+6% Met/ Exceed	+8% Met/ Exceed	+10% Met/ Exceed	+12% Met/ Exceed
English Learners	2016-2017 English Learners ELA 4.04% Math	+5% Met/ Exceed	+6% Met/ Exceed	+8% Met/ Exceed	+10% Met/ Exceed	+12% Met/ Exceed

	5.05% 2017-2018 Not Available					
Socioecon. Disadv./Low Income Students	ELA 28.21% Math 18.21%	+5% Meet/ Exceed	+6% Meet/ Exceed	+8% Meet/ Exceed	+10% Met/ Exceed	+12% Meet/ Exceed
Foster Youth	N/A					
Students with Disabilities	ELA 1.857% Math 1.82%	+5% Meet/ Exceed	+6% Meet/ Exceed	+8% Meet/ Exceed	+10% Meet/ Exceed	+12%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	ELA 28.13% Math 16.81%	+5% Met/ Exceed	+6% Meet/ Exceed	+8% Meet/ Exceed	+10% Meet/ Exceed	+12% Meet/ Exceed
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					
* Not numerically significant at this time						
Outcome #3: All students will have access to an education that supports Student Academic Achievement-Proficiency Metric/Method for Measuring: SBAC results increase Exceed/Met Proficiency in both ELA and Math. Continue to monitor using NWEA and make needed intervention as indicated						

APPLICABLE STUDENT GROUPS	Baseline 2016-2017	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	ELA 28.14% Mathematics 17.49%	+5% Met/ Exceed	+6% Met/ Exceed	+8% Met/ Exceed	+10% Met/ Exceed	+12% Met/ Exceed

<i>English Learners</i>	2016-2017 <i>English Learners</i> ELA 4.04% Math 5.05% 2017-2018 Not Available	+5% Met/ Exceed	+6% Met/ Exceed	+8% Met/ Exceed	+10% Met/ Exceed	+12% Met/ Exceed
<i>Socioecon. Disadv./Low Income Students</i>	ELA 28.20% Math 18.22%	+5% Met/ Exceed	+6% Met/ Exceed	+8% Met/ Exceed	+10% Met/ Exceed	+12% Met/ Exceed
<i>Foster Youth</i>	N/A*					
<i>Students with Disabilities</i>	ELA 1.857% Math 1.82%	+5% Met/ Exceed	+6% Met/ Exceed	+8% Met/ Exceed	+10% Met/ Exceed	+12% Met/ Exceed
<i>African American Students</i>	N/A*		%			
<i>Asian</i>	N/A*					
<i>Filipino</i>	N/A*					
<i>Latino Students</i>	ELA 28.13% Math 16.81%	+5% Met/ Exceed	+6% Met/ Exceed	+8% Met/ Exceed	+10% Met/ Exceed	+12% Met/ Exceed
<i>Native Hawaiian/Pacific Islander Students</i>	N/A*					
<i>Students of Two or More Races</i>	N/A*					
<i>White Students</i>	N/A*					

* Not numerically significant at this time

LCFF STATE PRIORITIES

GOAL #3

Goal 3: Knowing that parents serve a critical role in a student's success, Bert Corona Charter School strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.

Related State Priorities:

☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 x ☐ 6

Local Priorities:

☐
☐

Specific Annual Actions to Achieve Goal

Parents' participation in parent workshops, conferences and parent committees. School will provide ongoing monthly, quarterly and yearly opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

Expected Annual Measurable Outcomes

Outcome #1: Provide parent access to opportunities for participation and input on decision-making

Metric/Method for Measuring: Parent actual attendance. Use of Agendas, Parent Sign-in Sheets, and other supporting items.

APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	93.6 %	95%	95%	95%	95%	95%
English Learners	93.6 %	95%	95%	95%	95%	95%
Socioecon. Disadv./Low Income Students	93.6 %	95%	95%	95%	95%	95%
Foster Youth	N/A*					
Students with Disabilities	93.6 %	95%	95%	95%	95%	95%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	93.6 %	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	N/A*				%	
Students of Two or More Races	N/A*					
White Students	N/A*					

* Not numerically significant at this time

Outcome #2:

Metric/Method for Measuring: At least 93% of parents will attend at least one school event each year 95% will attend parent-teacher conference

APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	93.6%	95%	95%	95%	95%	95%
English Learners	93.6%	95%	95%	95%	95%	95%
Socioecon. Disadv./Low Income Students	93.6%	95%	95%	95%	95%	95%
Foster Youth	N/A*					
Students with Disabilities	93.6%	95%	95%			
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	93.6%	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					
* Not numerically significant at this time						

LCFF STATE PRIORITIES

GOAL #4

Goal 4: Bert Corona Charter School prioritizes student achievement as measured by all of the following:

A. Statewide assessments

B. The percentage of English Learner pupils who make progress toward English proficiency as measured by the ELPAC

C. English learner reclassification rate

Related State Priorities:

☐ 1 ☐ 4 x ☐ 7

☐ 2 x ☐ 5 x

☐ 8

☐ 3 ☐ 6

Local Priorities:

☐:

☐:

Specific Annual Actions to Achieve Goal

- Continue professional development activities initiated in 2017-2018 school year focused on CCSS implementation with ELs.
- EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.
- BCCS will incorporate an ELD program that will target students who are struggling with the development of their English Language skills that will include the following goals:*
 - Ongoing measurement of each EL student's progress toward English language proficiency, through the use of ELD monitoring templates.*
 - Use of SFA to assist EL students.*
 - Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SDAIE model.*
 - Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Reading and Block. Further receiving support with the use of selected computer assisted-learning*

Expected Annual Measurable Outcomes

Outcome #1: English Language Arts- increase Exceed/Meet Proficiency

Metric/Method for Measuring: ELA SBAC (Smarter Balanced Assessment Consortium) Goal with a minimal goal as follows: 33.14% Meet/Exceeds Standard and continue to increase from 28.14% in 2017 to 53.14% in 2023

APPLICABLE STUDENT GROUPS	Baseline 2016-2017	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	ELA 28.14% 2017-2018	+5% Met/ Exceed	+5% Met/ Exceed	+5% Met/ Exceed	+5% Met/ Exceed	+5% Met/ Exceed

	Not Available					
English Learners	4.04%	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>
Socioecon. Disadv./Low Income Students	28.21%	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>
Foster Youth	N/A*					
Students with Disabilities	1.85%	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	28.13%	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

* Not numerically significant at this time

Outcome #2: Mathematics Proficiency

Metric/Method for Measuring: SBAC results +5% annual increase for each student. Use of SBAC Interim Assessment increase by 15% per application. Monthly PLC time dedicated to data analysis by both teachers, assistants and support staff to drive planning of instruction.

APPLICABLE STUDENT GROUPS	Baseline 2016-2017	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	17.49%	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>
English Learners	5.05%	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>

Socioecon. Disadv./Low Income Students	18.22%	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>
Foster Youth	N/A*					
Students with Disabilities	1.82%	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	16.81%	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>
Native Hawaiian/Pacific Islander Students	N/A*	+				
Students of Two or More Races	N/A*		+			+
White Students	N/A*					
* Not numerically significant at this time						
Outcome #3: English Learners Proficiency Exceed/Met increase on English Language Arts. Metric/Method for Measuring: SBAC results for student identified as English Learners +5% increase student academic achievement.						

APPLICABLE STUDENT GROUPS	Baseline 2016-2017	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	N/A*					
English Learners	4.04% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>	+5% <i>Met/</i> <i>Exceed</i>
Socioecon. Disadv./Low Income Students	N/A*					
Foster Youth	N/A*-					
Students with Disabilities	N/A*					
African American Students	N/A*					
Asian	- N/A*					
Filipino	- N/A*					

Latino Students	N/A*					
Native Hawaiian/Pacific Islander Students	N/A*-					
Students of Two or More Races	N/A*					
White Students	- N/A*					
* Not numerically significant at this time						
Expected Annual Measurable Outcomes						
Outcome #4: Reclassification of English Learners Metric/Method for Measuring: SBAC proficiency results on 2016-2017 SBAC 35.97%. Exceed/Met Standard and for 2015-2016 33%, and reclassification criteria. BCCS will increase the reclassification rate by incorporating daily ELD classes and a blended learning curriculum to gain greater access to English at a more rigorous level.(% of reclassification)						
APPLICABLE STUDENT GROUPS	Baseline 2016-2017	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	N/A*					
English Learners	2016-2017	+5% Met/ Exceed	+5% Met/ Exceed	+5% Met/ Exceed	+5% Met/ Exceed	+5% Met/ Exceed
	7 (8.9 %)					
	<u>17-18</u>					
	12 (11.9 %)					
Socioecon. Disadv./Low Income Students	- N/A*	+				
Foster Youth	- N/A*					
Students with Disabilities	- N/A*					
African American Students	- N/A*					
Asian	N/A*					
Filipino	N/A*-					
Latino Students	N/A*					
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	- N/A*					

White Students	- N/A*					
* Not numerically significant at this time						
Expected Annual Measurable Outcomes						
Outcome #5 Special Education students will meet their IEP goals for the year. Metric/Method for Measuring: Proficiency Exceed/Met increase on English Language Arts and Mathematics. SBAC proficiency results on assessments, which includes a greater involvement and collaboration between Specialists, teachers, and assistants in delivery of IEP goals in the general education setting. Along with Specialist involved in PLCs analysis of student needs based on outcomes and narratives shared.						
APPLICABLE STUDENT GROUPS	Baseline 2016-2017	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	N/A*					
English Learners	N/A*					
Socioecon. Disadv./Low Income Students	N/A*					
Foster Youth	N/A*					
Students with Disabilities	<i>ELA</i> 1.857% <i>Math</i> 1.82%	5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>	+5% <i>Met/ Exceed</i>
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	N/A*					
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*			%		

* Not measuring this at this time.

LCFF STATE PRIORITIES

GOAL #5

Pupil Engagement as measured by:

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;
- High school graduation rates (Not applicable)

Related State
Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2x 5X
☐ 8
☐ 3 x X ☐ 6x

Local Priorities:

- ☐
☐

Specific Annual Actions to Achieve Goal

- Attendance Manager will monitor student attendance and communicate with families.
- Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
- School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.
- Teachers will be trained in the Schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

Expected Annual Measurable Outcomes

Outcome #1: School will continue to maintain a high ADA rate above 96%.

Metric/Method for Measuring: Attendance Plan of Action, calling home and visiting students by Office Manager and Director Student Services.

APPLICABLE STUDENT GROUPS	Baseline 2016-2017	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	95%	≥96%	≥96%	≥96%	≥96%	≥96%
English Learners	95%	≥96%	≥96%	≥96%	≥96%	≥96%
Socioecon. Disadv./Low Income Students	95%	≥96%	≥96%	≥96%	≥96%	≥96%
Foster Youth	N/A					
Students with Disabilities	95%	≥96%	≥96%	≥96%	≥96%	≥96%
African American Students	N/A*					
Asian	N/A*					
Filipinos	N/A*					
Latino Students	95%	≥96%	≥96%	≥96%	≥96%	≥96%

Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

* Not numerically significant at this time

Outcome #2: Chronic absenteeism rates will be at less than and equal to 1% ($\leq 1\%$)
Metric/Method for Measuring: Proficiency Exceed/Met increase on English Language Arts and Mathematics. SBAC results Measuring chronic absenteeism using all attendance indicators. Illuminate -compiling attendance reports and related documents. use of SARC, ADA- Illuminate, CALPADS

Frequent and repeated Family contacts in a timely manner by Program Manager, Office Manager, Compliance Coordinator and Director of Operations.

APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2016-2017 5.2% 2017-2018 5%	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
English Learners	N/A*					
Socioecon. Disadv./Low Income Students	N/A*					\leq
Foster Youth	N/A*					
Students with Disabilities	N/A*					
African American Students	N/A*					
Asian	N/A*					
Filipinos	N/A*					
Latino Students	2016-2017 5.2% 2017-2018 5%	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

* Not numerically significant at this time

Outcome #3: School will decrease dropout rates below baseline number**Metric/Method for Measuring:** Attendance, reports on where students have gone, including the SARC

APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2.7%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
English Learners	2.7%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Socioecon. Disadv./Low Income Students	2.7%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Foster Youth	N/A*					
Students with Disabilities	2.7%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	2.7%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

* Not numerically significant at this time

LCFF STATE PRIORITIES**GOAL #6***School Climate applicable to the following:*

- A. Pupil suspension rates;
- B. Pupil expulsion rate; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2x ☐ 5 x ☐ 8
☐ 3 x ☐ 6 x

Local Priorities:

- ☐
☐

Specific Annual Actions to Achieve Goal

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.

Expected Annual Measurable Outcomes**Outcome #1:** *Pupil suspension rates below baseline numbers ≤ 1%*

Metric/Method for Measuring: SARC Report and pupil suspension report. Fully implementation of restorative Justice model and the overall PBIS system including greater use of SSPT protocols to look at diverse behavior intervention strategies for incorporation and trial.

APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	8.1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
English Learners	N/A*					
Socioecon. Disadv./Low Income Students	N/A*					
Foster Youth	N/A*					
Students with Disabilities	N/A*					
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	8.1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

* Not numerically significant at this time

Outcome #2: Pupil expulsion rate below baseline goals of ≤ 1%

Metric/Method for Measuring: SARC Report and pupil expulsion report.

APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
English Learners	N/A*					
Socioecon. Disadv./Low Income Students	N/A*					
Foster Youth	N/A*					
Students with Disabilities	N/A*					
African American Students	N/A*					
Asian	N/A*					
Filipino	N/A*					
Latino Students	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

* Not numerically significant at this time

Outcome #3: *Safety and school connectedness at or above baseline goals 96%*
Metric/Method for Measuring: *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	95%	96%	96%	96%	96%	96%
English Learners	N/A*					
Socioecon. Disadv./Low Income Students	N/A*					
Foster Youth	N/A*					
Students with Disabilities	N/A*					
African American Students	N/A*					
Asian Students	N/A*					
Filipino Students	N/A*					
Latino Students	N/A*					
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					
* Not numerically significant at this time						

LCFF STATE PRIORITIES

GOAL #7

Course access addresses the extent to which pupils have access to and are enrolled in:

- A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
- B. Programs and services developed and provided to unduplicated pupils; and Programs and services developed and provided to individuals with exceptional needs.

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7 x
- ☐ 2 ☐ 5 ☐ 8 x
- ☐ 3x ☐ 6

Local Priorities:

- ☐:
- ☐:

Specific Annual Actions to Achieve Goal

Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).

Expected Annual Measurable Outcomes

Outcome #1: Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

Metric/Method for Measuring: Student Transcripts

APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	≥95%	≥95%	≥95%	≥95%	≥95%
English Learners	N/A*					
Socioecon. Disadv./Low Income Students	N/A*					
Foster Youth	N/A*					
Students with Disabilities	N/A*					
African American Students	N/A*					
Asian Students	N/A*					
Filipino Students	N/A*					
Latino Students	N/A*					
Native Hawaiian/Pacific Islander Students	N/A*					
Students of Two or More Races	N/A*					
White Students	N/A*					

* Not numerically significant at this time

To enable students to become self-motivated, competent, and lifelong learners, BCCS incorporates the following:

Teacher Goals

- Increase standardized test scores over the term of the charter above District's average
- Design an effective and systematic academic intervention program to provide intensive support for each student performing at the "not met" and "nearly met" proficiency bands in English Language Arts and Mathematics so that our students advance to the next level of academic achievement.
- Support every student to develop the academic competencies of a 21st century educated global learner to succeed in middle school, high school and college.
- Improve students' writing competencies through the use of technology across content areas as they pursue grade-level benchmarks, delve into self-selected research projects, and develop confidence in their oral presentation skills of written/multimedia projects.
- Implement ongoing opportunities to collaborate with peers, develop and implement effective instructional practices to address data-driven student needs.

Administrative Goals

- Provide our teachers with the Professional Development and support needed to continue the implementation of Common Core State Standards and the SFA with fidelity.
- Increase parental and legal guardians' participation and involvement in our school through planned activities and encouraged volunteering of 3-4 hours per month (for families who cannot donate time to participate in the classroom, other family members can volunteer). Parent and guardian volunteering shall not require a parent or legal guardian of a student to perform volunteer service hours, 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.
- Further build BCCS' knowledge base on research of effective leadership, and reviewing the following questions to strengthen and build our educational practices (Jacobs, H. 2016)
 - What effects does successful leadership have on student learning?
 - How should the competing forms of leadership visible in the literature be reconciled?
 - Is there a common set of "basic" leadership practices used by successful leaders in most circumstances?
 - What else, beyond the basics, is required for successful leadership?
 - How does successful leadership exercise its influence on the learning of students
- Providing opportunities to grow in our educational leadership, LACOE instructional workshops, attending Young, Minney, Coor legal workshops, Members of the

National Literacy Leadership Institute UnidosUS, and other trainings and workshops.

- Align what is learned to application, as described by Pellergrino and Hilton, 2012, as the process through which leaders become capable of taking what was learned in one situation and applying it to new situations - in other words, learning for transfer or learning to recognize when a new problem or situation is related to what they have previously learned, and they can apply their learned knowledge and skills to solve problems or issues.

Instructional Design

Instructional Vision

BCCS will empower our Citizen Scholars, California's future leaders, to succeed in the global community by setting high expectations of academic achievement, technological collaboration, information gathering skills, and social competence.

Instructional Mission

The mission of BCCS is to apply rigorous, data driven instruction that is service-oriented, project-based, culturally relevant, and technologically enhanced. Our Citizen Scholars will be college ready, active citizens, and lifelong learners, by providing key social skills training, leadership development opportunities, building positive adult models and relationships through looping and small learning communities.

Our educational **Approach** includes the following:

- **Safety**-Creating an environment where students have a safe environment. A safe environment that is not only safe physically, but an environment where the student feels safe to learn.
- **Access to Instructional Curriculum** that meets the challenges of College and Career Readiness, which integrates Common Core Standards.
- Credentialed teachers support all students.
- **Technology**-Assisted Learning with technology component. Students will have access to technology at home to support their academic achievement and access to research, Google Suite for Education, and other technical access.

Students will explore how subjects relate to each other while achieving proficiency in the core academic and technical subjects and becoming critical thinkers. Teachers will engage students by organizing curricula around central ideas, building on the students' prior knowledge, and connecting learning to students' lives.

BCCS looks at the needs of students with a parents' eyes. As parents, we have hopes and dreams for our children. Our schools are focused on supporting families to help their children succeed in life by ensuring access to a high quality rigorous education and by providing a positive school culture and environment in

a public school setting. Children are the focus of our families, and therefore are the primary focus of our schools. Families are the building block of a community. By lifting families, we can build strong communities.

Means to Achieve Mission and Vision

The innovative educational plan of BCCS will provide students with a rigorous Common Core State Standards-based college preparatory program in order to prepare them to succeed in the real-world through hands on experiences, Blended Learning, and project- based learning, Cultura, Aprendizaje, Servicio, Acción (CASA) projects provide students the opportunity to research and solve real-world problems make learning meaningful. This approach at Bert Corona Charter School targeted population will provide a real-world context for learning, which in turn will motivate and inspire at-risk students to apply what they have learned to solve problems. Wraparound support will be provided so that students succeed in this challenging program of study.

BCCS recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self- assessments instruments:

- iObservation—An online system used by leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Charlotte Danielson's Framework for Teaching.

The traditional backwards design process guides teachers through a three-step process:

- Internalization and prioritization of the Common Core State Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

The third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At BCCS it is the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations and participation about learning objectives, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of our community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "*have a high probability of enhancing student achievement for all students in all subject areas at all grade levels*" (Marzano, Pickering, Pollock, 2001). *Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.*

Further BCCS ask all of our Citizen Scholars to follow three basic behaviors at **Bert Corona Charter School**: Be Safe, Be Responsible, Be Respectful. Safety is among our priority because if a student does not feel safe and secure, less (if any) learning will take place. **BCCS** places tremendous importance on serving the "whole child," meaning academics are only part of what we offer our kids. Our positive support plan includes counseling, incentives, celebrations, field trips, student/teacher athletic events, assemblies, anti-bullying workshop. All these positive supports are in place with the goal of making our school a place where students can be safe and happy and are therefore poised to learn. Once our Scholars feel safe and comfortable in their own skin, we push them to become citizens who are outwardly focused, looking to serve their community as change agents who seek out opportunities to positively impact others.

This approach further supports teachers to develop standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and will focus on this integration, as a transition period toward a more complete use of the technique in subsequent years. The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning

BCCS will continue to form and maintain partnerships with organizations to benefit the continued use of effective practices supported from their research and the resources of innovative educators in the networks. The following principles, taken from the theoretical frameworks of both these efforts, provide a foundation for our schools. Teaching and learning should be personalized to the maximum feasible extent. Teacher teams at BCCS will be encouraged to work in interdisciplinary teams that will allow strong relationships to form between students and teachers. This will allow student to make connections within content areas.

- **Student-as-worker, teacher-as-coach.** Students will be engaged in service learning and other project-based work that demands their engagement with the core content.
- **Demonstration of mastery.** Multiple forms of fair and credible evaluations, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learners strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to exhibit their expertise before their family and community during the culminating — capstone projects at the end of each semester.
- **A school climate of decency and trust.** Our school will be a place that is comfortable and inviting to all students. School leadership will cultivate an environment of respect, trust, and partnership among students, parents, and teachers.
- **Democracy and equity.** Our school will demonstrate a non-discriminatory policy and institute an inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

Another effective source that we use is the School Redesign Network, which is a learning collaborative that helps schools develop a deeper understanding of the features that effectively support excellence and equity in schools. *From the Stanford University School Redesign Network:*

- **Creating Family-School Partnerships.** When parents/families know what the school expects and needs from their children and from them, they are able to support their students' learning. Just as strong teacher-student relationships can provide students with invaluable support, likewise, solid partnerships among teachers and families are a key component of student success. Our charter school will actively create family-school partnerships through ongoing communication (with materials and presentations in parents' home language – Spanish), a contract that conveys to parents the school's expectations, and school-wide family events organized by the parents.
- **Continuous Relationships.** Our charters are structured to provide the time necessary for students to develop strong relationships with their teachers and peers. Students will remain with the same set of advisory teachers throughout their three years at our charter. The sustained relationship that develops over time will facilitate student's learning, and provide an ongoing monitoring of student progress. This process will also allow for additional support for College and Career Readiness and focus on student's achievement of career and educational goals.
- **Adaptive Pedagogy.** Research supports that students have different pathways and approaches to learning that enable them to process information and to make sense of their experiences. Teachers will adjust their teaching modes to meet students' individual needs and use technology, the arts, and real-world curriculum connections to support student learning. Through effective professional development, teachers will increase their toolkit of effective practices.

In other words, the organizational process will evolve into charting concepts that support, nurture and provide for every students academic achievement.

Scope and Sequence

The BCCS offers students an academically rich program incorporating the following characteristics:

- **Standards-Based Curriculum:** BCCS will offer a rigorous education for all students in line with the Common Core State Standards.
- **Family-Community-School Partnerships** BCCS will actively engage families and the community in the life of the school, and students engage in community service to the community.
- **Technology Integration:** By implementing technology with the curriculum, BCCS will ensure that students learn computer skills while pursuing academic goals.
- **Small Learning Communities (Linked Learning Pathways):** Students are given the opportunity to work in small cohort groups throughout their three years at

school, thereby increasing teacher-student interaction.

- Interdisciplinary, Project-Based Curriculum: Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives. Core academic and technical classes link with work-based learning opportunities to increase engagement and ability to apply academics to real world situations.
- Culturally-Relevant Instruction: Culturally relevant instruction will be integrated into the
- Instructional experience to increase the relevance of school in students' lives.

Table 1.22 Course Sequence 5th through 8th

Course Sequence 5th through 8th				
Subject	5th	6th	7th	8th
English	ELA	ELA	ELA	ELA
Language Arts	ELD Support	ELD Support	ELD Support	ELD Support
Social Science	History 5	Ancient History	World History	US History
Mathematics	General Math 5th	General Math 6th	Math 7/ Pre-Algebra	Math 8/Algebra Readiness Algebra 1
Science	Science 5	Earth Science	Life Science	Physical Science
Physical Education	PE	PE	PE	PE
Homeroom Advisory	Homeroom Advisory ELD Support	Homeroom Advisory ELD Support	Homeroom Advisory ELD Support	Homeroom Advisory ELD Support
SFA	Designated ELD	Designated ELD	Designated ELD	Designated ELD
SFA	Reading Elective	Reading Elective	Reading Elective	Reading Elective
SFA	SFA Newcomers	SFA Newcomers	SFA Newcomers	SFA Newcomers
All Grade Electives				
Visual and Performing Arts	Art, Theatre			
	SFA/Reading Elective/ Designated ELD SFA			
	Communications/ELD is embedded throughout each course			
	Leadership			
	Honors Math, Algebra 1			

Curriculum will address all state required standards Common Core State Standards and Appendices, and will utilize:

- Common Core State Standards (English, English Language Development, Mathematics, NEXT Generation and Appendices for Science, Social Science, and other secondary curriculum for Fine Arts, Foreign Language, and P.E.)
- Common Core Standard based curriculum units

Additionally **BCCS** is implementing the Golden Circle by Simon Sinek, Start with Why. Identify the following:

- Why-The Purpose-What is the cause? What do you believe?
- How-The Process-Specific actions taken to realize why.
- What-The Result-The results of Why. Proof.

The Why of YPI Charter Schools is as follows:

We believe a high quality rigorous education is the great equalizer that provides access and opportunities for our students, families and communities.

- We believe in our communities.
- We believe in our team.
 - Able to use data to learn and grow-student academic achievement is determined and motivated by the students.
 - Able to support our students, families, and communities to grow and learn.
 - Create in the development of innovative leaders.
- We believe in our families.
 - Our parents will be advocates for their families and their communities.
- We believe in our students.
 - Will be college ready.
 - Active citizens
 - Life-long learners

The How of YPI Charter Schools:

- We TEACH
 - Academic mastery
 - Social emotional skills
 - Technology literacy
 - Growth mindset
- We EMPOWER our community
 - Through authentic learning experiences.
 - By building social-emotional awareness.

- Through continuous professional learning.
- By providing equitable access.
- To be or become advocates.
- We LEAD:
 - By engaging in community activism.
 - By exploring technological solutions to real world problems
 - By developing leaders through continuous learning.

The What of YPI Charter Schools:

- Our students will be:
 - College ready
 - Active Citizens
 - Life-Long Learners
- Our parents will be:
 - Advocates for their families,
 - Their communities
- Our Team will be:
 - Able to use data to learn and grow
 - Able to support our students, families and communities to grow and learn, innovative leaders.

This inclusive model of attracting people who believe in the same thing supports our integration of all the components that support student learning, **BCCS** is committed to community-based education providing support for its students through an integrated approach to school, family, and community. BCCS embodies the belief that students thrive when they are part of a supportive community. BCCS specifically defines community-based learning in the following ways:

- *Service Learning*: involves students in helping to determine and meet real, defined community needs. It is reciprocal in nature, benefiting both the community and the student by combining a service experience with a learning experience.
- *Community Resources in the Classroom*: to support student learning, **BCCS** will draw on existing community relationships to involve parents/grandparents/family, college-age tutors, and mentors in the education of its students.
- *School as Community Center*: the school will serve as a hub for life-long learning for the neighborhood providing services such as parenting workshops, computer literacy, and ESL classes.

Service Learning. Service Learning is an opportunity for students to apply classroom learning to tangible community problem solving in a way that brings education to life

and grants it personal relevance. Teachers at BCCS will be expected to establish community connections in their field and integrate service learning into their academic units. In order to be effective, service learning must be standards-based, rooted in rigorous academic outcomes, and provide ample opportunity for students to reflect upon their learning throughout the process. Students can use technology to research solutions other communities have used to solve problems, and to form partnerships to tackle problems that transcend neighborhoods.

BCCS has moved the classroom into the community through its service learning and community service programs. Teachers use the community to enhance and contextualize classroom learning. Students participate in a range of community activities from field trips to various community presentation to long-term volunteer work. Through service learning activities, students see themselves as vital contributors to their own community. Through their participation students are connecting classroom learning with real life projects to enhance their understanding and motivation to become members at all levels of their community.

Community Resources in the Classroom. BCCS will continue to invite resources from the community into the school, and will draw upon existing community partnerships with area colleges, universities, and community-based organizations to enhance the resources and instruction of the school. The school will bring the community into the classroom through its tutorial, enrichment, mentoring, and parent volunteer programs. Parent volunteer programs are not a condition of admissions, enrollment, and/or continued enrollment. Tutors and mentors will be recruited from the University of California at Los Angeles (UCLA), University of Southern California (USC), Los Angeles Trade Tech College, California State University at Los Angeles, and the Los Angeles City College, building on YPI's current partnerships with these institutions of higher learning. Tutors will work with students on homework and basic skills.

University volunteers may be recruited to lead a creative writing workshop, direct a play, or coach a sports team. Guest speakers and experts from the community are invited to share their experiences and insights with students and provide feedback for student projects. Professionals and college-aged mentors will meet regularly with students to engage them in enrichment activities, provide positive role models, and provide opportunities for BCCS students to realize possibilities beyond their community.

School as Community Center. BCCS will continue to build on the success of the Youth Policy Institute's school-community partnerships. The school will act as a community center for technology training and access. Computer labs on campus will be accessible to BCCS families. Computer education, family literacy, English as a Second Language (ESL), health and nutrition, and job training classes for parents will be offered during evenings and weekends. Our school will continue to work actively with parents, students, and community groups to address issues of gang involvement and violence. The school campus will become a place for community celebrations, performances, meetings, and events.

In addition to the noted programs and partnerships above, BCCS Middle School will initiate and provide the following to fulfill its commitment to Family-Community- School Partnership:

Healthy Families/Communities - Through a partnership with one of the founding member organizations the school will provide information and access to health screenings and enroll families in the Healthy Families statewide insurance program. The school's Director of Operations will ensure that students and their families schedule check-ups, dental visits, etc. The students and families who are served by the BCCS will also have workshops provided after school or on weekends that will focus on healthy eating habits, healthy lifestyles, and mental health resources.

Small Learning Communities

BCCS believes that the school in and of itself is a small learning community, in that there will never be more than 500 students enrolled.

Additionally, we provide a personalized learning environment and continuous relationships among students and faculty. The student population will be organized into small cohorts of approximately 120 students throughout their four years at Bert Corona Charter School. Teaching teams comprised of 3-4 core-subject teachers (each teaching within their respective subject area), and one specialty instructor work collaboratively to meet the educational objectives. In this collaborative effort, teachers will be able to build upon the knowledge and skills from previous years to provide seamless instruction; they will come to know each student individually and be able to address his or her academic and social needs. Although the teachers will be new to students in terms of the subject matter, the students will have familiarity with the teachers from their SFA Reading elective from grades 5 through 8

Classrooms at BCCS are learning laboratories where ideas are embraced and members are supported. Students form positive peer groups as they advance together and work collectively in areas of academics and community projects. Respect, cooperation, and compassion will be emphasized throughout this process and modeled by teachers and administrators.

A key feature of the personalized learning environment takes place during the advisory period. Students will meet with faculty or staff in small groups (approximately 25:1 ratio) throughout the course of the school year. In the beginning of each year, the advisory groups will focus on building a sense of community among students and adults and establishing trusting relationships. As the year progresses, the advisory will provide a forum for goal setting, problem solving, and launching service learning activities. At the middle and end of each year, the advisory will provide an avenue for students to reflect on their effort in school, their behavior, and their academic accomplishments.

Interdisciplinary, Project-Based Learning

Students actively engage in lessons and projects that require them to build on their prior knowledge, construct and demonstrate new knowledge, to analyze and reflect upon what they have learned, and to relate their learning to the world that surrounds them. Teaching methods will include inquiry-based, inductive/deductive, direct-instruction, and cooperative learning. Students will investigate the world around them to develop questions and apply their learning. BCCS students will complete Capstone Projects at the end of each semester that actively demonstrates competence to their teachers, peers, parents, and community.

Culturally Relevant and Responsive Education

Culturally Relevant and Responsive Education (CRRE) is defined as adjusting how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them.

Research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000).

To build students' sense of connection to and pride in their culture, they will focus on Central American writers such as Ruben Dario, Miguel Angel Asturias, and Claribel Alegria. By studying the works of these important literary figures, students will cultivate a deeper understanding of the role of Central American/Latino culture in our global community.

Curriculum and Instruction

The BCCS curriculum will continue to be guided by state and national standards. The guiding principles from the Common Core State Standards will be used. Teachers will stay connected to national professional organizations through their publications and conferences to remain current in their content and methodology.

Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state.

Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace. The California Department of Education helps schools make sure that all students are meeting the standards. Below you will find information about the standards and the CCSS-related activities taking place in California.

The Standards

- California Common Core State Standards for English Language Arts, English Language Development and NEXT Generation, and Appendices History/Social Studies, Science, and Technical Subjects

BCCS will teach all Common Core State Standards in all core subject areas in grades 5th through 8th. California Common Core State Standards, NEXT Generation and Appendices provide listings of the scope and sequence of standards and sample standards-based units. English Language Development standards will be taught through an elective communications course and across all subject areas.

Reading will be a focus in all content area learning and all teachers will be responsible for increasing student's skills in reading. Through this intensive effort, students will gain access to the core curriculum and academic language of their grade level content.

Universal Access

The ultimate goal of the education system in California is to ensure that all students have access to high-quality curriculum and instruction so that they may meet or exceed the knowledge and skills outlined in the state's academic content standards. There have been dramatic shifts in the student population in recent years. Ethnically and racially diverse students made up 53 percent of the student population in 1990 (California Department of Education 1991). In 2008–09, this group represented 72 percent, making California's student population the most diverse in the nation (California Department of Education 2010a). Approximately 25 percent of California's students are English learners and over 50 percent of students qualify for free and reduced lunch.

Teachers may also implement other strategies to meet the needs of students with reading difficulties, students with disabilities, advanced learners, English learners, students with culturally diverse backgrounds, and students with combinations of special instructional needs. Strategies useful in planning for universal access may:

- Utilize frequent progress-monitoring assessments;
- Engage in careful planning and organization;
- Differentiate to meet students' instructional needs;

English Language Development

BCCS is committed to the California State Board of Education (SBE) adopted California's Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State Standards), which describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college- and career-readiness across key academic content areas. These NEXT Generation Standards, along with the Common Core State Standards for Mathematics and the NEXT Generation Science Standards, to ensure 5th through

8th students gain the necessary literacy and mathematical understanding and practices required in 21st-century higher education and workplace communities.

The YPI Charter Schools Inc. Board strongly believes that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners. However, these students will require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

Bert Corona Charter's ELs will need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards. ELs may face an additional challenge in developing literacy in English since they must develop oral proficiency in English—including depth and breadth of vocabulary—at the same time that they are learning to read and write.

BCCS will follow the new CA English Language Development Standards to clarify what knowledge, skills, and abilities are needed to help ELs engage with and master next generation standards, including college- and career- readiness standards.

BCCS English Learner Students ELs come to BCCS with a range of cultural and linguistic backgrounds, although Spanish is the largest first language, experiences with formal schooling, proficiency with native language and English literacy, migrant statuses, and socioeconomic statuses, as well as other experiences in the home, school, and community. All of these factors inform how educators support ELs to achieve school success through implementation of the new CA ELD Standards and the academic content standards. Some of these key factors follow:

- **Stages of Cognitive Development.** It is important to note how ELs learn the English language at different stages of their cognitive development. Most notably, it is important to distinguish between students in the primary grades, for whom the focus is “learning to read” while also engaging in challenging content learning, and students in the middle school grades 5-8, for whom the focus is “reading to learn” in various content areas. EL students who enter BCCS in secondary grades, depending upon the level and extent of previous schooling they have received, may need additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks.
- **Native Language Literacy.** Adolescent ELs who enter BCCS in the secondary grades may have varying levels of native language foundations in literacy. All students will be able draw upon knowledge of oral vocabulary and structures (e.g., recognition of cognates) to inform their English language learning to some extent, depending on their native language oral proficiency and how closely their native language is related to English. Students with established native language literacy and content knowledge will be able to transfer these skills and knowledge to English with appropriate instructional support.

- Intervention and *Intervention and enrichment programs, Curricular and instructional materials, e.g., textbooks and computer-based resources, that are used to support ELD. The primary systems are:*
 - Illuminate - Student Information System (SIS) Primary
 - NWEA MAPs— student performance database and reporting tool
 - ALEKS, SFA, Achieve3000, and other ^[L]_{SEF} programs
 - 3N – communication tool linking teachers and parents
 - School web-site with school focused collaboration tools
 - Google G Suite for Education – open platform for deployment of teacher and ^[L]_{SEF} student web tools
 - The second Student Information System (SIS) used at Bert Corona ^[L]_{SEF} Charter School is PowerSchool. This system provides teacher, staff and parents' access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information.
 - Benchmarks, teachers' assessments and other identified results.

Programs and Services for English Learners. At BCCS an EL could be in a newcomer program, a structured English immersion program, a mainstream program where ELs may receive specialized ELD instruction, or a separate ELD class. The new CA ELD Standards will apply to all of these settings and designed to be used by teachers of academic content and of ELD in all of these settings. BCCS will use the new CA ELD Standards in ways that are appropriate to the school setting and identified student needs. For example, they are the focal standards in settings specifically designed for English language development— such as an ELD class where ELs are grouped by English language proficiency level. BCCS will use supplemental EL materials found on the CDE approve list of materials for ELs. BCCS teachers will use the new CA ELD Standards in tandem with other academic content standards to support ELs in mainstream academic content classrooms.

Organization of the Proficiency Level Descriptors

The organization of the Proficiency Level Descriptors (PLD) represents English language development as a continuum of increasing proficiency in language learning and use, starting with native language competencies students possess when they enter school, and concluding (though not ending) with lifelong language learning that all language users engage. The three levels are labeled to represent three stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

- Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and

linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

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

English Language Arts

As stated in the Department of Education Publications Senate Bill 1200, Statutes of 2012, provided for an update of the California Common Core State Standards: English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy were modified on March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes.

Senate Bill 1 from the fifth Extraordinary Session (SB X5 1) in 2010 established the California Academic Content Standards Commission (Commission) to evaluate the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects developed by the Common Core State Standards Initiative for rigor and alignment with the California standards. It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096. The Common Core State Standards appear as they were published by the Common Core State Standards Initiative

The English Language Arts offerings will prepare students for thoughtful study by conveying the importance of becoming active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 5th-8th, BCCS will:

- Develop an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard. (CCSS Appendices)
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.

- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.

Following is a course description by subject for each grade level that BCCS will serve.

ENGLISH LANGUAGE ARTS (Core)

Reading, Writing, Researching, Speaking And Listening

The ELA curriculum for students in grade 5 through 8 at BCCS focuses on developing students' strength as readers, writers, researchers, listeners, speakers, and collaborators. BCCS students develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. Students will become familiar with their own applications of reading and writing processes, and learn how to monitor their own learning and growth in these areas. When working on various types of assignments such as research reports, literature logs or essays, students will understand the process of documenting the steps followed to complete the task or project. Teachers will assess both the final product and the unique process undertaken in developing understanding. In this way, students not only demonstrate mastery of content, but also gain an understanding of their own processing skills, an essential component of their continued success as lifelong learners. Self-evaluation, peer feedback and teacher conferencing augment the process-based approach and all play important roles within the classroom.

Fifth grade language arts students read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words. Students will read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students will write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed. Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works. Students will write and speak with a command of standard English conventions appropriate to the grade level. Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will learn to evaluate the content of oral communication.

Sixth grade language arts students read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students develop greater focus and active engagement with text. Students study narration, exposition, and persuasion. Students read a wide variety of literacy selections and write narrative, persuasive, and descriptive text as they continue to extend their knowledge of Standard English. Students learn about the elements of a story and how to identify point of view in literature. Classic and contemporary literature is used to increase each student's motivation to read while popular media will be a tool that is used to entice learners. Students also study expository texts, learning how to identify topic, purpose, and possible biases. A variety of prewriting strategies are used for planning and organization. Topics are developed with relevant facts, definitions, concrete details, quotations or other information and examples. Students then write clear, coherent, and focused essays that exhibit awareness of audience and purpose. Students engage with others to build on others' ideas and to express their own clearly, distinguishing claims that are supported by reasons and evidence from claims that are not.

Seventh grade language arts students read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students transition from learning to read to reading to learn. Students develop and practice academic vocabulary, in oral and written form, and strengthen independent reading skills. Students learn root words to increase academic vocabulary, as well as spelling practice to improve their spelling practice. Students expand their writing skills with attention to organization and use greater documentation to support their writing. Students maintain a personal reading list to reflect their motivation to read. To respond to their reading of literary and information texts, students engage in a variety of writing activities and will publish writing. Through class lectures, brainstorming sessions with peers, and classroom discussion, students listen to comprehend and actively participate.

Eighth grade language arts students will read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students strengthen readiness skills that prepare them for high school content.

Language:

Students practice using context clues to determine the meaning of unfamiliar words. Students learn and use common Greek/Latin roots to increase and expand vocabulary. Students understand the importance of proper spelling, grammar, and punctuation. Students accurately use commas and prepositional phrases to vary sentence structure and enhance overall quality of writing.

Reading and Writing:

Students will analyze literary elements and devices (character, plot, etc.). Students learn to use literary devices in their writing to create descriptive narratives that encapsulate the reader. Students will read and think about a wide variety of literary

selections and will extend their writing to construct their own arguments. Students will determine themes and central ideas for various texts. Students will support their claims with relevant concrete evidence for credibility. Students recognize irrelevant information and unsound arguments. To demonstrate a motivation to read, students engage in independent silent reading for extended periods of time and read voluntarily for a variety of personal and academic purposes. Students answer guided reading questions for comprehension and critical thinking questions for a deeper understanding. Writing requirements expand in length and depth. Students maintain a portfolio of writing that includes a variety of genres. Communication with others demonstrates a respect for differences and an ability to express personal opinions.

Speaking and Listening:

Students give persuasive and argumentative speeches, with supporting research, in front of their peers to practice public speaking, clarity, and academic language. They also integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Students will collaborate with one another to analyze text, analyze arguments, compare and contrast texts, and make connections with the text. Students will work together to create objective summaries of texts. Students will come to class discussions prepared to support their ideas and contribute to the academic learning environment of the class.

BCCS understands, "Reading problems are more likely to occur among children who are poor, are minorities, attend urban schools, or arrive at school not speaking English" (<http://www.rtinetwork.org/learn/diversity/urban-school-challenges>).

Expecting to serve a population of students with below proficient literacy levels, BCCS uses components of Guided Reading as an essential instructional tool for English Language Arts teachers. Students are also guided through independent literacy building classroom activities to reinforce standards.

MATHEMATICS (CORE)

The core curriculum for students in grades 5 through 8 are designed by teachers aligned to the California Common Core State Standards and provides students with multiple opportunities to learn concepts and practice skills. The Standards do not dictate any particular pedagogy or what order topics should be taught within a particular grade level. Mathematical content is organized in a number of domains. At each grade level there are several standards for each domain, organized into clusters of related standards. Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of the designed curriculum are a focus on real-life problem solving, student communication of mathematical thinking and appropriate use of technology. The curriculum also emphasizes balancing different types of instruction, using various methods for skills, practice, and fostering parent involvement in student learning.

Teachers will design and utilize various assessment tools that can be used both for planning instruction (formative assessment) and for assigning grades (summative assessment) such as Illuminate for classroom assessments and NWEA for benchmark assessments.

Mathematical practices

The Standards mandate that eight principles of mathematical practice be taught:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Teachers utilize a web-based artificially intelligent assessment and learning system called Assessment and Learning in Knowledge Spaces (ALEKS) to assess which California Math Standards student are ready to learn. This program is used to supplement and in enhance any math curriculum for students to learn at their own pace, which also correlates with what is being taught in the classroom. In BCCS courses offer the use of effective research based strategies that include Direct Instruction, Blended Learning, Project Based Learning, active research and not limited to other learning protocols. This allows higher performing students to work ahead of others and struggling students to focus on standards where they need more support.

ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking

Fifth grade mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Sixth grade mathematics is about (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Seventh grade mathematics is about (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Eighth grade mathematics is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. (Common Core Standards.org)

Students who complete 8th grade general math are allowed to enroll in Algebra I course. The 8th grade general math course is the Pre-Algebra foundation.

SCIENCE (Core)

At BCCS we utilize the Next Generation Science Standards (NGSS) standards. We have adopted the Integrated Learning Progression Course arrangement of standards that is recommended by the SBE. The NGSS provide an important opportunity to improve not only science education but also student achievement. The framework is designed to help realize a vision for education in the sciences and engineering in which students, over multiple years of school, actively engage in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these field.

The vision represented in the Framework is new in that students must be engaged at the nexus of the three dimensions:

1. Science and Engineering Practices,
2. Crosscutting Concepts, and
3. Disciplinary Core Ideas.

As the world faces issues such as global warming and a lack of an adequate water supply, middle school students require exposure to scientific knowledge. BCCS students will be trained to master the scientific skills and content that is imperative to participate effectively in today's global society. Teachers will be facilitators, leading

students to observe, question, hypothesize and explore both the natural world and their own learning processes.

Instruction will focus on mastering important relationships, processes, mechanisms, and applications of scientific concepts. Less important is the memorization of specialized terminology and technical details. Our science classes will support student's ability to explain, analyze, and interpret scientific processes and phenomena more than their ability to recall specific facts. Each grade is exposed to a variety of science topics and projects throughout the year, drawing from earth and space sciences, life sciences, physical sciences and other fields. Each science topic contains numerous avenues for investigation and interdisciplinary integration. Students will employ research, writing, mathematics, problem-solving and communication skills, and a wide variety of computer software programs and material from selected websites. Critical to understanding science concepts is the use of scientific inquiry to develop explanations of natural phenomena. Therefore, it is recommended that students have the opportunity to develop their skills of analysis, inquiry, and design through active laboratory work and project-based learning on a regular basis in all grade levels.

Fifth grade science places focus on matter and what it's made of. Students observe different materials and describe their differences. They investigate how materials change when they mix together. They learn to recognize chemical reactions and develop a model of matter being made of particles. These particles move and their arrangement changes, but their mass always stays the same. Students also learn how matter transfers into organisms. Students make models that trace the flow of energy and matter in ecosystems. They investigate the needs of plants and gather evidence that all organisms produce waste. They explain how animals depend upon one another as components in an interconnected system. Interacting Earth Systems. Students make models of the flow of energy and matter at the scale of the entire planet, and obtain information about a few example phenomena. They describe these phenomena in terms of interactions between different systems within the broader Earth system. They use their models to understand how humans impact these systems and develop solutions to minimize these effects. Patterns in the Night Sky. Students ask questions and wonder about the night sky. They investigate the force of gravity and then analyze data to identify patterns related to Earth's motion. They gather evidence and make models showing that the brightness of a star depends on its distance from Earth.

Sixth grade science topics of study include cells and organisms (life science), weather and climate (Earth science), energy (physical science), in addition to the engineering and science standards. The cross cutting concepts targeted are patterns, structure and function, and systems and system models. Teachers chunk standards around a phenomenon that is unique and relevant to the students geographical surroundings. Units are created around a project that gives students the opportunity to develop and apply their skills of analysis, inquiry, and design. Performance assessments include open-ended questions varying in DOK levels, presentations of learning, student conferences, and student-choice based approaches.

Seventh grade science places focus on Life Science. Students explore life from the cellular level to groups of organisms. The course focuses on understanding the development of life from genetic and evolutionary standpoints to the organization, structure and function of living things. Hands-on lab experiments enhance the concepts learned and stimulate critical thinking necessary to draw conclusions from observations. To further their understanding of the scientific method and practice, the culminating project for the year requires students to work in pairs to develop science experiments. Students conceive, design, run and report on the experiment of their choice. Students utilize the Internet and other resources to research the background of their topics and assist in developing their experiment. To help students select challenging projects, teachers arrange for speakers during the school year to conduct experiments with the students or demonstrate scientific technology. Teachers also closely monitor the progress of projects.

Seventh grade science serves to develop experimental practice and curiosity in students to learn more about physical science in eighth grade.

Seventh grade focuses on ecosystems (life science), natural resources (earth science), engineering technology and sciences standards (engineering). Cross-cutting concepts are used to organize the performance expectations that must be met. Units and lessons are developed for all students to have equal opportunities to apply their skills of analysis and inquiry design. Formative and Summative assessments include the following: Student choice projects, DOK level questions, and student conferences.

Eighth grade science places a focus on the interconnectedness of the sciences as they are experienced in the real world. Students incorporate skills learned in mathematics to utilize formulas in calculating speed, force, heat and other quantities. Graphing data and interpreting trends from graphs assist students in drawing conclusions from lab experiments. Continuing the hands-on nature of the science program, students conduct experiments to investigate average speed, frictional force, gravity, inertia, patterns of waves in wave tanks and many others. Due to the abstract nature of Physical Science, students must be able to ask questions that require critical thinking. Critical thinking questions draw upon the concepts learned and require students to consider multiple aspects of a given problem. Critical thinking questions will be included with the conclusion questions on labs, projects, and exams. Students will use pertinent data and information acquired through experimentation and research to support their answers to these questions. Science teachers will develop a rubric to assess these questions in an effort to help students improve their critical thinking skills. The culminating project for eighth grade science is the portfolio project in Science Design. The project incorporates both mathematics and science and includes experimental design, calculations and reasoning. In preparation for this project, teachers continue to arrange for interactions with scientists and engineers.

Additional topics include: Climate Change, fossil records, lunar phases and eclipses, mutations and natural selection, geologic time scale, and environmental changes and its effect on population.

Social Studies (Core)

The primary mission of the History and Social Science curriculum is to teach chronological and spatial thinking, research, evidence, point of view, and historical interpretation that will enable students to know themselves more fully as developing individuals in a changing historical context and as active participants in their local, national and world communities. The school will seek to nurture each student's enjoyment of history; teach a body of knowledge; develop skills in reading, research, writing and oral expression; implement learning activities which systematically develop critical thinking; and instill in students a sense of service to others and responsibility for their world. The History-Social Science program will examine global human experience in light of such unifying themes as the process of change over time and the interrelationships among societies. Information will be selected to stimulate student interest and understanding of historical concepts and patterns. Issues of race, religion, gender, ethnicity and class will be incorporated into the curriculum along with current events, geography, and an introduction to social sciences: anthropology, sociology, psychology, economics and international relations.

Fifth grade students study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

Sixth Grade Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Students learn about the definition and elements of culture and discuss methods that archaeologists/ historians use to study culture. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, religious, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Seventh Grade Students in grade seven study the religious, social, cultural, and technological changes that occurred in Europe, The Middle East, Africa, North, Central, and South America, and Asia in the years A. D. 500 - the 19th century. After reviewing

the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today. Students will be able to connect the various units and civilizations they have learned about and understand the lasting impact of various societies.

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

8th Grade U.S. History goes from Pre-Colonial America to Reconstruction Era. Students will learn from the perspective of the other, i.e. mainstream European history as well as from the perspective of slaves and Native Americans. Students will make connections from their previous history classes to connect what happened before colonization to the first meeting of Columbus and the Arawaks and its consequences.

Students will learn about women and men in U.S. History. Students should learn about propaganda and advertising while learning about the Boston Massacre, connections between the rise of industrialization and contemporary social and economic conditions.

ARTS (Non Core)

The arts are core subjects, each containing a distinct body of knowledge and skills. Academic rigor is a basic characteristic of a comprehensive education in the arts, including the following:

- Learning through active practice, rehearsal, and creation or performance of works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts
- Reflecting on the arts in thoughtful essay or journal writing on
- One's observations, feelings, and ideas about the arts
- Participating in arts criticism on the basis of observation, knowledge, and criteria

- Students in grades 5 - 8 will have experiences in the four core visual and performing arts forms; Theatre, and Visual Arts.

COMMUNICATIONS (Non Core)

The Communications course at BCCS focuses on developing the skills necessary to communicate professionally through media and technology. This course helps students learn new strategies to practice their listening and speaking skills in order to enhance their English Language Development. Listening and speaking skills provide one of the most important building blocks for the foundation of second-language acquisition and are essential for developing reading and writing skills in English. To develop proficiency in listening, speaking, reading, and writing, students must receive instruction in reading and writing while developing fluency in oral English. In addition to instruction in reading and writing, students at BCCS are exposed to technological tools necessary for future learning. Students must be prepared to use English effectively in social and academic settings. Students learn to develop, practice, and demonstrate their new speaking strategies while using various presentation tools that enhance their communication during presentations. Teachers must ensure that English learners receive instruction in listening and speaking that will enable them to meet the speaking applications standards of the language arts standards.

MEDIA ARTS (Non Core)

The Media Arts at BCCS focuses making, looking at, discussing, and critiquing art. The course helps students learn strategies for thinking creatively and critically, to problem solve and express their ideas. Students will learn the language of the discipline, visual structures and the basic principles of visual semiotics. Students will develop artistic skill in a variety of media and technical skills such as contour drawing, portrait drawing, computer graphics, photography, photo editing, painting and murals. Students make connections to other content areas such as language art, history, science, and math through project based learning in the arts.

Students will use those skills to critique, understand and interpret visual arts and media. They will begin to understand the role art plays in various countries, cultures, histories, social movements and communities through artists both past and present. Students are introduced to the history of art, modern art and potential careers in the visual arts and media field. The class will push students to make decisions based on visual semiotics within their own works of art and collaborations as a grade level. This process will expose students to higher order thinking skills that often are underdeveloped for students of underprivileged areas. The course places an emphasis in developing one's ideas about their own identity and their community. Finally, Each student will be prepared for college level visual arts classes and discourse.

PHYSICAL EDUCATION AND HEALTH (Non-Core)

We believe that middle school is an ideal time for students to gain knowledge and establish life-long practices of a healthy lifestyle. However, most middle school physical education curriculums fall short of accomplishing these two important goals. By and large traditional physical education programs aim to teach students how to play different sports and games, most of which students will never participate in again, instead of teaching students the values of a healthy lifestyle and the means to achieving one, traditional physical education. Bert corona views P.E. from an interdisciplinary approach The P.E. teacher will collaborate with the core content teachers to connect P.E. activities to core content units.

ADVISORY (Non-Core)

BCCS students will participate in an advisory period daily in 5th through 8th grade levels. Many narrative accounts attest to advisory's positive impact. Generally, studies have shown that students who do not feel an attachment to school staff are likely to have poorer attendance and are more likely to drop out versus the students who feel that they are part of a supportive school environment. In addition, healthy relationships between teachers and students appear to facilitate academic achievement. The Advisory program is designed to help facilitate student's connection to the school and their peers. An Advisory committee will meet every year during the summer to plan and refine lessons to meet the needs of the current students and staff.

CASA (PBL)

CASA is part of a national service learning project with UnidosUS. The *Cultura, Aprendizaje, Servicio, Acción* (CASA) service & project learning (PBL) is geared at middle school students. CASA's goal is to foster academic learning within a context that speaks to students' cultural and linguistic background. Participants acquire the necessary skills to address a genuine need in the Latino community through volunteer activities and other learning experiences.

At Bert Corona Charter School, the advisory program includes the following:

- **Social Emotional:** Students will be in an environment that fosters bonding within an advisory group so that they feel accepted and valued by their teacher and peers. Classes contain students of varying age groups ranging from 6th to 8th grade in an equal distribution. 5th grade stays with the 5th grade teacher during Advisory. Students will learn how to incorporate breathing, anger management, and problem solving skills to deal with issues that arise during their three to four years at Bert Corona.
- **Community Service:** Students will learn about the theories and actions of community service and engage in multiple community service experiences prior to graduation. Advisory should also include aspects of team and

community building.

- **College Ready Skills:** Students will build non-cognitive skills that include a range of behaviors that reflect greater student self-awareness, self-monitoring, self-control, study skills, work habits, time management, help-seeking behavior, and social problem solving skills. They will begin to develop the behaviors, problem solving, and coping skills that allow them to successfully manage new environments and the new academic and social demands of high school and college.

Table 1.23 Instructional Days and Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
5	Y	141	397	25	315	14	231			180	54000	67086	13086
6	Y	141	397	25	315	14	231			180	54000	67086	13086
7	Y	141	397	25	315	14	231			180	54000	67086	13086
8	Y	141	397	25	315	14	231			180	54000	67086	13086

Academic Calendar and Schedules

BCCS academic calendar is listed below and specifically identifies all instructional days, and indicates whether they are regular, early dismissal/ shortened, or minimum schedule days. The calendar also shows holidays and breaks.

Table 1.24: BCCS Calendar

2019-20 BCCS School Year Calendar																																S e m D a y s	S e m	S e m D a y s	S h o r t	R e g	M i n		
Mon	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
7	v	v	v	N	v				v	v	v	v	v			v	v	v	v	v			v	v	T	T	T				T	T	T	0	1	83	0	0	0
8	T	T				T	T	1	1	1			1	1	1	1	1	1	1	1	1	1			1	1	1	1	1	1	1	1	18	4			13	1	
9		nh	1	1	1	1	1			1	1	1	1	1	1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	3	16			1		
10	1	1	1	1	1			1	1	1	1	1	1	1	1			1	1	1	1	P			1	1	1	1	1	1	1	1	22	3			17	2	
11	1				T	1	1	1	1	1			N	1	1	1	1	1		v	v	v	N	N			1	1	1	1	1	1	14	2	97	1	13	0	
12			T	1	1	1	1	1	1	1			1	1	1	1	1		v	v	v	v	v			N	N	v	v	v		v	N			9	1	8	0
1	N	v	v				T	1	1	1	1	1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	2			15	0		
2				1	1	1	1	1	1			1	1	1	1	1	1			N	1	1	1	1	1		1	1	1	1	1	1	19			2	16	1	
3			T	1	1	1	1	1	1			1	1	1	1	1			1	1	1	1	P			1	1	1	1	1		1	1	20	2	97	3	15	2
4	1	1	1			1	1	1	1	1	1			v	v	v	v	v			N	1	1	1	1	1		1	1	1	1	1	16	1			14	1	
5	1			1	1	1	1	1	1			1	1	1	1	1	1			1	1	1	1	1		N	1	1	1	1	1	20	7	13			0		
6	1	1	1	1	1	1	C			T	T	T	v	v			v	v	v	v	v			v	v	v	v	v			v	v	5	0			0	5	
7	v	v	v				v	v	v	v	v			v	v	v	v	v			v	v	v	v	v			v	v	v	v	v	180	180	27	140	13	180	
Calendar Key																																							
1	instructional day				1	CPT day				1	minimum day				v	vacation				N	national holiday				T	All Staff Training				p	Parent Conferences								

Table 1.25: Instructional Minutes

6 & 7 Grade Regular			6th	7t h	mi n	8 Grade Regular			8t h	mi n
Advisory	8:00:00 AM	Sample Bell Schedule								
Passing Time	8:18:00 AM	8:20:00 AM	2	2	mi n	Passin g Time	8:18:00 AM	8:20:00 AM	2	mi n
SFA/ELD	8:20:00 AM	9:25:00 AM	65	65	mi n	SFA/EL D	8:20:00 AM	9:25:00 AM	65	mi n
Field Time	9:25:00 AM	9:40:00 AM				Passin g Time	9:25:00 AM	9:27:00 AM	2	mi n
Passing Time	9:40:00 AM	9:42:00 AM	2	2	mi n	ELA	9:27:00 AM	10:17:0 0 AM	50	mi n
ELA	9:42:00 AM	10:32:0 0 AM	50	50	mi n	Passin g Time	10:17:0 0 AM	10:19:0 0 AM	2	mi n
Passing Time	10:32:0 0 AM	10:34:0 0 AM	2	2	mi n	Math	10:19:0 0 AM	11:09:0 0 AM	50	mi n
Math	10:34:0 0 AM	11:24:0 0 AM	50	50	mi n	Lunch (Field)	11:09:0 0 AM	11:31:0 0 AM		
Passing Time	11:24:0 0 AM	11:26:0 0 AM	2	2	mi n	Lunch (Eat)	11:31:0 0 AM	11:53:0 0 AM		
Science	11:26:0 0 AM	12:16:0 0 PM	50	50	mi n	Passin g Time	11:53:0 0 AM	11:55:0 0 AM	2	
Lunch (Field)	12:16:0 0 PM	12:38:0 0 PM				Science	11:55:0 0 AM	12:45:0 0 PM	50	mi n

Lunch (Eat/P.E.)	12:38:00 PM	1:00:00 PM				Passing Time	12:45:00 PM	12:47:00 PM	2	mi n				
Passing Time	1:00:00 PM	1:02:00 PM	2	2	mi n	Social Studies	12:47:00 PM	1:37:00 PM	50	mi n				
Social Studies	1:02:00 PM	1:52:00 PM	50	50	mi n	Field Time	1:37:00 PM	1:52:00 PM						
Passing Time	1:52:00 PM	1:54:00 PM	2	2	mi n	Passing Time	1:52:00 PM	1:54:00 PM	2	mi n				
Elective	1:54:00 PM	2:44:00 PM	50	50	mi n	Visual Arts	1:54:00 PM	2:44:00 PM	50	mi n				
Passing Time	2:44:00 PM	2:46:00 PM	2	2	mi n	Passing Time	2:44:00 PM	2:46:00 PM	2	mi n				
Communication/ PE	2:46:00 PM	3:36:00 PM	50	50	mi n	PE	2:46:00 PM	3:36:00 PM	50	mi n				
Total			379	379	mi n	Total			379	mi n				
6 & 7 Grade Monday			6th	7th		8 Grade Monday			8th	mi n				
Advisory	8:00:00 AM	9:00:00 AM	60	60	mi n	Advisory	8:00:00 AM	9:00:00 AM	60	mi n				
Passing Time	9:00:00 AM	9:02:00 AM	2	2	mi n	Passing Time	9:00:00 AM	9:02:00 AM		mi n				
SFA/ELD	9:02:00 AM	10:02:00 AM	60	60	mi n	SFA/ELD	9:02:00 AM	10:02:00 AM	60	mi n				
Field Time	10:02:00 AM	10:12:00 AM				Passing Time	10:02:00 AM	10:04:00 AM	2	mi n				
Passing Time	10:12:00 AM	10:14:00 AM	2	2	mi n	ELA	10:04:00 AM	10:34:00 AM	30	mi n				
ELA	10:14:00 AM	10:44:00 AM	30	30	mi n	Passing Time	10:34:00 AM	10:36:00 AM	2	mi n				
Passing Time	10:44:00 AM	10:46:00 AM	2	2	mi n	Math	10:36:00 AM	11:06:00 AM	30	mi n				
Math	10:46:00 AM	11:16:00 AM	30	30	mi n	Lunch	11:06:00 AM	11:41:00 AM						
Passing Time	11:16:00 AM	11:18:00 AM	2	2	mi n	Passing Time	11:41:00 AM	11:43:00 AM	2	mi n				
Science	11:18:00 AM	11:48:00 AM	30	30	mi n	Science	11:43:00 AM	12:13:00 PM	30	mi n				
Lunch	11:48:00 AM	12:23:00 PM				Passing Time	12:13:00 PM	12:15:00 PM	2	mi n				
Passing Time	12:23:00 PM	12:25:00 PM	2	2	mi n	Social Studies	12:15:00 PM	12:45:00 PM	30	mi n				
Social Studies	12:25:00 PM	12:55:00 PM	30	30	mi n	Field Time	12:45:00 PM	12:55:00 PM						
Passing Time	12:55:00 PM	12:57:00 PM	2	2	mi n	Passing Time	12:55:00 PM	12:57:00 PM	2	mi n				
Elective	12:57:00 PM	1:27:00 PM	30	30	mi n	Visual Arts	12:57:00 PM	1:27:00 PM	30	mi n				

Passing Time	1:27:00 PM	1:30:00 PM	3	3	mi n	Passin g Time	1:27:00 PM	1:30:00 PM	3	mi n
Communication or PE	1:30:00 PM	2:00:00 PM	30	30	mi n	PE	1:30:00 PM	2:00:00 PM	30	mi n
Total			31	31	mi n	Total			31	mi n
6 & 7 Grade Minimum Day			6th	7t h	mi n	8 Grade Minimum Day			8t h	mi n
Advisory	8:00:00 AM	8:18:00 AM	18	18	mi n	Advisor y	8:00:00 AM	8:18:00 AM	18	mi n
Passing Time	8:18:00 AM	8:20:00 AM	2	2	mi n	Passin g Time	8:18:00 AM	8:20:00 AM	2	mi n
SFA/ELD	8:20:00 AM	9:20:00 AM	60	60	mi n	SFA/EL D	8:20:00 AM	9:20:00 AM	60	mi n
Passing Time	9:20:00 AM	9:22:00 AM	2	2	mi n	Passin g Time	9:20:00 AM	9:22:00 AM	2	mi n
ELA or Math	9:22:00 AM	10:10:00 AM	48	48	mi n	ELA or Math	9:22:00 AM	10:10:00 AM	48	mi n
Lunch	10:10:00 AM	10:40:00 AM				Passin g Time	10:10:00 AM	10:12:00 AM	2	mi n
Passing Time	10:40:00 AM	10:42:00 AM	2	2	mi n	Sci or SS	10:12:00 AM	11:00:00 AM	48	mi n
Sci or SS	10:42:00 AM	11:30:00 AM	48	48	mi n	Lunch	11:00:00 AM	11:30:00 AM		
Passing Time	11:30:00 AM	11:33:00 AM	3	3	mi n	Passin g Time	11:30:00 AM	11:33:00 AM	3	mi n
Elective or Communications or PE	11:33:00 AM	12:21:00 PM	48	48	mi n	Visual Arts or PE	11:33:00 AM	12:21:00 PM	48	mi n
Total			231	231	mi n	Total			231	mi n

Table 1.26: Instructional Minutes

	Mondays	Regular	Minimum
	(Shortened	Days	Days
	Day)		
July	0	0	0
August	4	13	1
September	2	16	1
October	3	16	2
November	1	14	0
December	1	8	0
January	2	15	0
February	2	16	1

	Mondays (Shortened Day)	Regular Days	Minimum Days
March	2	15	2
April	1	13	2
May	7	15	0
June	0	0	5
Total Days	25	141	14
Total Days	25	141	14
Instructional Minutes	315	397	231
Total Minutes	7,875	55,977	3,234
Total Instructional Minutes			67,086
Required Instructional Minutes			62160
	State requirement		
		Extra Minutes	4,926
			397
		Extra Days	12.4

Professional Development

Research-based Practices: Bert Corona Charter School uses curriculum and instructional strategies founded on proven practices. *Authentic assessments* are used to judge student achievement beyond traditional evaluation instruments. Professional development includes *teacher, staff and community coaching* to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. *Differentiated instruction* allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.

The 4 P's and 2 S' are part of the professional development. The 4 P's represent, Project Based Learning, Presentations of Learning, Positive Behavior Intervention and support systems and Parents. The 2 S' are Standards Based Grading and SFA-literacy strategies across the curriculum.

Key Accomplishments:

Professional Development, support and coaching is provided for individual teacher effectiveness as per Robert Marzano's research as in the *Art and Science of Teaching* (2007) which states "... *research will never be able to identify instructional strategies that work with every student in every class. The best research can do is tell us which strategies have a good chance (i.e. high probability) of working well with students. In other words, individual classroom teachers must determine which strategies to employ with the right*

students at the right time.” Use of these three general characteristics of effective teaching are articulated in the framework presented:

- A. Use of effective instructional strategies
- B. Use of effective classroom management strategies
- C. Effective classroom curriculum design

Use of iObservation, an active online teacher observation that includes segments in the following: routine events, enacted on the spot, and interacting with knowledge. In each segment there are 2 to 4 design questions that support effective teaching. These questions range from student behavior, teacher management support, and organizing students for learning, using scales/ranges and communicating individual and group goals. Deepening knowledge, understand and helping student with “new knowledge” strategies and their outcomes is another facet this program. Another component and key in classroom management are routines and structures.

BCCS was commended for training all administrators through the Leaders of Learning program to more effectively oversee teacher training, and establishing protocols and programs such as iObservation presented above. The instructional team is given flexibility, but also provided with clear expectations, in how they plan and deliver instruction. Moreover, it was noted that the school effectively utilizes technological tools (like iObservation and GoogleDocs) as a means of providing timely and critical feedback to teachers around instructional practices and developing their professional practices.

More generally, the evaluators stated that the governing YPI Charter Schools Inc. board at BCCS has implemented multiple strategies to improve student outcomes, especially in their effort to improve outcomes for EL students.

*Marzano Protocol Professional Development: The Leaders of Learning Program
Supervise and Support Effective Teachers in Every Classroom*

The Leaders of Learning Program is the professional development for district and school leaders to skillfully use the Marzano Observation and Feedback Protocol for **supervising and supporting** effective teachers in every classroom. The program is delivered in six professional development sessions spaced over a school year delivered either in-person or online. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

- Marzano Observation and Feedback Protocol
- **Inter-rater reliability** for observers
- Constructing **effective feedback**
- Analyzing data on teacher practice for trends and patterns
- Collecting data to convene collegial conversation
- Connecting teacher practice to student achievement

Table 1.27: YPI Charter Schools iObservation Certification Process

*AKA iObservation
Implementation Plan 2018 – 2019*

Content Specific	<i>Pacing Plan: Teachers with 4+ years of teaching experience</i>
August – October	New Knowledge
November – March	Deepening Knowledge
April – June	Generating and Testing Hypotheses
Routines	
August/September	Communicate Learning Goals Establish Rules and Procedures
Enacted on the Spot	
October – December	Adherence to Rules and Procedures High Expectations
January - June	Engage students Effective Relationships
Content Specific	<i>Pacing Plan: Teachers with 3 or fewer years of teaching experience</i>
August – January	New Knowledge
February - May	Deepening Knowledge
Routines	
August - January	Communicate Learning Goals Establish Rules and Procedures
Enacted on the Spot	
February - March	Adherence to Rules and Procedures High Expectations
April - May	Engage students Effective Relationships

Professional Development Key Points include the following:

- As a result of intensive reading instruction through the use of internally developed and implemented strategic plan and the Success for All Program, BCCS students have posted significant gains in reading proficiency, with some students achieving as much as nine and a half years of grade-level equivalent growth. The overall average growth is nearly 2.5 grade levels across the school. In other words, the longer students are at Bert Corona Charter School, the greater their reading gains become. Many students have moved from below grade level to reading at or above grade level.
- The school provides constant professional development to teachers, including 2-3 weeks in the summer and at least four Teacher Planning Days (TPD) throughout the year. Furthermore, 2.5 hours are dedicated to professional development and planning every Monday. That time is used for whole staff development, and grade level, departmental, and committee meetings. The professional development calendar is created ahead of time in alignment with key instructional initiatives.
- Standards-based instruction is evident in all classrooms. All teachers have analyzed their standards and created standards-based pacing plans and units. Unit boards are posted in every classroom.
- All teachers are trained, supported, and are implementing Thinking Maps, a set of eight fundamental thinking skills. These eight cognitive skills are used together by students to assist with learning across disciplines and with greater complexity as student move through each grade level. By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps become a tool set for supporting effective instructional practice and improving student performance. Evidence of implementation is apparent in student work and teacher lesson plans, and the Thinking Maps are posted in every classroom.
- The research-based reading program Success for All: Reading Edge, combined with constant progress monitoring, has resulted in constant reading gains.

Table 1.28: Professional Development

Professional Learning Log and Resources
Fall Semester

Date	August
July 7/25 -7/30	<ul style="list-style-type: none"> • SFA New Teacher Training • PBIS New Teachers • All Teachers SFA Across the Curriculum • Thinking Maps
7/31-8/3	All Teachers <ul style="list-style-type: none"> • Standards-Based Grading and Project Based Learning/Presentations of Learning by Pepperdine University
8/14	<ul style="list-style-type: none"> • <u>Youth Truth Survey</u> • <u>NWEA MAPs</u> •
8/21 ½ Day TPD	<ul style="list-style-type: none"> • Welcome and Logistics for the afternoon • PD Norm Setting <ul style="list-style-type: none"> ◦ <u>Teacher Document</u> ◦ <u>17-18 BCCS Professional Development Norms</u> • <u>Teacher iPad Deployment</u> • <u>PBIS Rewards Setup and Student Store</u> • <u>BCCS Cribs</u> • Closing
8/28	<ul style="list-style-type: none"> • Committee Meetings • <u>SFA Check In and Q and A</u>
Date	September
9/1 ½ Day TPD	<ul style="list-style-type: none"> • Welcome and Logistics for the afternoon • <u>PBIS - Culture Vs. Climate Part 1</u> • <u>Posting Grades in Gradebook</u> • <u>Sharing Data with your Students</u> • Closing
9/5 ½ Day TPD	<ul style="list-style-type: none"> • <u>EL Training Materials</u>
9/11	<ul style="list-style-type: none"> • <u>PD Norm Review</u> • <u>Grading Scales</u> • <u>NWEA MAP Data Review</u> • <u>What is Professional Development? Part 1</u>

	<ul style="list-style-type: none"> ○ <u>What is Professional Development? Padlet</u> ○ <u>Deliberate Practice in Education Article</u> ○ <u>Deliberate Practice in Education Group Notes</u> ○ <u>Professional Development Survey</u>
9/18	<ul style="list-style-type: none"> • <u>Grade Level Success Surveys</u> • <u>Department Critical Friends Groups</u>
9/25	<ul style="list-style-type: none"> • <u>Hybrid Socratic Seminar School Teacher vs Classroom Teacher</u> • <u>What is Professional Development? Part 2</u> <ul style="list-style-type: none"> ○ <u>Pear Deck</u> ○ <u>Two Simple Questions To Ask at the End of a Professional Learning Day</u> ○ <u>Two Simple Questions to Ask at the End of a Professional Learning Day Group Notes</u> ○ <u>Text Rendering Protocol</u> ○ <u>Professional Book Request Form</u> ○ <u>Professional Resource List</u>
Date	October
10/1 Full Day TPD	<ul style="list-style-type: none"> • <u>Schedule and resources</u> • <u>ELD Writing Process</u> • <u>EL Strategies for your ELs</u> • <u>Introducing SBAC Interim Assessments</u>
10/9	<ul style="list-style-type: none"> • <u>PBIS - Culture vs. Climate Part 2</u> • <u>Choose Your Own Professional Adventure Week 1</u> <ul style="list-style-type: none"> ○ <u>Equal Access for All Learners</u> ○ <u>Mighty Morphin Power Teachers</u> ○ <u>SFA Strategies for Your ELs</u>
10/23	<ul style="list-style-type: none"> • Committee Work Time • <u>Choose Your Own Professional Adventure Week 2</u> <ul style="list-style-type: none"> ○ <u>Equal Access for All Learners</u> ○ <u>Mighty Morphin Power Teachers</u> ○ <u>SFA Strategies for Your ELs</u>
10/30	<ul style="list-style-type: none"> • <u>Hybrid Socratic Seminar: Time For These Seven Edu Funerals</u> • <u>Choose Your Own Professional Adventure Week 3</u> <ul style="list-style-type: none"> ○ <u>Equal Access for All Learners</u> ○ <u>Mighty Morphin Power Teachers</u> ○ <u>SFA Strategies for Your ELs</u>
Date	November
11/6 Full Day TPD	<ul style="list-style-type: none"> • Using SBAC Claims and Targets for Writing SBG Rubrics and Unit Plans • YPICS Suicide Prevention Plan - Presentation and Q&A
11/13	<ul style="list-style-type: none"> • Committee Work Time

	<ul style="list-style-type: none"> Choose Your Own Professional Adventure Week 4 <ul style="list-style-type: none"> <u>Equal Access for All Learners</u> <u>Mighty Morphin Power Teachers</u> <u>SFA Strategies for Your ELs</u>
11/27	<ul style="list-style-type: none"> <u>Department Success Surveys</u> Choose Your Own Professional Adventure Week 5 <ul style="list-style-type: none"> <u>Equal Access for All Learners</u> <u>Mighty Morphin Power Teachers</u> <u>SFA Strategies for Your ELs</u>
Date	December
12/4 Full Day TPD	<ul style="list-style-type: none"> <u>Schedule and resources</u>
12/11	<ul style="list-style-type: none">

Spring Semester

Date	January
1/8 Full Day TPD	<ul style="list-style-type: none"> <u>Schedule and resources</u>
1/22	<ul style="list-style-type: none"> PBIS - <u>Classroom Positive Behavioral Teaching Matrix</u> Choose Your Own Professional Adventure Week 1 <ul style="list-style-type: none"> <u>Equal Access for All Learners</u> <u>Mighty Morphin Power Teachers</u> <u>SFA Strategies for Your ELs</u> <u>What's my DOK Again?</u>
1/29	<ul style="list-style-type: none"> Committee Work Time Choose Your Own Professional Adventure Week 2 <ul style="list-style-type: none"> <u>Equal Access for All Learners</u> <u>Mighty Morphin Power Teachers</u> <u>SFA Strategies for Your ELs</u> <u>What's my DOK Again?</u>

Date	February
2/5 ½ Day TPD	<ul style="list-style-type: none"> • <u>Article Review - Does Spellcheck Make “Learners” More Intelligent?</u> • <u>Critical Friends Groups</u> • Choose Your Own Professional Adventure Week 3 <ul style="list-style-type: none"> ◦ <u>Equal Access for All Learners</u> ◦ <u>Mighty Morphin Power Teachers</u> ◦ <u>SFA Strategies for Your ELs</u> ◦ <u>What’s my DOK Again?</u>
2/12	<ul style="list-style-type: none"> • Committee Work Time • Choose Your Own Professional Adventure Week 4 <ul style="list-style-type: none"> ◦ <u>Equal Access for All Learners</u> ◦ <u>Mighty Morphin Power Teachers</u> ◦ <u>SFA Strategies for Your ELs</u> ◦ <u>What’s my DOK Again?</u>
2/26	<ul style="list-style-type: none"> • <u>Success Surveys</u> • Choose Your Own Professional Adventure Week 5 <ul style="list-style-type: none"> ◦ <u>Equal Access for All Learners</u> ◦ <u>Mighty Morphin Power Teachers</u> ◦ <u>SFA Strategies for Your ELs</u> ◦ <u>What’s my DOK Again?</u>
Date	March
3/5 Full Day TPD	<ul style="list-style-type: none"> •
3/12	<ul style="list-style-type: none"> • PBIS • <u>Critical Friends Group</u>
Date	April
4/9 ½ Day TPD	<ul style="list-style-type: none"> • Committee Work Time • Choose Your Own Professional Adventure Week 1 <ul style="list-style-type: none"> ◦ <u>Change Agents</u> ◦ <u>Project Based Learning: The Main Course</u> ◦ <u>Strategies that Support ELs</u> ◦ <u>What’s my DOK Again?</u> • <u>Critical Friends Group</u>
4/16	<ul style="list-style-type: none"> • <u>Article Review</u> • Choose Your Own Professional Adventure Week 2 <ul style="list-style-type: none"> ◦ <u>Change Agents</u> ◦ <u>Project Based Learning: The Main Course</u> ◦ <u>Strategies that Support ELs</u> ◦ <u>What’s my DOK Again?</u>
4/23	<ul style="list-style-type: none"> • <u>Map Data Review</u> • <u>State Testing Training</u>

4/30 ½ Day TPD	<ul style="list-style-type: none"> • Committee Work Time • Choose Your Own Professional Adventure Week 3 <ul style="list-style-type: none"> ◦ <u>Change Agents</u> ◦ <u>Project Based Learning: The Main Course</u> ◦ <u>Strategies that Support ELs</u> ◦ <u>What's my DOK Again?</u> • <u>Critical Friends Group</u>
Date	May
5/7	<ul style="list-style-type: none"> • 4Cs of the Common Core Brainstorm • Choose Your Own Professional Adventure Week 4 <ul style="list-style-type: none"> ◦ <u>Change Agents</u> ◦ <u>Project Based Learning: The Main Course</u> ◦ <u>Strategies that Support ELs</u> ◦ <u>What's my DOK Again?</u>
5/9	<ul style="list-style-type: none"> • 8th Grade Awards
5/10	<ul style="list-style-type: none"> • 18-19 Cohort Placements
5/14	<ul style="list-style-type: none"> • Retention Meeting
5/15	<ul style="list-style-type: none"> • 18-19 Cohort Placements and Culmination
5/16	<ul style="list-style-type: none"> • 18-19 First Week of School Planning
5/17	<ul style="list-style-type: none"> • 18-19 First Week of School Planning
5/21	<ul style="list-style-type: none"> • <u>PBIS Assessment</u> • <u>Choose Your Own Professional Adventure Week 5</u>
Date	June
6/4	<ul style="list-style-type: none"> • Health Benefits Meeting • CASA Knight Preparation
6/5	<ul style="list-style-type: none"> • EOY Check out list • Retention Committee Meeting or Teacher Work Time
6/6	<ul style="list-style-type: none"> • Last Committee Meeting for the year • Culmination Update • Open Enrollment
6/7	<ul style="list-style-type: none"> • 18-19 6th and 7th grade PASS Class Planning or Teacher Work Day
6/11	<ul style="list-style-type: none"> • Charter Renewal Feedback • 18-19 Committee Selection • 18-19 Lead Teacher Election • Teacher Evals or Work Time
6/12	<ul style="list-style-type: none"> • Teacher Evals or Work Time • Staff Lunch and End of Year Awards

Summer Planning

Date	August
7/23	New Teacher Training - Welcome! <ul style="list-style-type: none"> • Welcome • Team Building • Your Why- Our Why • Charter School History • YPICS History • Team building • Org chart • Room Environment • 8 Keys of Excellence • Team Building
7/24	New Teacher Training - "Strategic Design" <ul style="list-style-type: none"> • Introductions/Teambuilding • Pre-Assessment: Kahoot • Agenda for the day • Reading/Discussion - Achievement Debt • Intro to Backwards Planning • Unit plan for Year • Framework for Designing a Unit (UbD) • Collaborative Planning Time • Effective Lesson Design • Planning Time w Coaching • Closing/Exit Ticket
7/25	New Teacher Training - SFA Reading Edge
7/26	New Teacher Training - SFA Reading Edge
7/27	New Teacher Training <ul style="list-style-type: none"> • Responding to Behavior • Benefit Enrollment • Planning Time
7/30	All Staff Training <ul style="list-style-type: none"> • ED Address • SFA Across the Curriculum • Thinking Maps • Illuminate DnA • Benefits conversation • Classroom work • Lakeshore Trip

7/31	All Staff Training <ul style="list-style-type: none"> • PBL 101 • Standards Based Grading
8/1	All Staff Training <ul style="list-style-type: none"> • PBL 101 • Standards Based Grading
8/2	All Staff Training <ul style="list-style-type: none"> • PBL 101 • Standards Based Grading
8/3	All Staff Training <ul style="list-style-type: none"> • PBIS and Classroom Matrix • Presentation of Learning • Illuminate Gradebook • Classroom Environment & Work • Lakeshore Trip
8/6	All Staff Training <ul style="list-style-type: none"> • Employee Handbook • EL and SPED 101 • EL and Sped Profiles • Meal Program • Classroom work
8/7	All Staff Training <ul style="list-style-type: none"> • School Site Mtg • School Safety Plan 101 • Classroom work

Meeting the Needs of All Students

The 'BCCS Approach to Education

Rigorous Academics

At BCCS we seek to ensure that our Citizen Scholars have the skills they need to be successful in their college educations and in their careers. We utilize our hallmarks to ensure our students have authentic learning opportunities that will help prepare them for the future. Through enhanced technology learning, project-based learning, service learning, and parent engagement we prepare our Citizen Scholars to be lifelong learners who are ready for college and for their careers.

English Learners

One value and belief that is very important to us is that all kids have the ability to learn and should have the support they need to be successful in school. The needs of every child are different, and BCCS is dedicated to ensuring that all students have equitable access to learning opportunities. Through project-based learning and an inclusive

program, all students work together in general education classrooms to access the rigorous learning required by the California Common Core State Standard for English, English Language Development, History and NEXT Generation-Science, which will push them to their highest potential. We dedicate time during professional development to analyze student data and outcomes to determine the best ways to support all learners. We leverage our partnerships and experience in the community to build programs that foster responsibility, creativity, cultural connections, active citizenship, and college readiness.

Teaching Excellence

Out of all the stakeholders who impact a child's education, none are more valuable than parents and teachers. We work with our teachers to build excellence and expertise in their fields. Constant feedback, support and reflections are provided to teachers through consistent professional development, professional learning communities, and through intentional and meaningful observations. To provide a structure for teacher growth, we employ the Marzano model of teaching and learning through our annual study of *The Art and Science of Teaching* and through observations using the iObservation platform (Marzano, 2007) Using these tools, teachers can set professional goals, consult and conference with colleagues, and track their progress and growth over time. We are dedicated to teacher expertise and excellence because we know their growth will ultimately impact student learning and growth.

Excellence in Leadership

We believe that students and teachers thrive in an environment where they are supported. The administrative leadership team is dedicated to supporting our students and teachers with resources from our own experiences and through support from community partners. Using practices and structures outlined in *Leverage Leadership* (Bambrick-Santoyo, 2012), we consistently reflect and refocus to ensure that the priorities of the organization are present in the classrooms and in the day to day work of our team. Our number one goal is support for all teachers and all learners.

Sustainable Growth

At Bert Corona Charter School, we strive to build leaders in our school community. This effort is consistent for all stakeholders: parents, students, teachers, and staff. Our desire is to create a community where all members take responsibility for their own learning and growth; this ownership will cultivate motivation, learning and growth for all stakeholders and will in turn ignite consistent and sustainable growth in our community.

Service Learning

Service learning involves students in helping to determine and meet real, defined community needs. It is reciprocal in nature, benefiting both the community and the student by combining a service experience with a learning experience. Working in collaborative groups, students first identify a genuine need in their community. They then develop guiding questions and conduct research about their identified need. Ultimately, students

develop a summative service learning project, in which they take concrete steps to address their need and make a positive impact in their schools and community. The students find a way to creatively share their research with their peers. This can be through games, tri-fold posters, brochures, etc. This project is presented to the whole school in an end of year Presentation of Learning event. The service learning project's goal is to foster academic learning within a context that speaks to a students' cultural and linguistic background.

Technology Integration / Enhanced Learning

BCCS supports the evidence that effective use of technology enhances student achievement and motivation. When technology is integrated into a thoughtful, innovative lesson plan, technology can help open a classroom to a wealth of information and resources. Students must understand how to interpret and evaluate Internet search results; as well as, how to communicate deep understanding using software applications and multimedia technology.

Technology savvy teachers are recruited to teach at Bert Corona Charter School. All of the teaching staff are involved in professional development activities that include educational technology and coaching. For example, teachers are trained in the use of the Internet as a research tool. Teachers are given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility.

BCCS Technology Initiatives

Each teacher at BCCS has a classroom set of at least 30 network connected Apple computers or iPads dedicated to classroom instruction, including two-classroom iMac computer labs. The school leverages the district's high speed (5G) Wi-Fi network, and maintains a dedicated 70 mbps connection to the YPICS network, which allows for all students to simultaneously access the internet. The teachers use a dedicated web presence to present their instruction, including the Google for Education suite of applications and use Google Classroom to create an interactive learning environment, which extends the classroom beyond the four walls and leverages the ubiquitous use of internet connected cell phones. Teachers also have dedicated document cameras and projection systems to augment their instructional practice.

Instructional Methodologies and Curriculum

All students are expected to demonstrate essential skills, critical thinking, and problem solving across disciplines. It is not enough for students to obtain and retain factual knowledge. They must also develop the analytic skills and intellectual curiosity that will help them become self-motivated lifelong learners. Toward this end, BCCS students will develop strong "habits of mind." Throughout the curriculum, students will consider questions of evidence (how do we know what we know?); viewpoint (who is speaking?); connections and patterns (how are events/people/places connected?); supposition (what if? how might things have been different?); and meaning (why does this event, theory, or practice matter?). When possible, Latino and Central American educational elements will be incorporated throughout the curriculum, reinforcing cultural relevance for students.

Students will arrive at high academic achievement through in-depth investigation, rigorous thought, and meaningful production.

Instructional Program

The state, national, and the Common Core State Standards for each core subject area will provide a basic framework for instruction at Bert Corona Charter School. Students will expand their knowledge, skills, and analysis through in-depth inquiry and exhibition projects. All students will be expected to create digital portfolios that demonstrate essential skills, critical thinking, and problem solving across disciplines. It is not enough that students obtain and retain factual knowledge. They must also develop the analytic skills and intellectual curiosity that will help create lifelong learners. Towards this end, BCCS students will develop strong “habits of mind.” Throughout the curriculum, students will consider questions of evidence (how do we know what we know?); viewpoint (who is speaking?); connections and patterns (how are events/people/places connected?); supposition (what if? how might things have been different?); and meaning (why does this event, theory, or practice matter?). Students will arrive at high academic achievement through in-depth investigation, rigorous thought, and meaningful production.

Teachers at all grade levels will be trained in proven effective models of standards-based instruction: Strategic Design for Student Achievement (SDSA). SDSA comprises a four-step process in which teachers analyze and prioritize content standards, align assessments to those standards, design instructional activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness.

Align Assessments

Make strategic decisions about when to use formative and summative assessments. Identify the “Achievement target” (knowledge, reasoning, skills, product, or dispositions) embedded in the Common Core State Standards. Use the identified achievement target to select from among four kinds of assessments (selected response, constructed response, performance assessments, and personal communication) to align to the standards. Clearly define and communicate assessment criterion to students *prior* to instruction.

Design Rigorous Instruction

- Define measurable, achievable objectives that align to given standards
- Design engaging and rigorous instructional activities that align to standards and assessments
- Differentiate instructional activities (process, product, and content) based on student readiness
- Communicate performance expectations to students prior to beginning activities

Analyze Effectiveness and Efficiency

- Collaboratively examine student work to determine effectiveness of assessments and activities in supporting student mastery

- Analyze student achievement data to identify standards that require extension or remediation
- Conduct a collaborative lesson study to evaluate efficiency (effective coverage of content standards for mastery)

In a standards-based service-learning model, the third step is a process of aligning standards and assessments to real- world learning applications that take the shape of meaningful, rigorous, and assessable service experiences. Taken together, these strategies support closing the achievement gap for students who have been historically underserved by “one-size-fits-all” instructional methods found in many public school classrooms. Similarly, our Linked Learning program will do the same by aligning standards and assessments to students' work-based learning experiences such as internships.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies brought to light in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock, 2001) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that “have a high probability of enhancing student achievement for all students in all subject areas at all grade levels” (Marzano, Pickering, Pollock, 2001).

The Strategic Design process outlined above enables teachers to design and deliver comprehensive standards-based lessons; in which multiple standards are clustered from across the content areas are effectively addressed and assessed. This process can be applied using any curricular materials including adopted programs and texts. SDSA effectively allows teachers to identify gaps between their adopted text and the Common Core State Standards, and to strategically select resources that will help them fill those gaps. Research sources about the Strategic Design for Student Achievement model were Stiggins, Rick (2005) *Student Involved Assessment for Learning*. Pearson /Merrill/ Prentice Hall, Wiggins, G & McTighe, J. (2001) *Understanding by Design*. Prentice Hall. Marzano, R., Pickering, D. and Pollock, J. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*.

The BCCS standards-based curriculum is also a unique blend of education that includes the following key components:

Woven into these curricular components is BCCS commitment to meeting and exceeding the Common Core State Standards for California Public Schools in all curriculum areas. BCCS will ensure that curriculum, projects and lessons are standards-based. The school guidance counselor will monitor each student's Personalized Education Plan (PEP) to ensure that he or she meets the graduation requirements.

Academic core curriculum

The BCCS curriculum will continue to be guided by state and national standards. The guiding principles from the Common Core State Standards will be used. Teachers will stay connected to national professional organizations through their publications and conferences to remain current in their content and methodology.

Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state.

Teachers, parents, and education experts designed the standards to prepare students for success in high school, college and the workplace.

The California Department of Education helps schools make sure that all students are meeting the standards. Below you will find information about the standards and the CCSS-related activities taking place in California.

The Standards

California Common Core State Standards for English Language Arts, English Language Development and NEXT Generation, and Appendices History/Social Studies, Science, and Technical Subjects

BCCS will teach all Common Core State Standards in all core subject areas in grades 5th through 8th, California Common Core State Standards, NEXT Generation and Appendices provide listings of the scope and sequence of standards and sample standards-based units. English Language Development standards will be taught through an elective communications course and across all subject areas.

Reading will be a focus in all content area learning and all teachers will be responsible for increasing student's skills in reading. Through this intensive effort, students will gain access to the core curriculum and academic language of their grade level content.

Instructional Materials

Instructional materials at BCCS are chosen by teachers, Coordinator or Director Instruction and Executive Administrator and coordinated within the teacher teams. Textbooks are integrated as appropriate in relation to an analysis of standards via the Strategic Design process. Specifically, teachers cluster standards to design units, and then integrate textbook resources as appropriate to address standards in each unit.

Student texts and instructional materials are identified based on the following criteria:

- Alignment with state standards
- Research-base and evaluation data showing success with similar student populations
- Accessibility for students

- Alignment with school's mission
- Ease of use for teachers

The school continuously evaluates, updates, and revises textbook adoptions based on student needs and research about the most effective resources.

Technology Access and Integration

The instructional program will provide student use of technology and support student development of technology-related skills. BCCS will ensure that students will be prepared to take computer-based state standardized assessments.

To use technology effectively, teachers must understand how its use fits into the larger curricular and instructional framework. Courseware (computer software designed to be used in an educational program) should reflect curricular standards, and should take into account research on how students learn. Using technology in the curriculum framework can enhance important skills that will be valued in Secondary education and career setting, such as research skills, presenting data, and creating persuasive arguments (Sandholtz et al., 1997; "Critical Issue," 1999). The intent of the use of technology at BCCS is to enhance the instruction and education of its students through the integrated use of technology in the support of a standards-based curriculum. Technology facilitates the creation, location, organization, manipulation, and presentation of information by teachers, students, and administration. Technology also enhances communication and information exchange between teachers, parents, students, and administration. BCCS students will be well-versed in the use of computer hardware and software, including email, the Internet, educational software, and reference material. They will use these technologies to locate, organize, manipulate, create, and present information. They will become information navigators with the help of their teachers and parents.

As a result, technology use at BCCS shall be guided by the following principles:

- The use of technology at BCCS will not be viewed as a separate curricular area but as a tool used daily to support the existing curriculum.
- It is essential to keep children's needs at the center of technology
- Ongoing staff development will be crucial to the successful implementation of the Technology Use Plan and effective technology integration.
- Ongoing parent education about the applications and use of technology at BCCS will be a critical component to student success.
- Equitable hands-on experience with instructional technologies will be provided for all students at all grade levels.
- Computers are a dynamic learning tool, used for information processing, skill development, artistic expression, writing and composition, research, and other numerous applications for daily life and learning.
- The writing and editing process is enhanced by the use of computer applications.

- Students will access an infinite source of visual information from an abundance of sources world-wide continually available to all learners to enhance and reinforce their learning experiences.
- Communication with students who are geographically and culturally different will be enhanced by the use of telecommunications.
- Teachers will collaboratively acquire, adapt and develop ideas that incorporate using technology in the learning process.
- Teachers at every level and in all subject areas will recognize and take advantage of instructional technologies as powerful and concrete devices for teaching critical-thinking and problem-solving skills.
- Teachers will integrate technology into the curriculum while facilitating the learning process for students through modeling, coaching and monitoring.
- Teachers will use a schoolwide communication device to allow constant and promote collegial interaction.
- Teachers will use the computer as an effective instructional tool for preparing materials and presenting lessons.
- Teachers will be the instructional leaders in their classrooms and control how computers and technology are used to further learning outcomes.

English Learners (EL/ELLs)

BCCS will use the BCCS Revised English Learner Master Plan for our students and shall administer the ELPAC annually. BCCS shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents. The Table below shows the California Department of Education recommended Transition Plan.

BCCS implements the BCCS' English Learner Master Plan to monitor the performance of English Language Learners. We follow the same principles outlined in the BCCS EL Master Plan listed below:

1. English learners are held to the same high expectations of learning established for all students. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multifaceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.
2. English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. We recognize that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.
3. English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.

4. English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. We recognize that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. We further recognize the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.
5. English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.
6. The academic success of English learners is a responsibility shared by all educators, the family, and the community. We are in partnership with the families and community, must take interest and responsibility for the education of EL students. The English Learner Master Plan strives to promote the family's role in the education of ELs and to promote open communication and avenues for involvement.

Process for identifying English learners

BCCS identifies English Learner students through the Home Language Survey and uses the assessment instruments identified as the English Language Proficiency Assessment for California (ELPAC).

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

A student's initial language classification or status is determined by their overall performance on the ELPAC.

Based on the performance level, a student may be classified as follows:

English Learner (EL)

The overall performance level on the initial ELPAC is Level 1 (ELD Standards: Emerging), or Level 2 (ELD Standards: Low and Mid Expanding). A student may also be classified as an EL if the overall performance level is Met Standard or Exceeded Standard.

Educational program(s) for English language acquisition

Once students are identified as English Learners they are provided an effective English language acquisition program aligned to the California Common Core State Standards-English Language Development that offers meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) are:

- (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.

BCCS provides the same instructional program options as listed in LAUSD's EL Master Plan tailored to meet the diverse needs of ELs and the educational preferences of the parents of ELs. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of each program option is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers.

Educational Programs:

1. Structured English Immersion (SEI): Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.
2. Mainstream English Program: Acquire English language proficiency and master grade level academic core content via differentiated instruction and appropriate supports.
3. EL Newcomer: Rapid acquisition of academic English and acculturation to school in the U.S.
4. Accelerated Learning Program for Long-Term ELs: Accelerated academic English and content mastery for ELs in CA schools 5 full years without meeting RFEP criteria.

The use of ELPAC to support and accelerate student progress towards English proficiency

BCCS will use the results of the ELPAC summative assessment for the remaining years of this renewal in the following ways:

1. Identify English Learners and the areas of need.
2. Place students in the appropriate educational program
3. Develop lessons and units embedding the areas of language needs
4. To determine the professional development needed to support teachers in addressing the needs of English Language Learners

Meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework and as outlined in the BCCS Master Plan for English Learners.

The use of the Common Core State Standards and ELD Standards ~~instruction~~ which guides in explicitly teaching elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than merely exposing students to abundant English and incidentally addressing specific forms.

BCCS implements the guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

1. A separate block of time is devoted to daily ELD instruction.
2. ELD instruction emphasizes listening and speaking although it can incorporate reading and writing.
3. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
4. ELD instruction is planned and delivered with specific language objectives for each lesson.
5. ELD instruction integrates meaning and communication to support explicit teaching of language.
6. ELD instruction includes carefully planned interactive activities among students.
7. ELD instruction provides students with corrective feedback on form.
8. ELD teachers attend to communication and language-learning strategies during instruction.
9. ELD instruction emphasizes academic language as well as conversational language.
10. ELD instruction continues until students meet reclassification criteria.
11. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day.

In addition, BCCS will implement the follow actions when planning instruction for English Language Learners.

Process and specific criteria for EL reclassification

On an annual basis (on or about October 1), BCCS shall submit a certification to the California Department of Education that certifies that they will either adopt and implement BCCS English Learner Master Plan which encompasses the following:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;

- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

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

- Score of Basic or above on the most recent California Content Standards Test CAASPP/ Smarter Balanced in English-language arts
- English proficiency on the ELPAC overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Teacher evaluation based on student grades/progress report marks
- Parent consultation and approval

Process for monitoring progress of ELs and reclassified (RFEP) students

1. School site administration and Instructional Leadership Team (ILT) will use data such as school samples, ICAs, Formative assessments, and performance in designated ELD to monitor progress of English Language Learners. Administration and the ILT will review data at the end of the trimester to determine identification of English Learners for extended high quality language development interventions
 - a. School site administration and ILT will ensure teachers monitor student progress in core subjects and provide guidance for instructional decisions in integrated and designated ELD.
 - b. Incorporation of weekly PLCs designed to examine trends in data, behavior, and overall student outcomes to develop collaboration around strategies to alleviate areas of concern in individual students as well as whole group trends
 - c. Incorporation of monthly PD in areas of need based on observation, survey, and student outcomes
 - d. School administration and Superintendent will monitor disaggregated CAASPP data to determine effectiveness of English Learner Programs and refine program needs as data reflects needs.
 - e. School Sites will review and analyze English learner data from the accountability systems listed below and develop an instructional plan of action.
2. The ELPAC will be used to monitor progress towards English proficiency. We will use these assessments as well as internal formative assessment to determine English learner progress and provide the necessary intervention supports.
3. California Assessment of Student Performance and Progress [CAASPP] will be used as a comparison of basic skills for English Learners

BCCS addresses student's linguistic diversity with a positive, additive orientation. BCCS affirms, welcomes and responds to our students' diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

BCCS will provide LTELs curriculum and instruction that emphasizes writing, academic vocabulary, and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs will be provided explicit language and literacy development across the curriculum. BCCS teachers need to know their students and engage in careful analysis of the language demands of the content they are teaching, as well as develop skills in implementing appropriate instructional strategies. Another key component is engaging parents in providing for LTELs.

Administration, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at BCCS will include:

- Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.
- Provide Professional Development/Coaching and Monitoring in the use of SDAIE.

The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015)

Performance Goal 2:

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Table 1.29

SCHOOL GOAL # 2 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Increase English Language Arts and Mathematics Proficient and Advanced score by 5 points for English Learner sub-group.	
Student groups and grade levels to participate in this goal: All students' grades 6th through 8th that are identified as English Learners.	Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Bert Corona Charter School Data Dashboard: Two page snap-shot of school performance. Information 	Data to be collected to measure academic gains: Bert Corona Charter School uses several information systems to support the operations. The primary systems are:

<p><i>includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balance data.</i></p> <ul style="list-style-type: none"> • <i>Smarter Balance Test Results are mailed to our school, and in turn Bert Corona Charter School mails individual data results home to the student's parents. Parents and others can also access Smarter Balance school data by using the California Department of Education website.</i> • <i>Each Advisory instructor reviews the Smarter Balanced data with each student and with parents during Parent-Teacher conferences.</i> • <i>Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to Bert Corona Charter School the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth.</i> • <i>Curriculum Embedded Assessments: quarterly teacher/ department tests.</i> • <i>ELPAC Test is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.</i> 	<ul style="list-style-type: none"> • <i>Illuminate- Student Information System (SIS)</i> • <i>NWEA MAPs– student performance database and reporting tool</i> • <i>SFA, Achieve3000, Adaptive Curriculum and other programs</i> • <i>3N – communication tool linking teachers and parents</i> • <i>School web-site with school focused collaboration tools</i> • <i>Google Apps – open platform for deployment of teacher and student web tools</i> • <i>The main Student Information System (SIS) used at Bert Corona Charter School is Illuminate. This system provides teacher, staff and parents' access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information.</i> • <i>Benchmarks, teachers' assessments and other identified results.</i>
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Gifted and High Achieving Pupils

Ultimately, we expect that all students at BCCS will achieve above grade level standards. High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language. Please see the section in Student Outcomes on Measuring Student Progress for details on the means of assessment currently planned.

Our gifted students will benefit from the same practices, which are helpful to our struggling students. Because our internal systems measure student gains monthly, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages. Our interventions include:

1. Early Detection. BCCS will use internal assessment in Reading, Writing, Math, and Oral Language to help us identify high performing students within the first four weeks of school and every 13 weeks thereafter.
2. Family Communication. We will inform the families as soon as we are sure of the child's performance. Our parents sign a significant Commitment, committing them to support their student.
3. Teacher Collaboration. At least once a week, grade-level teachers will gather to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment.
4. Focused Instruction. The standard BCCS - instructional approach will be for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards.
5. Ongoing Assessment. Data is gathered through frequent assessments performed in the subject areas using SFA, Illuminate, Achieve 3000, ALEKS and other assessments. Teachers will be trained in our school-wide integrated SIS system that will allow teachers to gather, input and assess student information in real-time. This will facilitate the ongoing assessment of all students.

Plans to Support High-Achieving Pupils

The BCCS community is committed to designing learning experiences that differentiates instruction for different populations of students, including gifted and advanced students. BCCS believes that differentiation does not imply that teachers must use a different curriculum, but that the complexity and depth of assignments differ to meet the student's need in increasing their knowledge base. Instead of assigning busy and extended work, lessons are crafted to challenge the students to think more critically and engage in the content in depth.

Bert Corona Charter School's teachers will keep up to date with the research and methods of teaching that best serve the diverse community of gifted students. Differentiation strategies modify what students will know (content), how students will think (process), and how students will summarize and share their learning (products). One example is using different dimensions of depth and complexity in all lesson plans. Differentiation will also be facilitated through flexible groupings and regrouping of students for different tasks. The

groupings will also be based on need, interest, and ability. Students will have the opportunity to experience the content by going on expeditions that allow them to see how scholars use the content they learn in class in a real-life context.

In addition, teachers will offer differentiated independent research projects as a strategy to challenge these students to increase their learning. Teachers will use advanced learning opportunities that allows students to participate in out-of grade-level activities using and selecting resources beyond grade level when appropriate. The teachers will also adjust the time needed to learn, noting that some students learn more quickly than others. **BCCS** believes that the family connection is important to the success of the gifted student. Parents will be encouraged to collaborate with school leaders, teachers and children in order to present and develop the individualized plan that best meets their child's needs.

Ultimately, we expect that all students at BCCS will achieve above grade level standards. High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language. Please see the section in Student Outcomes on Measuring Student Progress as referenced above for details on the means of assessment currently planned.

BCCS will use the following procedure for identifying gifted students: a teacher, parent, or student can make a referral for identification. Identification is accomplished through an assessment process consisting of the following elements: Students must meet one of the criteria for gifted:

- Intellectual Ability
- High Academic Achievement/Specific Academic Ability
- Visual Arts Ability
- Performing Arts Ability
- Creativity Ability
- Leadership Ability

The same progress monitoring and enrichment/intervention process will be used for this subgroup as any other subgroup at the school.

Plans for Low-Achieving Pupils

BCCS will screen the following data to identify at-risk students in accordance with the California and LAUSD guidelines:

- Students scoring Basic, Below Basic, or Far Below Basic on the previous year's adopted standardized test in any one subtest score in Reading and Language Arts
- Students who are at least one year below grade level in the areas of Reading, Writing, Math and Oral Language as identified by interim assessments. Please see the section in Student Outcomes titled Measuring Student Performance for more information on the assessment methodology to be used
- Students recommended for academic intervention.

BCCS anticipates that 93.9% or more of our students will be eligible for free and reduced lunch and nearly 19.9% will be English Learners. Because of these challenges, most of our students are considered “at-risk”. Our core program is geared to students like these. BCCS will use strategies listed below to improve academic performance.

Students Achieving Below Grade Level in ELA and Mathematics

In order to address the needs of students achieving below grade level, BCCS will ensure the following is implemented:

1. Students not performing a grade level are identifying using the SBAC ELA and Math scores.
 - a. The instructional leadership team disaggregates the data by overall performance in both ELA and Mathematics and reviews the claim level data down to the target list of standards.
 - b. This data is then presented to the entire school team to discuss appropriate and researched based interventions that can be implemented to support student achievement in both content areas.
2. Once students achieving below grade level are identified with specific areas of need, targeted instruction is then implemented in a variety of settings.
 - a. Small group instruction is embedded during the day in either ELA or Math focused specific areas of need.
 - b. Teacher collaborates with all disciplines to review how to best integrate ELA and Math CCSS in unit lesson design.
 - c. Students performing below grade level are also invited to Saturday intervention courses lead by Instructional Assistants, Teachers, and monitored by school administration.
3. School leaders, coaches, and educators will review student data to monitor progress and to inform instructional practices and interventions. Instruction is then implemented in a variety of settings.
 - a. School data and performance will be reviewed with all educators in professional development, PLCs, and during Student Success Progress Team (SSPT) meetings.
 - b. Common formative assessments as well as interim comprehensive assessments will be administered in order to measure student growth.

Strategies to Improve At-Risk Performance

1. Early Detection. BCCS will use diagnostic assessments in Reading, Writing, and Math to help us identify struggling students within the first four weeks of school, and every two months thereafter.
2. Family Communication. BCCS will inform the families as soon as we become concerned about performance. Our parents’ sign a significant Commitment Letter affirming help their student get through these times. BCCS will share formal strategies parents can use at home to help their child.
3. Teacher Collaboration. Teachers will gather once per month to compare their student data, discuss students, and discuss/provide instructional strategies, interventions and enrichment.
4. Focused Instruction. The standard BCCS instructional approach will be for teachers to plan their lessons for at least three groups of students, who are striving

for different sub-goals in their development towards meeting the same overall grade-level standards.

5. Direct Intervention. Despite the significant amount of individualization built into the BCCS curriculum, some students may need more. Teacher Assistants will provide direct intervention to the bottom quartile of our students during the after-school program each day.

6. Ongoing Assessment. Data is gathered both through frequent interim assessments performed in the subject areas. Teachers will have the tools they need to track all of their students and make sure they are not falling behind again in the areas where they received intervention.

7. A Commitment to Each Student. The BCCS mission is to provide a world-class education to each student by bringing all students to grade level and above grade level as our staff will provide a structured program that will help each student succeed in Math, Reading, Writing and more.

Socioeconomically Disadvantaged Students

As previously stated BCCS is designed to serve all students, including those who would be at risk of achieving below basic proficiency on state exams. Based on the surrounding elementary schools, our target population is 19.9% English Learner (“EL”) and 93.3% Free and Reduced Lunch (“FRL”). As discussed above, we will identify at-risk students based on the data collected through standardized tests scores, exiting records, services provided at their previous schools, interviews with their parents and those who are operating at least one year below grade level in Reading, Writing, Math and Oral Language as measured through our interim assessments. Please see the section in Student Outcomes on *Measuring Student Progress* for details on planned assessments. We believe that our students will progress from low-achieving to grade level proficiency and ultimately high-achieving during their time, at BCCS over a three year period. Through ILPs on Illuminate, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced achievers in at least one specific area, within the classroom and on state tests.

Recognizing that BCCS will have a majority of socioeconomically disadvantaged students, who have unique academic challenges and come from varied demographic backgrounds, we will further assist these students by providing small group intervention and remedial instruction utilizing additional personnel specifically designated to assist this group. Additionally, we will enhance their educational experience by providing the necessary learning materials needed to aid this process, travel and school project experiences, after-school tutoring, computer and computer-aided tutorials, with the goal to improve student learning. These specific interventions will be provided through the use of Title I and after school funding.

Through assessment, Student Success Teams, and parent-teacher communication, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced achievers in at least one specific area, within the classroom and on state tests.

Special Education MOU

“A Memorandum of Understanding (“MOU”) has been executed by and between the Los Angeles Unified School District, participating in Option 3, and **BCCS** regarding the provision and funding of special education services consistent with the requirements of the SELPA Local Plan for Special Education.”

Assessment and Accountability

Assessment data serves as a primary factor in measuring teacher effectiveness, student achievement, and the school’s performance in achieving its mission. Assessment will be frequent and cyclical on a daily, weekly, unit, trimester and annual basis, as we believe that maintaining clear awareness of students’ levels of mastery is critical to tailoring the curriculum to meet their specific needs.

At the beginning of the school year, all students at BCCS will take the SFA, Illuminate, Achieve 3000 assessment, the Interim Comprehensive Assessment in both ELA and Math against which all future longitudinal growth will be measured. Teacher- developed quizzes, homework, and formative assessments will be utilized to reinforce learning of new content, promote student accountability, and quickly assess the need for re-teaching. Interim assessments will be utilized at the conclusion of each trimester (three times total throughout the school year) to provide students with clear final trimester opportunities to demonstrate academic achievement, as well as for the school to gather, interpret, and analyze comprehensive data regarding student mastery of content.

“A Typical Day”

A typical day at Bert Corona Charter School is designed for deep exploration of subject matter content and to provide ample opportunities for students to socialize and engage in enriching extra-curricular activities. The schedule is set up to ensure equitable access for all students to a curriculum that meets their needs and challenges them academically. As such, all students have 1:1 computer access in order to ensure technology integration and innovation are within reach for our citizen-scholars. Students generally arrive at school between 7:30 a.m. and 8:00 a.m. so that they can have breakfast and prepare for the day. Every day begins with all students attending an advisory class where all students are offered breakfast and check in with their advising teacher. Then, they head to a reading elective course during period 1; the program is entitled Success For All (SFA): The Reading Edge.

This program provides grade-level intervention, and gifted (honors) reading instruction. Students then have a recess break and transition into their core content courses and/or other electives (Technology and Communications). All students have seven 50 minute blocks of instruction, which includes four core classes, SFA, Physical Education and an elective class. Sixth and seventh grade students take a 50-minute elective class during seventh period. Core classes and elective courses include, but are not limited to, the following instructional strategies: direct instruction, blended learning, mini-lessons with small groups, project-based learning, service-learning, think-pair-share, use of real-life connections and students actively engaged in assessing their progress within the course using rubrics, and various forms of class data. The following SFA literacy strategies are used in all courses; clarifying, predicting, summarizing, and questioning. Throughout the semester evidence is

collected to prepare for presentations of learning. All classrooms are set up to encourage cooperative learning and group work

Electives are teacher-led and last for a full semester. As part of our school's PBIS initiative, students have the opportunity for positive behavior rewards called 'Scholar Dollars,' throughout the day. This provides students with a positive behavior intervention. On Thursdays students can use their rewards to earn incentives such as a 'free dress day.'

The day ends at 3:36 p.m. except on Mondays, when the instructional day ends at 2:20 p.m., and teachers stay on campus until 4:00 p.m. for professional development. Every day, students participate in intervention workshops, enrichment, extra-curricular activities, and community service after school between 3:36 p.m. (2:20 p.m. on Mondays) and 6:00 p.m. Student's lunch is served hot every day.

Bert Corona Charter School teachers and staff created a physical education program that is beneficial to students on multiple levels. PE teachers have been trained in, and are implementing the Sports, Play, and Active Recreation for Kids (SPARK) curriculum. The program includes sports, dance, and general fitness, and is aligned to National PE standards. Students also engage in team building, leadership and communication through the Fulcrum program.

All Bert Corona Charter School students participate in advisory meetings, or class council meetings, where topics such as conflict resolution, college awareness, and service-learning projects are discussed. The advisory curriculum is taught weekly during a longer advisory block on Mondays. Then, teachers have a quick check-in with their advisory students each subsequent day of the week.

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

Please refer to the LCFF State Priorities table in Element 1 for a description of the measurable goals and objectives of Bert Corona Charter School educational program. Bert Corona Charter School educational goals or objectives, include description of the knowledge, skills, and aptitudes to be measured. Each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each State priority.

Specific performance targets (pupil outcomes), for all pupils (i.e. school-wide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d).

Student-Level Outcomes

It is important to note that while our primary focus in all aspects of our curriculum, direct subject-matter instruction, project-based learning time and instruction in the arts is in ensuring each student's mastery of grade level standards in the core content areas, as a mission-based school, we also value highly qualities and skills above and beyond the core state standards. As detailed throughout this petition, our "backwards design" approach to lesson planning and our focus on data-informed instruction both work to clearly define and then assess which state standards and other objectives are desired and then achieved.

BCCS utilizes a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Among the assessments used will be teachers' assessments of student work and mastery of applicable standards and other learning objectives via student work portfolios, teacher observation, and conversation with students.

The skills, knowledge, and attitudes in the chart below are measurable learning goals derived from state and national standards, as well as school-wide learning outcomes. The use of in-house assessments and the frequency of assessment are also addressed. BCCS uses the following online assessments.

Prevention/Intervention/Acceleration Program:

During the first period of each day, all students are leveled and placed into a reading elective block based on their instructional level. Therefore, if an 8th-grade student with special learning needs or an English Language Learner is reading at the 4th reading level based on the Gates-MacGinitie normed reference test he or she is assigned to a certificated teacher that is responsible for teaching reading at the 4th-gradereading level. The reverse is also true, if there is a 6th-grade gifted student that is reading at the 9th-grade reading level based on the Gates-MacGinitie, then he or she will have the opportunity to participate in an elective 9th grade Reading Edge Course.

The Reading Edge is a research-based, and research-proven program designed to meet the unique needs of young adolescent readers. Since the range of reading achievement is extremely broad in this age group, the Reading Edge provides instruction for students at beginning through 8th-grade+ reading levels. Students are assessed and placed at their appropriate reading levels. Students reading at a third-grade level or higher will focus on developing comprehension strategies using both narrative and expository texts. Students reading at earlier levels use high-interest fiction, nonfiction, and reader's theatre to develop basic decoding skills, reading fluency, vocabulary building, and comprehension. All levels focus on building background knowledge and developing study skills to foster future success in school and beyond. Additionally, the Reading Edge uses cooperative-learning techniques to engage students with their learning and to create and foster a positive classroom environment.

Middle school students who are reading at a second and third-grade level have mastered basic phonics skills, but they haven't achieved enough reading fluency and vocabulary to make contact with the world of adult reading, contact that first occurs at the fourth-grade reading level. The goal of these units is to give students at this level the help they need to achieve a fourth-grade reading level as quickly as possible. This general goal can be broken down into the following areas:

- The students will acquire word recognition skills. In levels 2 - 3, students are provided direct instruction in techniques and strategies they can use to successfully decode unfamiliar words, such as using phonetic clues within the word, using other words in the text as clues, breaking down multisyllabic words, and identifying prefixes, suffixes, and base words.
- The students will achieve greater reading fluency. Fluency is the ability to read smoothly at an acceptable speed with few errors and with good expression. While students can sometimes read fluently without understanding what they read, achieving fluency frees up the intellectual resources that students need to accomplish comprehension tasks.
- The students will continue to develop their vocabulary. These students need help with both learning completely new words (a task that is particularly critical for students who are learning English as a second language) and with learning to read words that are already in their spoken vocabulary. Levels 2 - 3 offer activities that assist with both aspects of vocabulary development.
- The students will learn basic comprehension strategies. While levels 2 - 3 appropriately emphasize fluency over comprehension, the students will learn that fluency is only important to the extent that it results in better and more efficient understanding. Fluency is thus always taught in tandem with guidance and validates s for comprehension. The comprehension strategies that are offered range from basic clarifying techniques (such as sounding words out, looking at other words and pictures for clues, and asking for help) to important strategies that contribute to active reading, such as predicting, asking questions, making mind movies, and summarizing.
- The students will learn to write in response to what they read. Levels 2 - 3 focuses on helping students write correct and complete sentences, applying appropriate punctuation, capitalization, grammar, and spelling, as well as vocabulary building.

Reading Level 1 (first-grade reading level) focuses on giving beginning readers the tools they need for literal comprehension. It uses a sequence of illustrated stories, presented with phonetically regular text that becomes more difficult as students master new skills.

Reading Levels 2 - 3 (grades 2 and 3 reading levels) use simple fiction, nonfiction, and reader's theater to focus on basic decoding skills and improving reading fluency.

Reading Levels 4 – 8+ (grades 4 through 8+ reading levels) use short stories, novels, poetry, and nonfiction to help students learn effective comprehension strategies.

Frequent feedback motivates students in all instructional levels:

- Students get weekly feedback on their progress.
They set individual and team goals and track their progress. Being aware of their own gains and experiencing success a step at a time motivates students to take on new challenges with confidence.
- As soon as they are ready, students are moved to the next level.
Every eight weeks students are given a test to identify their reading level. Assessing reading skills regularly assures that students are continually challenged and do not lose momentum.
- The Reading Edge is flexible.
Teachers can use formal and informal assessment data from The Reading Edge to tailor instruction so that it meets the needs of their students and the school and state goals.

All instructional levels of the Reading Edge allow students to progress at their own pace, gaining pride and confidence in their abilities as readers. Instruction is consistently matched to students' gains in ability. Within each class, motivated students are given the option to forge ahead with new material, even as they help their partners and teammates. All students, regardless of achievement levels, receive instruction that is keyed to their particular needs and to level-appropriate goals.

Core Subject Classes:

When entering a classroom, visitors will see standards-based instruction at a prominent place in the classroom. Visitors will also see a unit section, which will identify the state standards being addressed, the assessments being utilized, and specific learning objectives and outcomes for the day. Often in the first ten minutes of the classroom teachers will utilize a warm-up to help students activate background knowledge. Or, teachers may use the time to provide direct instruction to help students acquire new knowledge.

All instruction will follow the Strategic Design Model, which trains teachers to use backwards planning process to make deliberate decisions to provide effective instruction. The Designing for Student Achievement method by Insight Education Group, teaches teachers to identify desired outcomes (Standards and Bloom's taxonomy) align those outcomes to multiple assessments (formative, and summative assessment options are used) and to develop and differentiate instruction toward student needs (Bloom's Taxonomy, research-based strategies, and differentiated instruction.)

Students working in leveled or collaborative groups actively engaged in culturally relevant project-based learning. While in their group's students will utilize Thinking Maps to help them to think critically across all subject areas and to complete all of their standards-based tasks and assessments. The following CRRE (Culturally Relevant and Responsive Education) instructional strategies will also be utilized throughout the day:

- **Contrastive Analysis:** Oral and written language skills: integrating linguistic knowledge of SAAE (Standard American Academic English) into home language of Standard English Learners.

- **Personal Thesaurus:** To build on prior knowledge.
- **Culturally Relevant Literature:** Draws upon personal knowledge to make meaning of the text: Learning environments that facilitate literacy acquisition and establish linkages between the home and school cultures.
- **Building on the Learning Styles and Strengths of SELs (Standard English Learner) learning styles:** Individual preferred orientations, social interactions during study time, and types of reward structures that motivate the individual to persist and try harder.
- **The NWEA MAP Test (Measures of Academic Progress)** creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each student. If your child correctly answers a question, the computer assessment provides a harder question next. If they miss that same question, then an easier question is asked. This provides essential information about what your child knows and is ready to learn.

The NWEA MAP is published by the Northwest Evaluation Association (NWEA) and is given via computer to children in grades K-12. Its structure is cross-grade, which provides the measurement of students who perform on, above, and below grade level. It is multiple choice and contains questions that are the depth of knowledge so that you can see if your child performs at level 1, 2 or 3 of difficulty. The test is untimed, but students generally spend about 60 minutes per subject area. Feedback results are available in 24 hours. The MAP is not a high-stakes test but is given to students at the beginning, middle, and end of the school year to measure a student's academic achievement and calculate academic growth. The MAP offers teachers a way to focus and plan for how they use the time for either intervening with students or providing enrichment (if your child qualifies) to challenge higher-level students.

The MAP Test assessments reveal precisely which academic skills and concepts your child has acquired and what he/she is ready to learn. MAP assessments are grade independent and adapt to each student's instructional level so that you can track your child's achievement and notice trends to help with setting objectives. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for Rasch Unit—a stable measurement, like inches on a ruler, that covers all grades. Because the measurement is reliable and accurate, RIT scores serve as an essential data point in a student's learning plan; educators can see their precise learning level and respond accordingly.

Measurable Outcomes: Summative Performance Targets Student Achievement

BCCS will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students will be assessed throughout each instructional unit along with ongoing formal and informal assessments to assess student mastery of content standards. Benchmarks will be administered three times a year. Student content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. The approach to assessment will be

conducive to benchmarking students against themselves, evaluating groups of students, and assessing the school on an annual basis, using local, state, and national standards.

BCCS will meet all statewide California Common Core State Standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.

BCCS Outcome Goals-Skills, Knowledge, and Attitudes

BCCS will satisfy state requirements for student assessments as required by law. BCCS is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Language Learners and students with special needs. The goals and performance outcomes for all students and the school are as follows.

The purpose of assessment is to support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students' abilities at a given time in order to differentiate instruction based on individual needs.

At BCCS assessment is a means of measuring each student's progress according to clearly recognizable standards. It is a source of motivation for the students and a guide for helping them achieve personal expertise while being carried out in a spirit of collaboration that provides positive reinforcement to the student. BCCS will use these measurements to assess the extent to which all students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals toward our educational program. Furthermore, these assessment tools will provide structure and guidance to teachers to drive classroom instruction. The Administrators and teachers will be accountable to the students, parents, our community, LAUSD, and the state for student progress and student achievement.

Who will be Accountable for Student Progress

Students will be held accountable and taught to be responsible for their own learning through a number of approaches. Parents will be held accountable for involvement in the school and in their child's education. However, at BCCS primary responsibility for student progress falls on teachers and administrators.

Some of the programs and practices that hold teachers and administrators responsible for student progress are described below in *Data-Driven Decision-Making*, *Professional Development*, and *Personalization/Student Advisors*.
Data-Driven Decisions

Research shows that classrooms can make significant gains in student achievement even with the most academically challenged students, and BCCS is committed to doing just that. To reach each of its goals, and to continually improve the quality of the education that the students are receiving, the BCCS community utilizes data-driven decision-making. This process begins with teachers and administrators working together to collect key

assessments, setting benchmarks, and pieces of student work. Academic files for every student will be created. Before the students graduate, they must present work from different classes. In essence, they must defend the knowledge they have acquired throughout their matriculation at Bert Corona Charter School. Data also will include all CDE determined growth targets, reports and Smarter Balanced California Standards Test results, published and teacher generated classroom assessments to determine student needs and the curricular and instructional approaches that best address those needs.

This process keeps all involved community members, including teachers and students, accountable for teaching and learning. With an overall intent to meet all CDE determined growth targets and as set forth in the Every Student Succeeds Act (ESSA) the following goals shall be pursued by Bert Corona Charter School.

Measuring Pupil Outcomes: Summative Assessment Performance Targets

Measures And Skill Development

BCCS will evaluate academic; as well as, critical-thinking, problem- solving, and interpersonal skills. The following student outcomes are more fully described in Element 1 under “Academic Core Curriculum.” In addition, the assessment methods by which the outcomes will be evaluated are outlined in Element 3 under “Methods to Measure Student Outcomes” and Student Outcomes Align with State Standards:

Both classroom assessments and standardized test scores help to measure subject specific outcomes related to the Common Core State Standards. The chart below demonstrates what each student will master in each core subject.

Table 2.1: Academic Rigor and the Common Core State Standards

Curriculum Focus/ Courses	Examples of Learning Objectives Based on Common Core State Standards	Assessments	Frequency
English Language	Students will be able to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works and will be able to: - understand the main and subordinate ideas in written works, lectures, and discussions • To manipulate and create ideas about a	ELA CAASPP/	Yearly
Arts		Smarter Balance	
		Interim School-Based	
		Quarterly	
		Assessments,	Quarterly
		Teacher-Made Tests,	
		Portfolios,	
		Service Learning	Ongoing
		Projects	Yearly

Curriculum Focus/ Courses	Examples of Learning Objectives Based on Common Core State Standards	Assessments	Frequency
	<p>topic and be able to organize them for presentation in both verbal and written forms - write essays using the English language correctly and effectively</p> <hr/> <ul style="list-style-type: none"> Write an autobiography every year with increased breadth and depth expected in succeeding years 		Yearly
		ESSA Requirements	
			Yearly
English Language Development	<p>- Students will be able to gain increasing control of the ability to understand, speak, read and write in the English language.</p>	ELPAC	Yearly
		Smarter Balance ELA	Yearly
		Interim School-Based Quarterly	Ongoing
		Assessments, Teacher-	
		Made Tests	
Mathematics	<p>Students will be able to demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.</p> <p>- Students will be able to calculate and solve problems using ratios, proportions, percentages, roots and powers.</p> <p>- Read and summarize the main ideas of economics, statistics and science texts.</p> <p>- Students will be able to explain and utilize the mathematical concepts and operations of Algebra</p>	Smarter Balanced Math,	Yearly
		Algebra I,	
		Interim School-Based Quarterly	Quarterly
		Assessments, Teacher-	
		Made Tests	Ongoing
		Algebra Readiness tests	Ongoing
		ESSA Requirements	Yearly

Curriculum Focus/ Courses	Examples of Learning Objectives Based on Common Core State Standards	Assessments	Frequency
Science	<ul style="list-style-type: none"> - Students will be able to demonstrate through investigation and experimentation an 	NEXT Generation Science Interim School- Based Assessments, Teacher-Made Tests	Yearly Quarterly
	<p>understanding of the principles of physical and life science as well as ecology.</p> <p>Students will be able to intelligently discuss concepts of matter, energy, motion and force as well as the natural laws and processes of the physical world and the science of life and living matter. Special references will be made to evolution, growth, reproduction and structure.</p> <ul style="list-style-type: none"> - Students will be able to use the scientific method to successfully complete an experiment to investigate a current scientific question; while being able to interpret and generalize the results obtained. - Students will be able to use laboratory equipment effectively. 	Service Learning Projects	Ongoing Ongoing Yearly
Social Science/ History	<ul style="list-style-type: none"> - Students will be able to demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view - Students will be able to demonstrate an understanding of Ancient Civilizations, 	CAASPP Interim School-Based Assessments, Teacher- Made Tests Assessments for the Class Project Management Experience Class Project –	Yearly Quarterly Ongoing Ongoing Yearly

Curriculum Focus/ Courses	Examples of Learning Objectives Based on Common Core State Standards	Assessments	Frequency
	<p>Medieval and Early Modern Times</p> <ul style="list-style-type: none"> - Students will be able to display understanding of the social systems, customs, communities, values, economies, governments, and politics of at least three cultures and societies Explain how this understanding relates to the students' culture and society - Students will be able to generate educated opinions and write pieces on current events, using historical references to the events and ideas that have shaped our nation, its place in the world, other nations, and the world at large -Students will be able to explain our system of government, including the relationships between the branches, how laws are enacted, as well as the importance of an independent press and an educated citizenry 	the multi-discipline effort that applies social studies learning and professional team dynamics.	
Fine Arts	<p>Students will be able to demonstrate some facility with a fine or performing art Students will understand the place of art in society</p> <ul style="list-style-type: none"> -Students will be able to explain a work of art and criticize it 	<p>Individual course assessments</p> <p>Portfolio Assessments</p> <p>Teacher-Made Tests Service Learning Projects</p>	<p>Yearly</p> <p>Quarterly</p>

Curriculum Focus/ Courses	Examples of Learning Objectives Based on Common Core State Standards	Assessments	Frequency
	-Students will be able to create a work of art in the visual and plastic arts -Students will be able to participate in performance art		Ongoing
Overall Achievem ents		Smarter Balanced Common Core assessment	

BCCS will address all state California Common Core State Standards, NEXT Generation and Appendices. Specific subject proficiency targets are noted in the Academic Growth section below.

Table 2.2: Common Core State Standards Goals

Instrument/ Assessment	Purpose	Grade	Timeline	Performan ce Goal
English Language Arts				
Publisher Assessments	Common Core State Standards/Language Arts	5-8	Teacher choice, Approximately 4 times a year	80%
Various Software Monitoring Achieve3000 Vocabulary	Common Core State Standards/Language Arts	5-8	Throughout the year episodes of units on the software are completed	80%
Internally Created Assessments (Teacher Formative Assessments)	Measure Standard mastery	5-8	Daily or Weekly	70%

Instrument/ Assessment	Purpose	Grade	Timeline	Performance Goal
ELA Smarter Balanced	Mastery of Content Standards	5-8	Annual	70%
Portfolios Student Reflections	Learning Experiences are captures	5-8	On-going	80%
Presentation of Learning	Service Learning Project Mastery	5-8	Annual	80%
Mathematics				
Mathematics Skills NWEA Maps	Common Core State Standards/M athematics	5-8	3 Times a year	75%
Smarter Balance Mathematics	Math Numeracy	5-8	Yearly/ Annual	80%
Various software Illuminate, ALEKS, Achieve3000	Mathematics Standards	5-8	Ongoing	80%
Internally Created Assessments	Measure standards mastery	5-8	Daily or weekly	80%
Published Designed Assessments	Measured standard mastery	5-8	Daily, weekly and quarterly	75%
English Language Learners/ELD				
ELD Common Core State Standards	Common Core State Standards	5-8	Daily, weekly and each quarter	80%
Various Software Achieve3000, NWEA Maps, Adaptive Curriculum	Measures English Language Development	5-8	3 Times a year	80%
Internally Created Assessments	Measures Standards mastery	5-8	Daily and Weekly	80%
Publisher	Measures	5-8	Daily,	80%

Instrument/ Assessment	Purpose	Grade	Timeline	Performance Goal
Designed Assessments	Standards mastery		weekly and quarterly	
Science				
Science Skills	Common Core State Standard/NEXT Generation	5-8	Annually	80%
Smarter Balanced	Mastery of Content	5-8	Annually	80%
Publisher Assessments	Mastery of Content	5-8	Daily, weekly and each quarter	80%
Achieve3000	Reading Comprehension	5-8	Daily, weekly and each quarter	80%
History/Social Science				
Social Studies Skills/Smarter Balanced	Common Core State Standards	5-8	Annually	80%
Illuminate	Mastery of Content	5-8	Using computer assisted learning Ongoing	80%
Publisher Assessments	Measure Standards Mastery	5-8	Daily, weekly and each quarter	80%

BCCS developed

In addition, students at BCCS will foster lifelong learning and interpersonal skills. All service learning activities will include assessments and reflection on students' core subject knowledge as well as the following life skills, including:

Table 2.3 Life Skills

Life Skills	Goals	Measurement
Collaboration and Cooperation	Gain knowledge of and demonstrate the managerial, adaptive, and associative skills appropriate to their level	90% mastery scores earned using SFA Cooperation Rubrics
Self-assessment	Assess themselves, be aware of their status, and accordingly change their own behavior and attitudes	90% participation in student self-assessments such as journals, learning logs, SFA Team Score sheets, etc.
Goal Setting	Learn to set their own short- term and long-term goals in keeping with their own goals and abilities	80% of goals set on student/teacher created goal sheets will be reached each marking period.
Critical Thinking and Problem Solving	Learn to be effective problem solvers and develop advanced critical-thinking skills	90% mastery on Critical Thinking Rubrics used for PBL
Self-discipline	Learn to control their behavior at all times while respecting and upholding the values of the community	5% annual decrease in office Discipline Referrals
Technology	Be familiar with current technology and use technological tools appropriately in their school work and community service.	80 % of post TechLiteracy Assessment scores will increase over the pre-test.

BCCS will design projects and lesson plans for each core subject according to California State Content Standards. Additionally, all applicable ESSA regulations will be included in the curriculum or assessment procedures as necessary. BCCS will adhere to the same applicable Title I accountability requirements as other public charter schools in the state, including.

Other Performance Targets

BCCS will maintain clear and high expectations for its students and their academic achievements. The school will meet the benchmarks set forth under AB 1137, by outperforming similar and resident schools in the district, and meeting its State growth targets.

All future data will be disaggregated to show how sub-groups such as English Learners, non- English Learners, mobility, gender, and other relevant sub-groups perform. The school administrators, staff, and teachers will be held accountable to the Board for meeting the school outcome goals. BCCS will pursue the following outcome goals. Pursuant to AB1137, we expect the BCCS petition to be renewed should it satisfy at least one of the following student outcome goals.

BCCS will meet all State growth targets.

Grading, Progress Reporting, and Promotion/Retention

Extra-Curricular and Culmination Participation Policy

The purpose of this policy is for all stakeholders to support students to achieve high personal and academic standards.

Definitions

- **Culmination Ceremony:** Culmination is a non-required celebratory ceremony for 8th grade students who have successfully met the academic and behavioral requirements set forth by YPI Charter Schools.
- **Competitions:** Competitions are student events where YPI Charter Schools teams **represent** the school in public performances or participate in challenges with another school.
- **Extracurricular field trips** are those off-campus trips that are organized by a school sponsored club, group, or athletic team, etc.
- **Promotion:** Promotion refers to a student advancing from one grade level to the next (e.g. moving from 6th grade to 7th grade).

Grading:

Table 2.4 Students will be graded on the following grading scale:

Letters	GPA Range	Percent age	Descriptors
A/A+	4.0	94-100	Exceeds Standard
A-	3.667	90-93	Exceeds Standard
B+	3.333	87-89	Met Standard
B	3.000	84-86	Met Standard
B-	2.667	80-83	Met Standard
C+	2.333	77-79	Nearly Met Standard
C	2.000	74-76	Nearly Met Standard
C-	1.667	70-73	Nearly Met Standard
D+	1.333	67-69	Did Not Meet Standard
D	1.000	64-66	Did Not Meet Standard
D-	.667	60-63	Did Not Meet Standard
F	0.000	1-59	Did Not Meet Standard
I	Incomplete	0	No Work Submitted

Honor and Merit

- Merit (Honor Roll): 3.49-3.79
- Honor (High Honor Roll): 3.8+

Five (5) Week Participation Policy

In order to be eligible for participation in extracurricular and/or school activities (sports, clubs, competitive teams, or school sponsored social events) he/she must have at least a 2.0 GPA, no more than 1 D/F, no more than 1 U in work habits, and no more than 1 U in citizenship.

If a student does not have at least a 2.0 GPA, and/or if he or she has more than 1 D/F, has more than 1 U in citizenship/work habits, the student will be placed on an academic and/or a behavioral contract and may be prohibited from participating in extracurricular activities.

- The contract will outline:
 - Services the student will participate in to support the student's improvement.
 - Services the parent may participate in to support the student's improvement.
 - The requirements for the student to be removed from contract.
 - Services may include, but are not limited to:
 - Parenting classes
 - Service activities
 - After school tutoring
 - Other
 - A student is eligible to participate in school trips, school activities, or extracurricular activities **as long as he/she is successfully meeting the requirements of his/her academic/behavioral contract.**
- Progress Reports are given during every 5-week grading period in a semester.
 - 5 week
 - 10 week
 - 15 week
- A report card is given at the 20-week grading period that marks the end of a semester.
- The Fall 20-week report card and the Spring 18 week progress report card are used to determine eligibility in culmination events (please see culmination section of this document for more information on eligibility for the culmination ceremony).
- Students and parents will be informed every grading period if the student is in danger of, or is losing their extra-curricular and culmination participation opportunities **via the grading period progress report.**
- Parents and students must be informed on our policy before the year begins
 - Students/Parents sign off on our policy at the start of the year
 - Failure to sign the contract does not void this policy

Local Pupil Promotion and Retention (PPR) Policy:

- A student may be retained and will not promote to the next grade level if a student scores a "Did Not Meet" score on his/her CAASPP testing (based on the previous year's test scores) and/or student receives 2 or more D's or F's in core classes (Math, English, Social Studies, and Science), or has below a 2.0 GPA on the 20 week report card of either semester.
- If a student has not met the requirements to be promoted to the next grade level, he/she will be given the opportunity to make up missing work, and thus earn the chance to be promoted to the next grade level. This will not change the grade, but will allow the student to promote to the next grade level.
- All work must have received at least a grade of C or better in order to be accepted.
- If a parent/guardian disagrees with the decision for a student to be retained, the parent/guardian may appeal the decision to the Director of Academic Achievement and Chief Operations Officer.

- o *This policy will work in conjunction with the Retention Committee Policy*

Culmination Ceremony Eligibility (8th grade only):

- In order to be eligible for participation in the culmination ceremony, a student must have at least a 2.0 GPA, no more than 1 D/F and no more than 1 U in citizenship on the 18 week report card of the second semester. All major classroom assignments must be completed and submitted.
- Improvement Clause: if a student has improved by at least 0.5 in overall GPA as compared to the first semester, and has at least a 2.0 in the second semester, he/she ***may*** be eligible for the culmination ceremony.
- When digital portfolios are assigned, student must complete the portfolio to be eligible for culmination.

Behavior & Attendance Addendum

- Two in school or one out-of-school suspensions in a year may prohibit participation in extracurricular and culmination ceremony participation opportunities.
- Three suspensions in a year will prohibit participation in extracurricular and culmination participation opportunities.
- Ten absences or more may prohibit participation in extracurricular and culmination participation opportunities (exemptions for extreme circumstances in attendance may be considered by the Chief Operations Officer or Executive Director)

YPI Charter Schools Retention Advisory Board Policy

YPI Charter Schools strive to prepare every student to be college ready, active citizens and lifelong learners. As part of this process, it is important to make sure that all students have mastered the content within their grade level and are ready to move on to the next grade level; therefore, YPI Charter Schools have implemented the promotion and retention policy as outlined in the grading policy.

Any teacher, parent or administrator who believes that a child has not mastered the content standards for that child's current grade level should make a written recommendation for retention to the Retention Advisory Board. The Retention Advisory Board will consist of the Director/Coordinator of Operations, Director/Coordinator of School Culture and Climate, Director/Coordinator of Instruction, Director of Special Education and lead teachers.

Following the retention recommendation for the child, the Retention Advisory Board will examine the following qualifiers to determine if the child meets some of the necessary guidelines for retention.

Grades

Assessments

- Academic achievements
- Level of math proficiency
- Level of reading proficiency
- Tested subject areas

- Teacher feedback
- ELL proficiency
- Previous retentions given to student

If the Retention Advisory Board determines that enough of the qualifiers have been met for retention, school administration will follow the YPICS retention process.

If the Retention Advisory Board determines that a child has met enough of the qualifiers for retention, YPI Charter Schools will reserve a spot for the child within the current school and grade level for the next school year.

YPICS Retention Process

Step 1: Retention Recommendation Form completed by individual parties

Step 2: Teachers meet within grade levels to complete Retention Recommendation Forms

Step 3: Retention Advisory Board reviews recommendations and places students in a priority order based on grade level

Step 4; Administrative Enrollment Review to determine available spaces within each grade level

Step 5: Administration meets with the parents of recommended retention students

Step 6: Parents and Students accept retention for the following school year, or formally appeal the retention in writing to the YPICS Executive Administration

Step 7: Executive Administration meets with the parents of any student who formally appealed the retention

Methods To Measure Student Outcomes

BCCS will use the following methods to assess student progress and fulfillment of instructional objectives:

- **School wide Quarterly Assessments**, such as Gates-MacGinitie and 4Sight, and the NWEA Maps Assessment will be utilized to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students. In science and social studies, quarterly assessments will be designed using a test-generator tool from Data Director or an equivalent program. This resource will allow teachers to input standards they have addressed for the quarter into a system that will then generate standards- based test items. In the case where two teachers teach the same grade level and content area, they will collaborate to ensure pacing alignment and common test design. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least a quarterly basis.

- **Classroom Assessment** will provide ongoing analysis of student progress on a daily basis. Each lesson will incorporate some form of assessment to determine whether the objectives of that lesson were met. Daily assessment will be documented in the form of class work and activities and will be recorded in teacher grade books. Teachers will monitor student progress through exams, essays, research projects, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments will reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents will be informed of their child's progress and report cards will be sent home quarterly. Teachers will be encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams will meet weekly to discuss the progress of students in their cohort. These meetings will allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.
- **Digital Portfolios that reflect schoolwide SLO's and state standards** provide students with the opportunity to reflect upon and demonstrate their learning. Students at BCCS will document their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios will be a collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student's growth and progress. Students will incorporate work-based learning activities by reflecting on how they intersect with academic concepts. Students will engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students will analyze their academic progress and with a teacher set new short and long term goals. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.
- **Capstone Projects and Presentations of Learning** at the end of each semester will demonstrate student learning across disciplines within their Linked Learning pathway. Students will work in extended project blocks during the last week of each semester. Capstones and Presentations of Learning may take the form of an exhibit, community project, or theatrical presentation. Students in the 8th grade might stage a demonstration and debate that compare the scientific and technological changes of the current age with those of the Scientific Revolution through the modern age complete with an analysis of the impacts on science and society. Students in the 5th through 8th grades might complete a service learning project on the technology divide and its impact on freedom, equality, economics and democracy complete with surveys, data analysis and a proposal presented to local authorities.
- BCCS staff will refine a rubric for evaluating student performance for the capstone and presentations of learning projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts will all take part providing constructive critique and assessment of capstone projects.
- **State Standardized Testing:** Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Smarter Balanced Testing and Reporting exams.

- **BCCS Data** Dashboard: Beginning in 2015-2016, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and CAASPP/SBAC data. In addition to use of the NWEA Maps Assessment Tools aligned to Common Core State Standards.
- Smarter Balanced Test Results will be mailed to our school, and in turn
- **BCCS** mails individual data results home to the student's parents. Parents and others can also access CAASPP/SBAC school data by using the California Department of Education website, Dataquest.
- ELPAC-- the California English Learners Development Test, is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and

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

conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit

by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Governance Structure

The Organizational Chart below indicates how Bert Corona Charter School has become and remain a viable enterprise. The organizational chart shows the relationship between the YPI Charter Schools, Inc.'s governing board and the leadership of the school.

The YPI Charter Schools, Inc. Board of Directors in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted, shall provide external accountability, internal oversight, and leadership. The primary role of the YPI Charter Schools, Inc. Board is to govern Bert Corona Charter School in a manner that will enable the school to achieve its mission as prescribed and permitted by its charter. The YPI Charter Schools, Inc. Board's role is one of oversight of school management; specifically, oversight and management of Executive Director who has oversight of the Director of Operations.

The YPICS Board of Trustees (currently seven members including the President, Vice-President, Treasurer, and Secretary) has a diverse set of skills and experiences. Their backgrounds includes: two business members from outside of education, a realtor, a university partner, two community members with K-12 experience, and the Executive Director of a Community Based Organization. Board of Trustees will complete a skills/expertise analysis of the current board prior to filling any open trustee seat.

YPICS trustees believe that in order to lead well it is necessary for them to have the ability to govern effectively in the area of finance, governance, academic excellence, facilities and development. The following are key skills that are important and align with the following areas of oversight:

Finance:

- CFO
- Accounting*
- Financial Policies and controls*

Governance

- Legal*
- Prior governance experience*
- Strength cultivating new trustees

Academic Excellence

- Strong analysis skills*
- Experience for managing for results

Development

- Individual donor cultivation experience*
- PR & marketing*
- Event Planning

Facilities

- Construction/Project Management*
- Real Estate Finance*
- Real Estate Law

Additionally the following overall skills are also important for each trustee:

- Support the values, mission, and vision of the organization
- Lack of personal agenda
- Entrepreneurial spirit
- Enjoy group process
- Think critically and strategically

Items that have an asterix (*) are skills or experiences we believe are absolutely necessary for that committee or oversight area; items without an asterix are "nice to have" or the need for them depending current board goals.

The Board of trustees will also use task forces such as Executive Director Evaluation and Support, Audit, and Human Resources/Personnel to ensure effective governance.

Charter School agrees and acknowledges that as the sole statutory member of YPI Charter Schools Inc., the Youth Policy Institute, Inc. governing board does not vote on or otherwise control matters governed by YPI Charter Schools Inc., governing board, including but not limited to the governance and operation of Charter School and as delineated in the approved charter. YPI Charter Schools Inc., is the holder of the charter of the Charter School and ultimately has all governing and fiduciary responsibility for any and all actions related to the Charter School. Charter School agrees and acknowledges that the Youth Policy Institute, Inc. governing board shall follow any and all laws, standards, and policies regarding ethics and conflicts of interest applicable to its role as sole statutory member of YPI Charter Schools Inc. and as a nonprofit corporation.

All contracts between Youth Policy Institute, Inc. and YPI Charter Schools Inc. shall require that, in performing any and all obligations and/or exercising any rights under such contract, YPI Charter Schools Inc. and its governing board, employees, and representatives shall comply with all applicable laws, standards, and policies regarding ethics and conflicts of interest. All transactions between Youth Policy Institute, Inc. and YPI Charter Schools Inc., must be approved by YPI Charter Schools Inc. in a lawful, open and transparent manner. YPI Charter Schools Inc. shall maintain records with verifiable documentation of such transactions. Any such transaction shall be and remain subject to District oversight.

YPI Charter Schools Inc. agrees and acknowledges that all public funds received by or on behalf of Charter School, including Charter School assets derived from public funds, shall be deemed to retain their statutorily restricted purposes and remain within the jurisdiction

and control of Charter School. Such public funds shall remain subject to Education Code section 47633(c) and shall be included within the scope of Charter School's annual audit per Education Code section 47605(m) and the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, as updated annually, and as applicable to charter schools.

YPI Charter Schools Inc. acknowledges and agrees that all of Charter School's related party transactions, as that term is defined in the applicable Generally Accepted Accounting Principles ("GAAP") standards, that involve BCCS's public funds shall remain within the scope of the annual audit required under Education Code section 47605(m) and the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, as updated annually and as applicable to charter schools and subject to District oversight. YPI Charter Schools Inc. agrees that related party transactions involving public funds shall be subject to audit by LAUSD for purposes of charter school oversight.

Notwithstanding any other law or provision of this Charter, YPI Charter School's governing board shall not be comprised of a majority of any combination of member(s) or member(s)'s directors, employees, or affiliates.

In addition, the specific responsibilities of the YPI Charter Schools, Inc. Board are:

- **Oversight of the school:** The YPI Charter Schools, Inc. Board is ultimately responsible for monitoring school performance, including its compliance with its charter and other governing documents. The Board is accountable to the LAUSD for the achievement of the BCCS' goals set out in the BCCS petition. The Board is responsible for the approval and monitoring of the School Plans (LEA, LCAP, LEA Addendum, Schoolwide Plans (SMART Goals, Programs, etc.) and for ratifying the school's mission. The Board reviews the School Plan at the beginning of the year and supports the goals set forth and monitor achievement of these goals.
- **Budget and financial resources:** The Bert Corona Charter School's management prepares an annual budget for consideration by the Board. The Board approves the budget and reviews the school's financial performance and position at each meeting. The Board is responsible for financially managing the school, including budget development and monitoring, establishing fiscal controls, and causing audits of the school's books and records to be made as required by law and as otherwise prudent.
- **Annual financial audit.** The Trustees hires the school's auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.
- **Appeals by parents.** The Board hears appeals by parents on matters of student discipline, including student expulsions.
- **Enhancing the organization's standing.** The Trustees are ambassadors of the school to the community and work individually and collectively to increase the organization's standing in the community.
- **Ensure legal and ethical integrity.** The Trustees ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.
- **Fundraising.** The Trustees assists the school in fundraising, and in the school's applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.

- **Strategic planning.** The Trustees in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.
- **School Policies.** The Trustees responsible for establishing, implementing, and enforcing, or delegating the implementation and/or the enforcement of, BCCS' policies with respect to:
 - Admissions,
 - Curricular guidelines,
 - Employment and other personnel matters,
 - Student discipline,
 - Special education,
 - English language education for English Learners,
 - Ethics,
 - Student food services,
 - Student health services,
 - Communication with students' families,
 - Communication with governmental and regulatory agencies,
 - Public relations and outreach, and
 - Hearing complaints
 - All or more particularly set forth in the By-Laws of the School.

Description of major roles

Executive Director - The ED is responsible for the school environment and student performance at Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School. The ED is also responsible for the implementation of policies, procedures, and practices that will ensure the ongoing financial and legal viability of the schools. The duties include: Executive Administrator support and supervision, support and supervision of Learning and support staff, facilities development, serving as a spokesperson for the YPI Charter Schools bi-weekly school visitations and observations; monthly presentations to the staff, parents, and students of BCCS; and managing the hiring process of the school Executive Administrators.

Chief Operations Officer – The COO will report to the ED and assume a strategic role in the overall management of BCCS. The COO will have primary day-to-day responsibility for planning, implementing, managing and controlling all financial-related activities of the organization. Plans, organizes, assigns, directs and reviews the business and risk management functions of the schools and participates in the development and implementation of policies and programs at the executive level. Serves as the Executive Director in his or her absence.

Executive Administrator - The Executive Administrator serves as part of the overall organizational executive team and is responsible for establishing a positive school culture and high levels of student achievement. The Executive Administrator's duties will include, but is not limited to, facilitating curriculum development; teacher selection, supervision and evaluation; facilitating parent involvement in school governance, volunteering at school, and supporting student learning at home; monitoring and supporting professional development for all staff; the implementation of student support programs; weekly visits of each class; managing school discipline; and supervising other support staff as assigned. Additionally,

the Executive Administrator manages the teacher selection and curriculum development process.

YPI Charter Schools, Inc. Governing Board Composition and Member Selection

The YPI Charter Schools Inc. Board is made up of retired school administrators, current school educators, and representatives of community-based organizations.

Number of YPI Charter Schools, Inc. Board of Directors. The authorized number Board of Director shall consist of no less than three (3) and no more than twenty-five (25) Directors. The specific number shall be determined by the Board of Direction from time to time. No reduction of the authorized number of Board of Directors shall have the effect of shortening the term of any incumbent trustee.

The YPI Charter Schools, Inc. board members -are nominated by any member of the community. The nominees complete Resume or Bio are vetted by the full board prior to a vote. The nominee is elected by a simple majority of current board members. Board member selection, terms of service, and number of members are regulated in accordance with the YPI Charter Schools, Inc. Bylaws. The Board meets in accordance with the bylaws, currently once a month.

Members and Election and Term of Office. Youth Policy Institute, Inc., a District of Columbia corporation, shall be the sole member of the corporation.

The member shall designate a majority of the trustees as provided in Section 5220(d) of the California Nonprofit Public Benefit Corporation Law. All trustees not appointed by the member shall be elected at a regular meeting of the Board from a slate of nominations presented by the Nominating Committee, but if any such regular meeting is not held or the trustees are not elected thereat, the trustees may be elected at any special meeting of the Board held for that purpose.

Each trustee designated by the member shall hold office for a term of three (3) years and until a successor has been elected and qualified. All other trustees shall hold office for a term of two (2) years and until a successor has been elected and qualified. Notwithstanding the foregoing, the first trustees appointed by the incorporator of the corporation shall hold office for a term of one (1) year. Trustees may succeed themselves in office.

These areas of expertise support the decision making that the YPI Charter Schools, Inc. Board must engage in including:

The annual budget of the corporation;

- Any non-budgeted expenditures of the corporation over \$25,000;
- Any initial contract for the establishment or operation of, or licensing of rights to, a charter school;
- The removal of trustees/directors without cause pursuant to Section 5222 of the California Corporations Code;
- The approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;

- The approval of the principle terms of a merger of the corporation with another organization;
- The approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist;
- The approval of the voluntary dissolution of the corporation or the revocation of such an election to dissolve; and
- The approval of any borrowing of money.

Bert Corona Charter School will encourage all stakeholders to participate in and share responsibility for the education design in a manner that will ensure that there will be active and effective representation of interested parties, including but not limited to parents or guardians. This is accomplished in a number of ways that include the formation of a School Advisory Council process and educational results.

Bert Corona Charter School post meeting notices at the school and in the community in advance of all YPI Charter Schools, Inc. Board meetings to be held monthly, in accordance with the Brown Act. The school distributes agendas to parents of students and in the community. Notification for all meetings of the YPI Charter Schools, Inc. Board of Trustees will follow the requirements of the Brown Act. Notification of meetings will be posted publicly accessible as a printed copy posted in the main office of the school, and/ in place clearly visible to the general public, according to the timelines provided by the Brown Act. Minutes of meetings are accessible at the BCCS' front office. BCCS' Board meetings are held in the following addresses throughout the year:

Bert Corona Charter School
9400 Remick Avenue
Pacoima, CA 91331

Bert Corona Charter High School
12513 Gain Street
Pacoima, CA 91331

Monsenor Oscar Romero Charter School
1157 S Berendo Street
Los Angeles, CA 90006

YPICS Learning and Support Center
10660 White Oak Avenue
Granada Hills, CA 91344

Governance Procedures and Operations

Governance Board Decision Making Process

A majority of the trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present is an act of the YPI Charter Schools, Inc. Board. Per the California Attorney General (Brown Act publication 2003), when there is less than a quorum present at a noticed

meeting, the body may either (1) meet as a committee, or (2) adjourn to a future date. The presence of a quorum is necessary to take action. (Govt. Code §§ 54952.6; 54955; 54955.1.)

Quorum: A majority of directors with voting authority then in office constitutes a quorum of the Board for the transaction of business, Participation in meetings by Conference Telephone: Members of the Board may participate in any meeting through the use of video or telephone conference equipment. These meetings will be held pursuant to the teleconferencing rules of the Brown Act.

Stakeholder Involvement

The BCCS decision-making process in which all school stakeholders are represented is designed to:

- Ensure that all decisions regarding policy and practice made at BCCS are focused to achieve the educational student outcomes outlined in the petition
- Ensure that all staff members are involved in the decision-making process
- Ensure that parents, community members, and all school personnel are involved as active partners in the decision-making process
- Ensure that all stakeholders model a collaborative, consensus-building school culture applied to all decision-making processes

The BCCS model of decision-making will be democratic in nature. If an agreement cannot be reached on any issue, the Executive Director will have final authority in all matters pertaining to school operations and instructional pedagogy. YPI Charter Schools is founded on the principle of inclusiveness. Therefore, keeping with our themes of teamwork and unity, all staff will model a culture of consensus building that is strongly aligned with the vision and mission of BCCS. It is our belief that as we build a strong positive culture and community, more parents will champion the school vision and mission.

Staff involvement in school governance

Both classified and certificated staff will have the opportunity to participate in school committees. These committees will provide a communication channel by which the Executive Administrator, the YPICS Executive Director, and The YPICS Board of Trustees will be informed of employee stakeholder inquiries, ideas, and concerns.

Parent Involvement in School Governance

BCCS understands that parental involvement in the life of the school is essential to the success of the school. BCCS made it a priority in its mission to have parent participation throughout the school, including in consulting parents on instructional program. BCCS will encourage parents to participate in the school by:

Parents will be encouraged to serve on the School Advisory Council (SAC). Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis. The school web site will facilitate the dissemination of information on areas of specific interest to parents.

The process by which stakeholders are involved in the consultation is to join the School Advisory Council, the BCCS Executive Administrator or Director of Operations will involve the students, parents, teachers and staff in developing the school's annual LCAP and will work with all stakeholders to participate in reviewing the school's annual progress and providing feedback on established goals to allocate resources for potential needed program adjustments for coming years.

Bert Corona Charter School believes that parent involvement translates into increased student achievement. The philosophy of Bert Corona Charter School is to encourage, honor and respect the parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:

Parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents and the YPI Charter Schools, Inc. governing board.

Parents will be encouraged to serve on the School Advisory Council. Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis. BCCS web site will facilitate the dissemination of information on areas of specific interest to parents. In addition all information regarding parental involvement will be presented at all parent meetings held.

(n) A charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

Parents will be encouraged to provide service to the school in areas that will enhance the educational development of their children, and will be informed that participation is not required to as a condition of continued and enrollment and attendance at Bert Corona Charter School. Other service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents will determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be requested during parent/staff conferences held prior to the onset of each school year.

The school will provide parent workshops and education classes, in English and Spanish language, at times that are conducive and suitable for both stay home and working parents. Workshops may include the following:

- Monitoring Your Child's Use of the Internet
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Helping in Planning Educational Family Outings
- Planning Your Child's Educational Future (High School and College)
- Understanding Linked Learning Career Pathways

The content of these workshops will be designed to assist parents in the educational development of their children. We believe that if given the proper tools parents will become equal partners with the school in the education of their children. We also believe that these workshops will help parents feel connected to each other and the school community.

The staff and Executive Administrator, Director of Operations, Director of Instruction and Coordinator of School Climate and Culture will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at regular intervals throughout the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed.

Community Involvement

Bert Corona Charter School works closely with established community based organization in the Pacoima area to ensure community participation and maximize the resources available to students and their families. The community-based organizations in the surrounding areas and other partnering stakeholders will work collaboratively in support of the Bert Corona Charter School. This includes colleges and universities partnerships, as well as partnerships with businesses that will support our students in their academic achievement as well as our college to career program.

Composition:

The School Advisory Council (SAC) shall be established at **each school, which** participates in school-based program coordination. Parents of English learners comprise at least the same percentage of the SAC membership, as English learners constitute of the school's total student population. The School Advisory Council will consist of parents, students, community members, teachers and Executive Administrator, Director of Operations, Director of Instruction and Coordinator of School Climate and Culture. Lead Teachers, will be elected by peers, parents will be elected by parents of children attending the school, and other school personnel selected by other school personnel at the school. Student leadership officers will serve on the committee, and community members will be self-selected.

The SAC shall be constituted to ensure parity between (a) the Executive Administrator, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils.

Committee composition and selection

Each grade level will select teachers and parents to serve on these committees and all representatives will be selected on an annual basis. Parents will be selected by parents of children attending the school to serve on the School Advisory Council and other grade level and school-wide committees.

1. The Executive Administrator or Director of Operations, shall be an ex officio member of the school Advisory council.
2. The Executive Administrator may invite other stakeholders to act in an advisory capacity at the SAC meetings. The Council meets once each month between September through April to discuss operational and instructional matters and ensure parent and teacher input in the decision-making process, as is part of the development of the Local Control Accountability Plan (LCAP) and the monitoring of ELs. While the model of decision-making at is designed to be inclusive of all stakeholders and ensure full participation and representation of parents, teachers, staff and the community, if agreement cannot be reached on any issue, the YPICS Executive Director holds final authority in all matters.
3. Taking part in the School Advisory Council and other parent and school-wide committees, such as the academic and school climate & culture committees. In these committees parents will be encouraged to make recommendations on any and all matters related to the strengthening of the BCCS community.
4. Taking part parent informational meetings and workshops that will be held to assist parents in supporting their children's experience at BCCS.

SAC Responsibilities

1. The SAC agenda will include LCAP matters quarterly.
2. The SAC will work with all stakeholders to participate in reviewing the school's annual progress
3. The SAC will provide feedback on established LCAP goals to allocate resources for potential needed program adjustments.
4. The SAC will make recommendations and decisions about issues related to the school and participate in reviewing parental and community concerns
5. The SAC will be responsible for advising the Executive Administrator and staff on programs and services for English learners.
6. The SAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. Ways to make parents aware of the importance of regular school attendance.
 - c. Advise on the development of the SPSA in relation to the English Learner Master Plan.
 - d. Assist in the development of the school's language census, assessment of achievement gaps of the EL student population, and the development and evaluation of the school's programs and services for EL students.

- e. Advise on efforts to inform parents about the importance of regular school attendance, review the school's student attendance data and the BCCS' student attendance policy.
- f. Include on the meeting agendas information related to the BCCS' English Learner Master Plan.
- g. Use the Comprehensive School Needs Assessment to identify and address the linguistic and academic needs of EL students and to develop training and support for parents.
- h. ELAC matters will be included on the SAC agenda six times per year at a time that is agreeable to members.
- i. The school site Executive Administrator, and/or Director of Operations will be responsible for submitting the minutes of each Advisory Council meeting to the YPI Charter Schools, Inc. Board of Directors.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Bert Corona Charter School selected a group of professionals that share the educational philosophy of BCCS and are committed educate all children. All personnel must commit to the mission and vision of the school. Employees’ job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the school and its students. Employee salaries and benefits are based on the job duties and work basis as outlined in the charter.

Mission of the Learning and Support Center

Our Mission

Our mission is to deliver on the promise of equal educational opportunity for all of Los Angeles’ children. We know that every child—regardless of race, zip code or economic status—deserves access to great schools. At YPICS, our students realize their potential and develop the skills they need to graduate from college, succeed in a competitive career in the world and serve as the next generation of leaders in our community.

- We work for change...that changes everything!
- We care about people.

- We can help you become who you're meant to be, whether you're 9 or 39. Because at the LSC, we know that taking care of kids means taking care of teachers and administrators, too.
- We are innovating & growing.
- We never stop learning and evolving. It's a part of everything we do, from our bold new programs to the way our network of schools continues to grow in the communities we serve.

Employee Positions and Qualifications

Executive Director (Learning and Support Center)

The Executive Director has primary responsibility for the strategic development, implementation, and management of all aspects school performance and operations for the Bert Corona Charter School. Overseeing all aspects of the organization, from administration to fundraising the Executive Director will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members. The Board of Directors will select, hire, and evaluate an Executive Director.

The Executive Director communicates with internal and external parties regarding the school's mission, values and core beliefs. Further translate the school board's strategic vision into operational objectives. The Executive Director also serves as the educational leader through providing the effective management of teaching, data analysis, curriculum development and professional development programs. They guide and direct members of the administrative and office support teams by promoting high standards of excellence. The Executive Director evaluates the Chief Operations Officer, Director of Instruction, Director of Operations and Coordinator of Student Services. The Executive Director supports and supervises Executive Administrators. Supports and supervises Learning and Support Center staffs.

The Executive Director ensures that school rules and policies are objectively and consistently implemented with integrity. The Executive Director promotes a healthy culture, positive learning environment and community-friendly atmosphere. The Executive Director is tasked with submitting mandatory reports to district, state and federal organizations. In addition to maintaining professional relationships with external partners, government representatives and educational experts.

Financial Responsibilities

The Executive Director also provides leadership in fiscal management. The Executive Director develops budgets that adhere to district limitations, school resources and expected grant funds. In order to secure financial resources, the Executive Director establishes and cultivates relationships with state funding sources, advisory committees and local partnership groups. The Executive Director must identify adverse financial problems and submit actionable recommendations to the school board. The Executive Director ensures that the accounting system is clear, accurate and maintained in accordance with GAAP.

Executive Director must ensure compliance with all legal contracts, government regulations and funding source agreements. In order to accomplish this, they establish and promote appropriate school financial policies and procedures. The Executive Director will strive to increase the school's development income, increase the number of grant applications and link financial visions with strategic planning and execution. As well as cultivate potential donors and implement fundraising programs that meet the school district's goals.

Human Resource Management

Executive Director has various human resource management duties. First, the Executive Director must ensure that job descriptions are developed and remain current for staff. These documents serve as the basis for personnel evaluations. Second, they provide recommendations regarding promotions, demotions, hiring, firing and salary changes for employees. They indirectly supervise and evaluate all administrative and instructional staff.

Qualifications:

- Have at least 10 years of Executive Leadership Experience in Public Schools K-12
- Bachelor's degree required, Master's degree in school administration or relevant field preferred
- Expertise in curriculum design and evaluation,
- Experience as an administrator and teacher,
- Experience working in the charter school movement, and an interest, or associated work history, in facilities management.
- Develop an integrated curriculum and evaluation of educational program
- Develop a strategic facilities plan
- Develop a strategic operational plan
- Have direct oversight and supervision of the Administrators and staff, recruitment and hiring
- Develop and implement a student recruitment/outreach plan.
- Develop a Community Relations plan
- Report to the YPI Charter Schools, Inc. Board of Directors on the progress of the school in achieving educational success once a month.
- Oversee the following efforts by others:
- Educational Leadership
- Finance
- Facilities
- Technology
- Administration/Human Resources

Chief Operations Officer (Learning and Support Center)

To plan, coordinate, and supervise the operation of Finance, Facilities and Operations, Technology and Food Services Divisions in such a way as to enhance the morale of school district personnel, promote the overall efficiency of the school system, and maximize the educational opportunities and benefits available to each individual child.

Reports to: The Executive Director and acts as the Executive Director's designee if absent.

Responsibilities:

- Supervise payroll ensuring the accuracy and integrity of all payroll functions.
- Supervise the food service, buildings & grounds and transportation programs to ensure fiscal efficiency, quality customer service, and compliance with all policies.
- Ensure administrative systems are contemporary and support the efficiency of administrative operations.
- Manage the physical plant maintenance needs at all sites.
- Manage the development of a long term financial plan that highlights the financial needs of the organization and schools.
- Respond to inquiries from school administrators concerning campus issues.
- Coordinate dissemination of information, policies, regulations, procedures, and reports to school administrators.
- Conduct building inspections and classroom visitations to assess educational and operational effectiveness and assist school administrators to establish and maintain a productive learning and working environment.
- Facilitate the work of internal and external auditors
- Assist in developing and revising BCCS' board policies and regulations of the organization and implements as appropriate.
- Oversee the maintenance of financial and records in compliance with the federal and state law and BCCS' board policies.
- Ensure compliance with all federal/state/BCCS' regulations.
- Research business laws and regulations to implement procedures to maintain compliance with current legal requirements.
- Responsible for the organizations and schools safety plan and ensuring safety plans are current.
- Responsible for the development, implementation, and oversight of the annual district budget and any/all organizational grants.
- Responsible for implementing a budget development process that is transparent and done in collaboration with stakeholders.
- Responsible for other such duties as may be assigned by the Executive Director.

Qualifications:

- Master's degree in education and/or related field
- Strong understanding of best practices of school administration.
- Strong overall understanding of best practices of accounting, school district operations, and business office procedures.
- Effective communication and presentation skills
- Knowledge of governmental accounting procedures, budgeting requirements, payroll, school finance and capital projects.
- Ability to work harmoniously and effectively with a diversity of individuals including school personnel, parents, community members, business leaders, state education employees and legislative officials
- Strong contemporary technology skills
- Perform other such duties as may be assigned by the executive director

Director of Human Resources (Learning and Support Center)

Under the direction of the Executive Director, the Director of Human Resources provides oversight of all human resources, and compliance related items. The Director of Human Resources will work directly with other site administrators, staff, faculty, and YPICS staff to ensure excellence and compliance in all areas related to BCCS employment. The Director of Human resources serves as support for the operations team of all schools.

Reports to:

The Director of Human Resources reports to the Executive Director.

Essential duties and responsibilities:

Human Resources Responsibilities: The Executive Administrator serves as the on-site Human Resource representative or designee contact and is the first to respond to site-specific personnel issues:

Health and safety of the workforce

- Development of the Human Resources department
- Development of an employee-oriented company culture that emphasizes quality, continuous improvement, key employee retention and development, and high performance.
- Addresses staff concerns and grievances
- Approves all time off requests and monitors request balances using Time-Off calendar
- Reviews all personnel paycom timesheets and ensures it is submitted to payroll in a timely manner

Qualifications:

- Bachelor's degree in education and/or related field plus additional knowledge in computerized communications,
- Demonstrated social, communication and interpersonal skills.
- Successful organizational experience and/or community involvement.
- Demonstrated ability to function effectively in a diverse school community.
- Demonstrated aptitude or competence for assigned responsibilities.
- Strong public relations skills.
- Knowledge of or experience in establishing successful programs for parents,
- Ability to follow directions and work as a productive component of a highly functioning administrative team.
- Successful investigative experiences in Human Resources.
- Skills to communicate, articulate, moderate, understand, command over language, mental ability, tact in dealing with people intelligently, ability to draft agreements, policies etc.
- Possess learning and teaching skills as he has to learn and teach employees about the organizational growth, need for and mode of development of individuals etc.

- Have the Ability to discriminate between right and wrong, between the just and unjust, merit and demerit.
- Execute the management's decisions regarding personnel issues with speed, accuracy and objectivity. He should also be able to streamline the office, set standards of performance, coordinate, control etc.
- Five years of Oversight experience of a School Food Authority

Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Senior Director of Programs (Learning and Support Center)

Under the direction of the Chief Operations Officer, the Senior Director of Programs provides oversight of all, outreach, meal program, and compliance related items. The Senior Director of Programs will work directly with other site administrators, staff, faculty, and YPICS staff to ensure excellence and compliance in all areas related to programs. The Senior Director of Programs serves as support for the operations team of all schools.

Reports to:

The Senior Director of Programs reports to the Chief Operations Officer.

Essential Duties And Responsibilities:

- **Meal Program:**
 - Employs management techniques to maintain an effective and efficient Child Nutrition Program (CNP).
 - Ensures CNP compliance with all local, state, and federal laws, regulations, and policies.
 - Develops a long-range program for establishing professional status for the CNP's role in the education community.
 - Triennial on site reviews from State.
 - Establishes measurable financial objectives and goals for the CNP.
 - Implements efficient management techniques to ensure all records and supporting documentation are maintained in accordance with local, state, and federal laws and Policies.
 - Approve all direct certification, free, and reduced applications (and appropriate notification letters) along with yearly verification of applications.
 - Monthly reporting to State for reimbursement.
 - Obtain bids from vendors for the procurement of food, equipment and services needed for the department and make recommendations regarding which bids/proposals are in the overall best interest of YPICS.
- **Parent Relations**
 - Assist staff and Executive Administrators in planning and conducting workshops for parents and other interested community groups which address the needs of at risk students and their families

- Develop and co-ordinates programs that bridge and reduce the communications gap between home, school and community groups. Further ensuring information sent to parents is written clearly, grammar and spelling checked and understandable.
- Develop parent education training modules and activities that improve the social, emotional, academic and career attainment skills of students and families.
- Provide assistance to help parents understand the CA Common Core State Standards for ELA, Mathematics, ELD, History, and NEXT Generation Science academic standards, California's Smarter Balance, state and local assessments, and assist families on how to monitor their children's progress.
- Assume other related responsibilities and duties within the context of the above performance responsibilities.

Qualifications:

- Bachelor's in education and/or related field degree plus additional knowledge in computerized communications,
- Demonstrated social, communication and interpersonal skills.
- Successful organizational experience and/or community involvement.
- Demonstrated ability to function effectively in a diverse school community.
- Demonstrated aptitude or competence for assigned responsibilities.
- Strong public relations skills.
- Knowledge of or experience in establishing successful programs for parents,
- Ability to follow directions and work as a productive component of a highly functioning administrative team.
- Skills to communicate, articulate, moderate, understand, command over language, mental ability, tact in dealing with people intelligently, ability to draft agreements, policies etc.
- Possess learning and teaching skills as he has to learn and teach employees about the organizational growth, need for and mode of development of individuals etc.
- Five years of Oversight experience of a School Food Authority

Director of Special Education (Learning and Support Center)

Working from the central office of YPI Charter Schools, the Director of Special Education, who reports to the Chief Operations Officer, will oversee all aspects of educational service delivery for students with special education needs. The Director will ensure that the school operates effectively and efficiently in compliance with all state and federal regulations. The Director must be knowledgeable of special education laws and regulations and effective instructional practices in special education. The Director must have supervisory experience, have demonstrated the ability to lead and manage a diverse team and be committed to the goals of the school.

The Director of Special Education will ensure that the school is providing appropriate programs in the least restrictive environment for all students with special needs. The Director of Special Education will be responsible for leading and managing the pre-referral and IEP processes, maintaining student data, communicating with parents, locating and

contracting with service providers, providing research-based educational programs and service that focus on student progress, and ensuring that the school operates in compliance with special education law and procedures at all times.

Essential duties and responsibilities:

- Develop procedures, forms, and templates for the provision of all special education services;
- Provide ongoing professional training and coaching to special education teachers and school administrators;
- Recruit and select special services providers for school psychology, speech and language therapy, and other services;
- Ensure that all YPI Charter Schools are in full compliance with federal and State special education laws;
- Ensure that student records and documentation for special education issues are accurate, timely, and meaningful.
- Direction and management of all special education programs and services to meet student needs
- Maintain resources and materials to support staff in the accomplishment of service delivery
- Assist Chief Operations Officer (COO) in preparing/maintaining special education budget
- Conduct professional development, training, and meetings for school leaders and staff to keep school site knowledgeable regarding current trends in special education
- Ensure compliance of with District, Modified Consent Decree, IDEA, and ADA regulations
- Research current topics in special education and disseminate information
- Prepare school for DVR and/or school site visits
- Act as a liaison between YPICS and LAUSD for issues related to special education
- Attend meetings at the district and/or community based organization to coordinate services as necessary
- Meet with parents to resolve any disputes
- Schedule/coordinate/attend all IEP meetings
- Monitor delivery of service/compliance using Welligent system

Requires knowledge of:

Best/Current Practices in Special Education

- Knowledge of formal/informal assessments
- Federal, State, and District Special Education Laws and/or policies
- Behavior/academic interventions
- Experience supervising a diverse team
- Excellent communication skills, both oral and written.
- Customer focused approach.
- High degree of flexibility.
- Demonstrated ability to work well in fast paced environment.

- Technologically proficient (especially with MAC and Microsoft Office products).
- Occasional travel.

Qualifications:

- Bachelor of Arts in education and/or related field
- Administration experience preferred
- Trained to administer Formal Assessments
- Four years' successful teaching or prior job related experience with increasing levels of responsibilities in school setting.
- Excellent interpersonal skills, especially the ability to communicate and collaborate with children and young adults
- Demonstrated leadership capabilities
- Proven management and team building skills

Director/Coordinator of Technology and Integration (Learning and Support Center)

The job of Director of Technology and Integration implements YPICS' Instructional Technology plan; integrates technology into the curriculum and teaching practices; provides recommendations regarding potential software application purchases; monitors the effectiveness of technology instruction, and provides technology training.

Under the direct supervision of the Chief Operations Office and the site Executive Administrators, the Director of Technology & Integration will also provide general technical support to the school administrative staff.

Essential duties and responsibilities:

- Access to Devices and Programs
- Manage the Help Desk and allocate tickets to appropriate site technicians or vendors/consultants.
- Oversee and manage site technicians to ensure access to devices and programs.
- Establishes system-wide software and hardware standards, requirements and specifications.
- Evaluates hardware and software for classroom or administrative needs.
- Develops, manages, and evaluates technology budgets.
- Review and approve all system technology purchases to assure compatibility.
- Prepares proposals and solicits bids for technology needs.
- Manage vendor and consultant relationships, including maintenance; hardware and software upgrades, and ongoing development work with the systems and users.
- Reviews reports of computer and peripheral equipment use, malfunction, and maintenance to ascertain costs and plan operating changes.
- Requisitions new materials, maintenance supplies, and other miscellaneous items needed by the school(s).
- Requisitions maintenance and repair parts for school equipment.
- Assists staff to diagnose and solve computer equipment problems.
- Maintain an inventory of technology in the school district.

- Supervise the installation of computers and related equipment throughout the district.
- Work with the Executive Director, Chief Operations Officer, Instruction Directors, and Administrative Assistants, in the long range planning, facilities design, school construction issues, and budgeting with regards to technology.
- Troubleshoot and repair computer hardware and software when appropriate.
- Remains current on new developments in the areas of software, hardware, networks, telecommunications, training and maintenance.
- Maintain district student information system (Illuminate).
- Collaborates with Executive Administrator and Director or Coordinator of Instruction to purchase, manage, and implement school adopted technology programs (ALEKS, Achieve 3000, NWEA MAPs, etc.)
- Collaborates with Executive Administrator and Director or Coordinator of Instruction at BCCHS to ensure success for one to one Chromebook program.
- Collaborate with Senior Director of Programs and Coordinator of Compliance to meet all deadlines for state and district reporting.
- Conduct needs assessments to identify YPICS teaching staff technology training needs related to the implementation of state and national education standards and school initiatives.
- Create and maintain online technology training resources for YPICS staff.
- Collaborate with Executive Administrator and Director or Coordinator of Instruction to assist teachers through peer coaching, classroom observations, and feedback on effective instructional technology teaching strategies, lesson design and co-planning lessons in instructional technology.
- Collaborate with Senior Director of Programs, Executive Administrators, and Director or Coordinator of Operations to plan and facilitate parent instructional technology education courses.
- Collaborate with YPICS Executive Team to contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students.
- Collaborate with Executive Administrator, Director or Coordinator of School Culture and Climate, and Director or Coordinator of Instruction to train on effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments.
- Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement state and national education standards.
- Researches, networks with and promotes out-of-district staff development opportunities.

Requires knowledge of:

- The implementation of current trends in educational technology and innovative classroom pedagogy.
- How to use multi-media equipment and applications, basic software applications and common operating systems including the G Suite for Education platform, Illuminate Student Information System, Wordpress, and Adobe Suite to support learning.
- Project Management skills planning, organizing and directing the Technology Department with current and new technologies
- Demonstrate a working knowledge of hardware components and their functions.
- Knowledge of YPI Charter School policies and procedures, Education Code, Board Rules, goals and objectives, organizational structure and functions, and negotiated contracts.
- Knowledge of effective administrative and managerial practices and ability to implement them.
- Knowledge of and skill in budget preparation and control.

Requires ability to:

- Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines
- Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students
- Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology enhanced learning experiences
- Approach challenges with divergent, innovative ideas
- Demonstrate lifelong learning by staying up to date on current trends in educational technology.
- Assess and analyze user needs and recommend hardware/software solutions
- Troubleshoot technology and network availability issues.
- Communicate effectively with students, parents, peers, other YPI Charter School personnel, and community representative, both individually and as a group.
- Establish and maintain effective working relationships.
- Have excellent organization and training skills.
- Plan, analyze, and coordinate activities and establish priorities.
- Mobility to traverse all areas of the work site.
- Travel to other sites/locations.

Qualifications:

- One of the following California credentials or credential combinations authorizing K-12 service must be on file with Youth Policy Institute Charter Schools
- Administrative Services Credential (or Certificate of Eligibility)
- Elementary and/or secondary level teaching credential

- At least four school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
- At least two years of public school certificated service directly related to an instructional program.
- At least one year of verifiable experience in a non-classroom leadership position such as a coordinator, instructional coach, etc.
- Experience in using state of the art technology, and demonstrated success in preparing and delivering workshops or formal presentations.
- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- Obtain AWS Foundational Certification (i.e. Cloud Practitioner)

Coordinator/Director of Marketing (Learning and Support Center)

Under the direction of the Chief Operations Officer (COO), the Director of Marketing (DM) is responsible for establishing & implementing strategic and tactical communications plans designed to create brand value and generate demand in the community. The DM will build a creative, integrated, multi-channel marketing department that builds brand awareness and reputation, provides a steady flow of sales leads, and measures the return on marketing program investments. The DM will work directly with the other site administrators, staff, faculty, and YPICS staff to ensure excellence, create and brand awareness, manage the communications and outreach programs of each school site. The DM serves as the educational leader responsible to support the art and communication programs at out school sites, by supporting teachers in the development lesson plans in the area of communications arts (graphic design, illustration and visual storytelling). Additionally, The DM will support the Media Arts CTE pathway in the middle schools by providing technical support to the Communications and Arts Teachers and direct mentorship for the Bert Corona High School Students and Media Arts Teacher.

Reports to: The Director of Marketing reports to the Chief Operations Officer.

Essential duties of the Director of Marketing (YPICS Brand Management)

Brand strategy development:

- Creating brand value and reputation by developing a yearly plan that conveys and delivers the “why” of YPICS, which is: “We believe a high quality, rigorous education is the great equalizer that provides access and opportunities for our students, families and communities.”
- Defining brand strategy: A brand to succeed must align its business strategy (what it is the brand does to make money) and brand essence (the mission). A brand strategy is the plan you develop to convey your brand.

Review brand performance by using specific metrics like:

- Customer perceptions (Parents, Students, Partners and Others), Competitive marketplace data, Touchpoint performance, Opportunities for differentiation and Market share.
- Recruitment process of staff: Facilitating and presenting to prospective staff the YPICS brand, assisting in the interview process, etc.
- Professional Development: Assisting the Director of Academic Achievement by surveying and training teachers to improve brand performance.
- Fundraising: Creating opportunities for the YPICS brand to exhibit its outcomes and achievements by the execution of its mission.
- Networking: Connecting with similar organizations, social programs and schools with the purpose of strengthening the YPICS brand by creating a stronger community.
- Communication Systems: To write policies on communications methods, processes, goals, etc. Drive internal communications practices (3n, email, etc.)
- Consulting Services: Offering brand management and design services to similar organizations inside our circle of partners in the community, first, as a way to collaborate and, second, as a way to bring cash flow to the organization.
- Facilities: To make sure that facilities carries a specific look to ensure that the brand is being communicated well by creating environments that stimulates and increases creativity, productivity and the well being of employees and visitors, this also conveys the YPICS brand.

Duties of the Director of Marketing (School Sites)

- Communication Systems: To write policies on communications methods, processes, goals, etc. Drive internal communications practices (3n, email, etc.)
- Building loyalty (community) & referrals, word of mouth for potential charter students, alumni drive or program, etc.
- Networking: Connecting with similar organizations, social programs and schools with the purpose of strengthening the schools' brands by creating stronger relationships and collaborations.
- Professional development: Training staff to best use brand assets, communication systems and living the brand philosophy.
- Student Leadership: Work closely with student leadership class to improve event communication (posters, website, social media).
- Student Mentorship: Work closely with the High School Media Arts Instructor to improve event communication (posters, website, social media) and intern experiences.
- Content manager: Reviewing all communications that goes out to make sure that the brand is being communicated successfully and truthfully.
- Facilities: To make sure that the facilities carries a specific look to ensure the well being of employees and visitors. This also conveys the schools' brand.

Duties of the Director of Marketing (Design & Production)

- Branding: Designing, guidelines and managements of all brand identity systems (stationary, print media, websites, social media, etc.)
- Visual Assets Development: Direction of photoshoots, films, animations and illustrations.
- Collateral Design: Creation of a variety of design pieces for all media.
- Documentation: Creation and design of manual and booklets to document philosophy, training, processes and protocols of the organization.
- Website Maintenance: Daily websites' maintenance, implementation of new functionalities and technologies, blog postings, etc.
- Product Design: Ideation and design of in-house produced booklets, materials, programs, digital applications, etc.
- Uniform Guidelines: Collaborating with the Director of Operations to create official guidelines for a consistent, designing artwork for official logos and marketing materials
- Campaigns: Creating marketing campaigns to sale our main offer, define and drive marketing in all media (includes social media), coordinate development of communication materials (catalogs, brochures, website, local displays & signage), etc.
- Professional development: Incorporating art / art appreciation into curriculum.
- Facilities Signage Systems: Classroom design and layout, door signs, directional, etc.

Qualifications:

- 5 year(s) experience working as a Marketing Director in education and/or related field
- Excellent leadership and communication skills.
- Solid knowledge of market research and analytic tools.
- Ability to foresee new trends in the marketplace.
- Ability to implement raw concepts from the inception stage to completion.
- Excellent verbal and written communication in English and Spanish.
- Bachelor's degree in Marketing, Communication, or relevant fields.
- Proven graphic designing experience.
- Possession of creative flair, versatility, conceptual/visual ability and originality.
- Demonstrable graphic design skills with a strong portfolio.
- Ability to interact, communicate and present ideas.
- Up to date with industry leading software and technologies (In Design, Illustrator, Dreamweaver, Photoshop etc.).
- Highly proficient in all design aspects.
- Professionalism regarding time, costs and deadlines.

Coordinator/Director of Data (Learning Support Center)

Under the direct supervision of the Chief Operations Office the Director of Data provides support and oversight of YPICS grants implementation and reporting, as well as data processing and analysis for our schools. The Director of Data will also support ongoing and annual assessment activities for YPI Charter Schools, including state testing (e.g. CAASPP, CAST, ELPAC, PFT). In this role, the Director of Data will adhere to state and school-wide deadlines by providing frequent data and analysis to school leadership teams. The Director of Data will also communicate with school leadership to discuss the updating, maintenance, and publishing of data to various stakeholder groups as needed. The Director of Data may also be asked to work directly with faculty in supporting their efficacy and use of technology tools in the classroom, including but not limited to Smarter Balanced Assessment Consortium assessment tools, benchmark assessment tools and common core aligned tools from the CDE website, Illuminate DnA, ALEKS, and Achieve3000.

Essential duties and responsibilities:

- Support Executive Team to create a data-driven culture across the organization.
- Create and maintain systems for data management and a data driven culture
- Manage data reporting for YPICS grants/programs
- Weekly data reporting and analysis (sent to site administration):
 - ALEKS
 - A3K
 - Illuminate: DnA
 - Illuminate: Gradebook/Mastery
 - MAPs Interim Testing(when applicable)
 - State Testing
- Research and develop proficiency in all data systems and programs utilized by the organization; share reports and program features with YPICS staff
- Run Special Education tracking and service reports and share with the Director of Special Education and the executive admin team
- Support Executive Administrators to set and monitor academic goals
- Provide support in monitoring and analyzing SWIS data for PBIS implementation
- Support instructional team to set-up state and local assessments for accurate data reporting.
- Data reporting to key stakeholders (parents, community, teachers, coaches, admin)
- Compliance and monitoring of Welligent reporting and service documentation
- Review lesson plans and unit plans to look for data trends aligned to YPICS priorities and initiatives and provide feedback to site administration.
- Provide a weekly overall data report to the central administration team
- Responsible for helping “tell our story” of success using data as a leverage point
- Creates and shares overall data reports for all YPICS schools to be shared at monthly Board of Directors meetings
- Share data with the Executive Team regarding student growth and proficiency; support with goal setting and tracking
- Support with Member Center and student mastery placement each quarter.
- Maintain data spreadsheets for each school

- Maintain data comparisons and growth overtime
- Reviews and in detail analyses all CDE Student Achievement Data for all YPICS
- Provides a summative report to the Executive Administration Team identifying areas of strength and areas of growth for each school

Grant management:

- Generate data reports as needed to support grant programs and site staff to meet grant outcomes.
- Work with Executive Administrator to review data as it relates to meeting grant outcomes.

Data management:

- Supports administration in data analysis and review of periodic performance assessments and quarterly assessments.
- Support site administration with review and use of report card data.
- Monitors progress by grade levels and school-wide accomplishments, and identifies areas in need of improvement.

Additional duties

- Support with micro credential evaluation

Requires knowledge of:

- Microsoft Excel and Google Spreadsheets
- Basic Statistics and Data Analysis
- State Testing Requirements
- Various instructional programs

Requires ability to:

- Communicate effectively with a variety of stakeholders
- Strong oral and written communication skills
- Use a variety of online tools to compile and analyze important data sets
- Report data in a meaningful and understandable way
- Manage school, state, district, and grant timelines

Qualifications:

- Advanced proficiency in Excel or similar software
- Valid California Driver's License
- Strong understanding of a data driven culture in schools
- Bachelor's Degree (Preferred) in education and/or related field
- Database Experience (Preferred)

Executive Administrator (BCCS)

Under the direction of the Executive Director, the Executive Administrator (EA) provides oversight of all school functions including all academic, operational, and cultural elements. The EA will work directly with the other site administrators, staff, faculty, and YPICS staff to ensure excellence and compliance in all areas. The EA serves as the educational leader and chief executive responsible for the overall instructional program and operations of the school promoting effective relationships between the school, community, and the Charters school community.

Reports to:

The Executive Administrator reports to the Executive Director and the Board of Directors.

Essential duties and responsibilities

Educational Leadership Responsibilities:

- Determine objectives and identify school needs for developing short and long-term plans for the school.
- Implements school programs:
- Success For All Reading Edge and Power Teaching Math
- Achieve3000
- ALEKS
- CA Common Core State Standards for ELA, ELD, Mathematics, History, NEXT Generation Science-Standards Based Instruction
- Analyze and interpret student achievement data results from Smarter Balanced, internal formative and benchmarks assessment outcomes in relationship to curriculum and provides guidance to Coordinator of Instruction/academic team.
- Works with administrative team to provide effective staff development that complements instructional program objectives.

Communication Responsibilities:

- Works to gain a thorough knowledge of the school community:
- Cooperates with community groups to support students and families
- Manages and oversees school to home communications including report cards, attendance notifications, and event communication
- Manages and oversees school communication with Prop. 39 home school administration and LAUSD as needed.
- Builds relationships with and continually communicates pertinent information to site staff and faculty.

Management and Oversight Responsibilities:

- Serves as a member of the organization's executive management team
- Responsible for the operational effectiveness of the school work with the team.
- Serves as first contact for Prop. 39 home school administration.
- Plans, supervises, and directs the business operation of the school in accordance with YPICS policy and procedures as well as those of LAUSD when applicable.

- Oversees development of school plans and organizational procedures for the health, safety, discipline, and conduct of the students.
- Coordinates campus Safety Plan with Prop. 39 home school administration and with the administrator of School Culture and Climate.
- Oversees the academic program of the school and coordinates academic calendar including bell schedules with Prop. 39 home school administration.
- Manages the on-site leadership/administration team and all staff members in the chain of command.
- Oversees implementation of all site grants and collaborates with grant staff for overall program effectiveness.
- Manages implementation of all school policies and procedures as well as incorporates those of Prop. 39 home-school when applicable.
- Oversees teacher educational coaching.
- Oversees all staff professional development and follow up support.
- Works with site administrative team to address parent and student concerns.
- Member of the Multi-Tiered System of Support (MTSS) Team.
- Supports and creates a data-driven culture.
- Leads administrative meetings including site admin, leadership, and YPICS meetings.
- Responsible for implementation of charter school petition; which includes revisions and changes per legal changes i.e. LEA Plan, LCAP, EL Handbook, Employee-Teacher handbook and Parent-Student Handbook.
- Supervises and oversees performance evaluations of all personnel supervised.
- Oversees student services, including counseling and discipline.
- Oversight of school teacher/staff committees

Human Resources Responsibilities: The EA serves as the on-site HR contact and is the first to respond to site-specific personnel issues:

- Supervises the maintenance of personnel files.
- Addresses staff concerns and grievances.
- Approves all time off requests and monitors request balances using Time-Off calendar.
- Reviews all personnel paycom timesheets and ensures it is submitted to payroll in a timely manner.

School Safety Plan Responsibilities:

- Serves as Incident Commander and ensures school-wide participation in the School Safety Plan.
- Oversees school Safety Plan in accordance with site and LAUSD district policy

School Facilities Responsibilities:

- Manages custodial services for daytime, nighttime, and special events.
- Manages Custodial Supplies budget.
- Manages vendor repairs and vendor budget.
- Manages, supervises, and supports plant manager and custodial staff.
- Manages building access and security.

- Manages textbook, equipment, and furniture inventory systems.

Co-Located Campus Leadership and Management (if applicable):

- Manages and oversees school communication with Prop. 39 home school administration and LAUSD as needed.
- Serves as first contact for Prop. 39 home school administration.
- Plans, supervises, and directs the business operation of the school in accordance with YPICS policy and procedures as well as those of LAUSD when applicable.
- Oversees development of school plans and organizational procedures for the health, safety, discipline, and conduct of the students.
- Coordinates campus Safety Plan with Prop. 39 home school administration.
- Oversees the entire academic program of the school and coordinates academic calendar including bell schedules with Prop. 39 home school administration.
- Manages implementation of all school policies and procedures as well as incorporates those of Prop. 39 home-school when applicable.

Budget Responsibilities:

- Manages overall budget, spending and expenditure tracking for the school.
- Train and oversees directors in budget management and tracking.

Qualifications:

- 3 years of experience as a site level or central administrator
- Teaching experience in grades 6-12
- Valid California Administrative Services Credential
- Master's Degree in an Educational, Business or Government Related Field (7-10 years of extensive leadership managing teams will also be considered)
- Bilingual (English and Spanish) Desirable
- Positive Interpersonal skills, professional and personal integrity and a commitment to openness and honesty.

Coordinator/Director of Operations (BCCS)

The Coordinator or Director of Operations must have well established and proven leadership skills. The Coordinator or Director of Operations will be responsible for overseeing the creation and implementation of a competitive business plan that brings together the school's divergent goals and objectives. The Coordinator or Director must be a skillful communicator with the ability to manage and motivate staff by example, and meet or exceed the challenges of competitive strategies as defined in the school's schoolwide plan.

Reports to the Executive Administrator.

Essential duties and responsibilities include:

Staff Management – Create a systematic approach to the recruitment, training and retention of qualified individuals who understand their contribution to the learning services standard of our school. Ensure that our school is a safe, amiable, honest, and competent school. Collaboratively create and approve the schools' operating plan including projections for

revenue, expenses, and profitability. Lead the school's implementation of the operating plan. Provide analysis of factors related to impacting cost management and overall profitability; including the real-time management of the school's budget.

Quality Management — Ensure that the school has the ability to anticipate and meet the needs, demands and expectations of all of our stakeholders and the following:

- Experience in staff supervision, hiring, and training/developing staff
- Proven ability to maintain compliance to budget and expense targets
- Strong analytical ability to assess financial performance
- Demonstrates effective verbal and written communication skills
- Self-motivated individual with creative problem solving skills
- Excellent interpersonal and leadership skills
- Lead in the day to day operations of the school
- Prepare credentialing paperwork and monitor processing.
- Assist in writing grants, facilitating fundraising, and/or obtain Financial Data.
- Prepares and reviews operational reports and schedules to ensure accuracy and efficiency. Formulates annual budgets and reviews financials with Leadership Team monthly.

Performs other duties as assigned.

- Ability to maintain confidentiality of information.
- Excellent organization and detail-oriented skills.
- Excellent problem solving skills.
- Ability to coordinate and prioritize multiple tasks in a fast-paced environment.

Qualifications:

Bachelor of Science or Bachelor of Arts from an Accredited University in education and/or related field

Coordinator/Director of Instruction (BCCS)

The Coordinator or Director of Instruction will provide instructional leadership and assist in overall management of the school as prescribed by federal and state laws and Charter School's, I policies and regulations, Personnel Handbook. The Coordinator or Director of Instruction reports to the Executive Administrator.

Essential duties and responsibilities:

- Facilitates priorities and resources on improving the academic achievement of all students.
- Demonstrates high standards of excellence.
- Provides instructional leadership and support for all staff.
- Demonstrates continual emphasis on accomplishing the mission of the school.
- Provides guidance, supervision and assistance in instructional practice.

- Actively participates and Uses the iObservation System and all other Coaching Support sharing ideas, supporting best practices and the implementation of innovative strategies.
- Oversees the focus, scheduling and implementation of professional development activities.
- Oversees and monitors the administration and review of periodic performance assessments and state mandated testing.
- Actively participates in the Student Study Team process and attends IEP meetings as necessary.
- A monitor progress by grade levels and school-wide accomplishments, and identifies areas in need of improvement.
- Oversees materials adoption.
- Ensures compliance with all state and federal programs. (CBEDS, Fall Survey, Bilingual Survey, CAASPP/Smarter Balanced-California Smarter Balanced Testing, ELPAC, Special Education)
- Plans and oversees reorganization of classes yearly.
- Supervises and evaluates the teaching and classified staff.
- Maintains highest level of security, confidentiality and integrity with regard to personnel files.
- Provides teacher and staff support through intervention, discipline as necessary, and dismissal as warranted.
- Teacher Staffing and development of schedule matrix
- Implementation of Instructional Programs and recommendations for fiscal needs
- Monitors textbook inventory and instructional materials
- Manage instructional related material budgets
- Oversees the Student Information System Plans, coordinates and creates schedules.
- Assumes responsibility for all written communications between home and school.
- Organizes and implements the Emergency Operations Plan.
- Ensures compliance with child abuse reporting procedures.
- Ensures maintenance of a clean physical environment that is conducive to good health and safety.
- Oversees the quality of the food services program.
- Attends general meetings, events, and activities as needed.
- Provides guidance, supervision, assistance and leadership for all members of the staff.
- Maintains a school climate that ensures the safety, health and welfare of the students and staff, while continually building a relationship of trust and confidence within the community.
- Acts as the formal liaison between the school, parents and community members.
- Other duties as assigned.

Requires knowledge of:

- Professional growth appropriate for educational administration at the middle school level and awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.
- Evidence of educational leadership at the secondary level, including ability to:
- Promote and provide opportunities for recognition, development, and leadership among students and colleagues; and
- Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the Los Angeles community; knowledge of YPI Charter Schools' resources relating to multicultural development and instructional materials.
- Knowledge of Bert Corona Charter School/YPI Charter School Inc. policies and procedures, Education Codes,
- Knowledge of effective administrative and managerial practices and ability to implement them.
- Knowledge of and skill in budget preparation and control.

Requires ability to:

- Lead, direct, and supervise fellow workers in education on a democratic basis, including:
- Sensitivity to what is appropriate in dealing with students, teachers, administrators, and public;
- Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
- Ability to recognize, use, and credit ideas of others;
- Recognition that differences in background present an educational challenge toward the improvement of working relationships.
- Direct the management activities associated with the positions of middle school Administrator.
- Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
- Leadership skill in facilitating groups 'process, including consensus building and conflict resolution.
- Communicate effectively with students, parents, peers other YPI Charter Schools, Inc.
- Personnel (Teachers, staff, tutors), and community representative, both individually and as a group.
- Compose and comprehend written communication
- Observe and evaluate subordinates 'activities.
- Mobility to traverse all areas of the work site.
- Travel to other sites/locations.

Qualifications:

- Bachelors of Arts or Science in education and/or related field
- One of the following California credentials or credential combinations authorizing K-12 service must be on file with Bert Corona Charter School /YPI Charter Schools, Inc.:
- Administrative Services Credential (or Certificate of Eligibility)
- Elementary and/or secondary level teaching credential
- At least four school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
- At least two years of public school certificated service directly related to an instructional program at a middle school covering grades 5th through 8th.
- At least one year of verifiable experience in a non-classroom leadership position such as a coordinator, instructional coach, etc.
- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the school's plan for English Language Learners.

Coordinator/Director of School Culture and Climate (BCCS)

Under the direct supervision of the Executive Administrator, the Coordinator or Director of School Culture and Climate will oversee all disciplinary issues and ensure that all students are provided the necessary support on a safe and secure campus.

Essential duties and responsibilities:

- Issues and enforces school behavioral expectations.
- Issue suspensions and suspension letters.
- Provide academic and behavior counsel and support to students.
- Counsel students and parents about school and district policies.
- Assists staff and parents in developing student behavioral expectations.
- Assist in the planning, developing and implementing of individual student behavior plans.
- Serve as a resource to staff in dealing with classroom management issues.
- Manage discipline policies in the Student Handbook and log.
- Investigate, document, and resolve student complaints and disagreements.
- Make referrals to community resources as needed.
- Manage positive behavior reinforcement program.
- Develop programs to promote positive student behavior as well as intervention strategies.
- Confers appropriate consequences for behavior including detention, in school suspension and out of school suspension.
- Track, analyze, and report on suspensions and behavior issues.
- Develop appropriate drug and alcohol intervention strategies (assemblies, drills, trainings, etc.)

- Coordinate and document emergency preparedness activities and trainings.
- Oversee the supervision of the school and the supervision staff.
- Supervise and organize counseling services.
- Complete monthly suspension reports.
- Detentions (Saturday and After School).
- Oversee the scheduling and maintaining of state testing requirements.
- Monitoring student attendance and reporting excess absences to students, parents, and state.
- Manage supervision of staff before-and during-after school.
- Manage and provide supervision for student and parent activities.
- Manage onsite counselors
- Manage discipline policies and log.
- Other duties as assigned.

Requires knowledge of:

- State testing procedures
- Disciplinary management strategies used within a secondary school.
- The California education code
- Procedures, methods, techniques, and strategies pertaining to the administration and operation of a secondary school.
- Student activity, behavior management, and campus supervision and control methods, procedures, and techniques.
- Methods, procedures, and strategies of the supervision of instruction and a variety of student body related activities and programs.
- Knowledge of YPI Charter Schools, Inc. policies and procedures, BCCS' Board Rules, goals, and objectives, organizational structure and function, and negotiated contracts.
- Professional growth appropriate for educational administration at the middle school level and awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.

Requires ability to:

- Provide fair disciplinary procedures to all students according to the education code as specified in Element 10 of this charter petition.
- Maintain a safe and secure campus
- Research and schedule school safety drills, trainings, and assemblies
- Provide direction to others and make independent decisions.
- Keep and maintain accurate records.
- Meet deadlines
- Communicate with individuals of varied cultural and educational backgrounds.
- Communicate in oral and written form.
- Promote and provide opportunities for recognition, development, and leadership among students and colleagues.
- Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.

Qualifications:

- Bachelor of Arts in Education and/or related field
- Master's Degree/Graduate degree preferred
- Previous administration experience preferred
- Bilingual (English/Spanish) highly desirable
- Four years successful teaching or prior job related experience with increasing levels of responsibilities in school setting.
- Excellent interpersonal skills, especially the ability to communicate and collaborate with children and young adults
- Demonstrated leadership capabilities
- Proven management and team building skills
- Bilingual (English/Spanish) highly desirable

Teachers (BCCS)

At Bert Corona Charter School the teacher's job is to assure that all students learn the basic and essential skills at each grade level. Responsibilities include:

Instructional Practices

- Plans and implements a program of instruction that adheres to the Bert Corona Charter School's philosophy, goals and objectives as outlined in the Charter School Petition., and by the Director of Instruction, and the executive director.
- Ensures the implementation of Linked Learning classes which focus on interdisciplinary, project-based learning culminating in —capstone exhibitions, California Common Core State Standards in English Language Arts, English Language Development, Math, NEXT Generation, and Appendices in History, Social Studies, & Science curriculum.
- Integrates technology and service-learning into instruction.
- Makes purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task.
- Plans and implements a program of study designed to meet individual needs of students.
- Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies, which include strategies learned at the Insight Education, Culturally Relevant & Responsive Education, Thinking Maps, and Reading Edge Trainings.
- Encourage student enthusiasm for the learning process and the development of good study habits.
- Maintains appropriate records for students- cumulative record, grading, portfolios, and files.
- Provides progress and interim reports as required.
- Administers all assessments as prescribed by Bert Corona Charter School's curricular programs, and subject areas.
- Prepares substitute folder containing appropriate information as required by the Administrator.

- Plans and prescribes purposeful assignments for paraprofessionals, tutors and volunteers as needed.
- Recognizes learning problems and makes referrals as appropriate.
- Demonstrates a strong grasp of subject matter.
- Uses effective oral and written expression.

Other duties as assigned by the Executive Administrator or the Executive Director.

- Curriculum Development
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school's curriculum.
- Assists on the ongoing curriculum revision process, including the revision of written pacing schedules.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Classroom/School-Wide Management

- Leads a student advisory group.
- Develops, in accordance with Bert Corona Charter School's guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- Takes necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Shares responsibility during the school day for the supervision of students in all areas of the school.
- Provides for the supervision of assigned students when circumstances require a brief absence from the assignment.
- Public Relations
- Upholds and enforces Bert Corona Charter School's, and YPI Charter Schools Inc. Board policies, administrative procedures, and school rules and regulations. Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- Participates and accepts responsibilities of a team member.
- Strives to communicate the positive aspects of our school program to the public in word and deed.
- Works cooperatively with parents to strengthen the educational program for their children.
- Serves as a resource for and provides assistance and information to parents and other stakeholders
- Establishes and maintains cooperative relationships with other staff members.
- Actively participates in the decision making process by supporting additional school functions.

Professional Growth

- Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- Maintains membership in appropriate professional organizations.
- Cooperates with the administration in planning appropriate in-service training programs at a school or at the district level.
- Attends staff, department, and committee meetings as required.

Student Evaluation

- Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students' work, mastery skills check lists, criterion-referenced tests and norm-referenced tests.
- Makes appropriate adjustments in the instructional program and as required by the Administrator.
- Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Qualifications

- Bachelor of Science or Bachelor of Arts from an Accredited University
- California Teaching Credential per California Teacher Credentialing, such as CLAD or BCLAD when necessary or core content courses.

Classified Staff

Classified and other personnel will be selected by the Chief Operations Officer on an application and interview basis in consultation with other classified staff and teachers. Selection will be based on ability to perform the job duties for that position. Classified personnel will perform duties appropriate to their job titles. Both full-time and part-time classified staff will be hired on an as-needed basis. Full-time employees will be those working in excess of 36 hours per week.

Office Personnel

Office Personnel will be selected by the Chief Operations Officer on an application and interview basis in consultation with parents and other staff members. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:

- Answering telephones.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies, and vendor management.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community.

Evaluations

Evaluations will be performed annually. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel.

The Director of Instruction and the Director of Operation will be evaluated by the Executive Administrator on:

- Maintaining a fiscally sound charter school including a balanced budget.
- Overall successful school academic program and achievement of educational goals.
- High parental and community involvement.
- Completion of required job duties.
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

Teachers will be evaluated by the Director of Instruction on:

- Student progress as referenced from assessment measures.
- Effectiveness of teaching strategies as evaluated by the director, lead/mentor teacher, and Academic Review Board through classroom visitations.
- Performance of job duties.
- Knowledge of curriculum.

Program Coordinator (BCCS)

The Program Coordinator is responsible for coordinating the day-to-day business operations of the school office, and serves as administrative aide to the school director, relieving her/him of administrative details. Reports to the Director of Operations.

Manages a school office, performs administrative assistance for a school administrator and is responsible for the supervision of the clerical activities of a school.

Duties

- Plans, establishes, and supervises the implementation of clerical procedures in a school office to insure timely preparation and submission of reports, records, studies, letters, and other materials.
- Supervises clerical work related to such matters as enrollment, attendance, curriculum, personnel, organization, budgeting, accidents, student grades, special programs, time reporting, and requisitions and purchase orders for supplies and equipment.
- Performs secretarial duties for an Executive Administrator by arranging appointments, maintaining an appointment calendar, receiving visitors, screening telephone calls and mail, and composing communications from general instructions or rough notes.

- Utilizes and supervises the use of applications software to conduct school business including payroll, procurement, financial reports, attendance, personnel matters, and secretarial duties.
- Reviews communications, bulletins, reports, and other items and obtains information from a variety of sources as requested by the administrator in order to advise on necessary actions and to provide information to school personnel, parents, students, and others.
- Orients new and substitute teachers, parent groups, volunteers, and aides in school and office administrative policies and procedures and issues materials, such as daily bulletins, programs, and keys.
- Organizes and maintains files, records and guides.
- Performs miscellaneous clerical work, such as filing, typing, relaying messages, operating office machines, and opening and routing mail.
- Provides orientation and training for clerical personnel, including those assigned to offices supervised by certificated staff.
- May oversee students waiting in the main office of the school.
- May provide guidance to volunteers and others working in the school office.
- May provide minor first aid, arrange for care of ill or injured students, and, if authorized, dispense prescribed oral medication in the absence of a School Nurse.

Qualifications

- Graduation from high school or evidence of equivalent educational proficiency, preferably supplemented by courses in office management, software applications, and supervision.
- Four years of experience in office clerical work, preferably including two years of experience performing clerical work in a school office. Experience providing work direction to clerical staff and/or preparing payroll is preferable. Completion of a course of at least 30 hours in supervision at an adult school or recognized college or university
- A first-aid certificate issued by the Red Cross is preferable.
- Ability to speak Spanish may be required for some positions.

Culture and Climate Manager (BCCS)

School Culture and Climate Manager needs to possess the grit, dedication, and necessary skills to prepare our scholars for success in high school and beyond. The School Culture and Climate Manager who believes deeply in our student-centered mission by constantly holding students to high expectations, working tirelessly towards results, and possessing a “whatever it takes” attitude. Ideal candidates thrive on continuous feedback, value collaboration, have a background in student support, Positive Behavior Interventions and Support, supervision at a school site, and continuously strive to improve their craft.

Reports to the Coordinator/Director of School Climate and Culture

Duties:

- Provides a safe environment for all students and staff.
- Data entry and processing that supports data informed decision making for all stakeholders.
- Support with behavior interventions inside and outside of classrooms, as necessary.
- Supporting the School Culture and Climate office with tasks as necessary.
- Reporting directly to the Coordinator of School Culture and Climate.
- Ability to monitor and supervise student activities throughout the campus.
- Support with Multi Tiered System of Support data/meetings/ and follow-through.
- Leads efforts for in student daily trackers (Check in-Check out).
- Able to host and collect data on various disciplinary actions.
- Scheduling/ coordinating/ and hosting meetings with stakeholders, as necessary.
- Ability to process and follow through with reinforcements based on the YPICS Disciplinary Policy.
- Provides active supervision during breaks/passing periods/ before and aft
- Ability to support students during In-School Suspensions, both academic and behavioral expectations.
- Able to transcribe and process meeting notes as necessary.
- Knowledge/ ability to navigate through various school programs, such as, but not limited to: Lanschool, Illuminate, Google, Excel, Word Processing, PBIS Rewards, Ripple Effects, SWIS.
- Ensuring that students are meeting the school wide behavioral expectations.
- Support with discipline issues, as directed by the Coordinator of School Culture and Climate, which includes but is not limited to: Communication with parents, teachers, and/or staff; escorting of students; translation (if bilingual); supporting ongoing investigations; radio communication; communication of our school wide expectations to all stakeholders.
- Consistently hold students to high behavioral and academic expectations.
- Other duties as assigned.

Qualifications:

- High School Diploma
- Experience working with children is preferred
- Valid driver's license
- Ability to pass a background check
- Dedication to our mission. A steadfast commitment to ensuring our students have the tools they need to attend a college preparatory high school and beyond.
- Determination. A willingness to make things happen and a sense of urgency around closing the achievement gap.
- Strong communication. The ability to communicate in a direct and sensitive fashion with students, parents, and colleagues.
- Team player. A desire to work in a team-oriented environment and collaborate with colleagues.
- Growth mindset. An ability to receive frequent feedback with humility and a strong desire to grow and develop as an educator.
- Reflective attitude. An ability to constantly reflect on student data as well as personal areas of strength and growth.

- Flexibility. Willingness to work in an ever-changing field and face challenges with a positive attitude.
- Professional integrity. A personal alignment with the values and ethical standards of YPICS.

Classified and other personnel will be evaluated by the Director of Operations based upon completion of assigned job duties and regular, punctual attendance.

YPI Charter Schools are an EQUAL OPPORTUNITY EMPLOYER.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

CUSTODIAN OF RECORDS

The Director of Programs (Learning Support Center) and the Director of Human Resources (Learning Support Center) will serve as the Custodian of Records Bert Corona Charter School.

STUDENT HEALTH AND WELLNESS

BCCS is committed to providing a school environment that promotes and protects students' health, well - being, and ability to learn by supporting healthy eating, and overall physical and emotional health. All students will have opportunities, support, and encouragement to be physically active on a regular basis, including at physical activity during P.E. and in the After School Program. Our food vendor provides students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and will provide clean, safe, and pleasant settings and adequate time for students to eat. BCCS will participate in appropriate and available federal school meal programs (including the School Breakfast Program, National School Lunch Program, etc.).

During the school day and in Physical Education. class, students engage in health education, including nutrition and the importance of physical activity, drug and alcohol abuse awareness, healthy relationships, sexual health and counseling services are provided for all students in need of additional social and emotional health support.

BCCS is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement. Our Board reviews our policy each year to ensure we maintain our commitment to wellness.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Bert Corona Charter School Court-Ordered Integration Plan

Bert Corona Charter School will make every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. Bert Corona Charter School will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of the Pacoima area in order to ensure all students in the area have an opportunity to attend the school. Open houses and school tours will be conducted on a regular basis during the school year as well.

Bert Corona Charter School will develop promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that will be easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. Materials in languages other than English, such as Spanish, will be distributed in order to

reach the limited English proficient populations that exist in the area. Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested student will be subjected to the admission procedures detailed in **Element 8**.

As presented above it is the objective of Bert Corona Charter School to notify parents and students in the community through the following methods:

Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time). Letters sent to existing families. The letter will include enrollment period and lottery information (location, date, time).

Community outreach efforts including communication with local council members' field offices (Current District 5 Representative), local public libraries, park and recreation centers, community based organizations, and churches and synagogues. Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time).

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

In accordance with AB 699 enacted on October 4, 2017, the school's non-discrimination provision shall include immigration status.

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, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Admission Requirements

Bert Corona Charter School shall admit all pupils who wish to attend the school. EC 47605(d)(2)(A). BCCS is located in Pacoima, California, neighborhood specifically to serve the students in this population – traditionally low-achieving and socioeconomically disadvantaged students.

Student Recruitment

Dates and locations for Recruitment Efforts

The plan includes:

An enrollment process that includes a timeline that allows for a broad-based recruiting process. Outreach meetings will be held in several locations described below in the target area in an effort to ensure all students in the area have equitable access to the school. Open houses and school tours will also be conducted.

Develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) in English and languages other than English for distribution to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in LAUSD.

Dates and locations for Recruitment Efforts

Meeting	Location	Date
Meeting with Parents and community	Bert Corona Charter School	On-going October through April (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local schools	Reach out to private schools	Review posted available dates and provide flyers, information and presence.
Community Organization	Neighboring organization: Various locations including Villa Mariposa Housing Central City Neighborhood Partners 501 S. Bixel Ave., LA, CA 90012 SALEF 1625 W. Olympic Blvd., Suite 718, LA, CA 90015 Angelica Lutheran Church 1345 S. Burlington Ave., LA, CA Local Libraries Central American Resource Center- CARECEN Community based organizations including faith-based organizations Local Business, which include, restaurants, sports shops, etc.	Review posted available dates and provide flyers, information and presence.
Residents within the 91331 zip code	Mailings, door-to-door contacts (canvassing) students and parents recruitment, Bert Corona Charter School staff, teachers, students, parents, YPI Charter Schools, Inc. board members and others will actively recruitment.	Review posted available dates and provide flyers, information and presence.

Lottery Preferences and Procedures

PUBLIC RANDOM DRAWING

A public random drawing process is implemented if the number of those who wish to attend the charter school exceeds the charter school's capacity in accordance to Education Code, section 47605(d)(2)(B). If a public random drawing is to be held it shall follow the guidelines as set forth in the district Charter School Policy and Guidelines. Preference will be given to pupils that reside within the LAUSD boundaries and students currently attending the school and their siblings.

Exemptions

- Siblings of existing students of Bert Corona Charter School are exempt from participating in the public random drawing.

All other students

If a drawing is necessary, the following procedures will be followed:

- All interested parties may submit a lottery form which contains the name of the student, birth date, grade, address, phone number and parents'/guardians' names. The form will be available in the Bert Corona Charter School's main office beginning on the first Monday of October of each year.
- All forms must be received by 4:30 p.m. on the second Friday in January of each year, and only one form may be submitted per student. If it has been determined that more than one form has been submitted, the student will be disqualified.
- A drawing will be held at 6:00 p.m. on the third week of January at BCCS.
- A neutral member of the community will draw names until all names have been called.
- Names will be listed on a spreadsheet, which will be projected on a screen at the front of the auditorium/cafeteria for all participants to view, and those who will be enrolled will be clearly identified on the publicly viewed spreadsheet.
- When all open spaces have been filled, it will be announced that all names that are pulled from that point on will be placed on a waiting list with the first name drawn, the first on the waiting list.
- This process will continue until all forms have been drawn and all names are listed on the publicly viewed spreadsheet.
- The Monday following the drawing, the Bert Corona Charter School's office staff will call the parents of all students to be enrolled and those on the waiting list.
- Parents of students on the waiting list will be informed by phone call and letter as to the student's place on this list.
- Parents of students selected for enrollment will be informed by phone call and letter that the enrollment process must be completed prior to the start of school and no later than 9:00 a.m., the Monday prior to the first week of school. If forms are not completed within this time frame, their child will lose the spot and the next name will be taken from the waiting list. (The exact date that forms must be completed will be calculated by the Director of Operations and communicated to the parent by the office staff in the letter that confirms they were selected in the lottery.)
- When a student from the waiting list is offered enrollment, the parent/guardian will have three days to determine whether to accept or reject the offer of enrollment.

- Lottery procedures and timelines will be posted yearly in BCCS' main school's office beginning on October 1st.
- The office manager of the Charter School will maintain all forms and records for all students who participated in the lottery for one year as well as the spreadsheet completed during the lottery drawing documenting the order of names selected.

LOTTERY TIMELINE

The school will accept lottery forms for its open enrollment October 1st and ending the second Friday of January each year and lottery date will be the third week of January.

Bert Corona Charter School will invite LAUSD representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed. The application process after the student has been admitted is comprised of the following:

- Parent encouraged attendance at a school orientation meeting
- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate, Baptismal Records, medical records, previous school records and other options.

Element 9 – Annual Financial Audits

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

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

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

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

In addition:

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

Each fiscal year an independent audit will be conducted of the financial affairs of Bert Corona Charter School to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls.

Annual Audit Procedures

Financial Audits

The books and records of Bert Corona 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 procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

Bert Corona Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience 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.

Bert Corona Charter School's annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Bert Corona Charter School's Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to YPI Charter Schools, Inc. Board of Directors with recommendations on how to resolve them. The YPI Charter Schools, Inc. Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The independent financial audit of Bert Corona Charter School is a public record to be provided to the public upon request.

- Audit exceptions will be addressed to the satisfaction of the district.
- YPI Charter Schools Inc. has a financial procedures policy/manual that outlines the fiscal policies and procedures of YPI Charter Schools Inc. The policies and procedures will provide proper segregation of duties and finances and conform to Generally Accepted Accounting Principles. The policies and procedures manual will have approval by the YPI Charter School Board.
- Youth Policy Institute, the sole member corporation of the YPI Charter Schools Inc., will provide an annual audit to the district.

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School-Wide Positive Behavior Intervention and Support and Alternatives to Suspensions

Bert Corona Charter School is committed to providing a rigorous educational program, which prepares students to be college ready, active citizens, and lifelong learners. Our school culture will focus on creating a safe and respectful environment for all of our community members (stakeholders) and support our faculty, staff, students and families to be responsible participants in our school community. Our school climate will be welcoming and supportive of continuous personal growth and academic achievement. In this effort, Bert Corona Charter School utilizes a school-wide positive behavior intervention and support framework to support positive behavior interventions so students can succeed both socially and academically.

SWPBIS is led by the school site administration with the support of the School Culture and Climate Committee (SC&CC) that consists of a team of stakeholders from the school community. As the student voice on campus, the student leadership group will also advise the School administration and School Culture and Climate Committee on the development and implementation of SWPIS efforts. SC & CC will use referral, suspension, expulsion, attendance, and survey data to make recommendations to administration and student leadership on how to improve the SWPBIS Implementation.

SWPBIS is a three-tiered approach. Tier one will focus on universal strategies that encourage all students to be safe, respectful, and responsible. Tier one strategies will include but not be limited to the following efforts: praise of positive behavior, a token economy, student activities during nutrition and lunch clubs, incentive trips, service activities, a rich advisory program, a competitive sports program, an academic supports and assemblies, an enrichment program outside of school hours, and workshops for students and parents.

Tier Two and Tier Three will provide more intensive and targeted services for students and families that need greater support from the school community. Services will include Student Success and Progress Team (SSPT) meetings, Family Support Team, counseling services on site and in the community, individualized incentive plans, behavior contracts, social skills training, and referrals to community based programs, parent conferences, and student and parent workshops.

Student Success and Progress Team uses a Multi-Tiered System of Support (MTSS) framework. It consolidates the Coordination of Services Team (COST), Student Success and/or Student Study Team (SST) and the Language Appraisal Team (LAT). The SSPT uses a collaborative model to identify interventions for improved student performance. This policy also recognizes the alignment of MTSS with Culturally and Linguistically Responsive Pedagogical (CLRP) instruction and behavioral practices. These procedures combine the existing functions of the afore-mentioned teams into a single process through the SSPT.

SWPBIS will build upon a school wide classroom management plan that will ensure an equitable disciplinary system across classrooms, and clearly articulated and explicitly taught behavioral expectations for all common areas of the school.

SWPBIS three-tiered approach will be the foundation that will be used to reduce suspensions and expulsion. Other alternatives to suspension will include:

- In-school suspension
- Parent supervision
- Make-up time (before or after school)
- Loss of privileges during lunch, recess, social time, etc.
- Mentoring (with a teacher, counselor, or other staff member before or after school)

When other means of corrective action are not feasible or have repeatedly failed to bring about proper conduct the following actions will be considered:

- In-school suspension
- Out of school suspension
- Expulsion

Suspension and Expulsion Policy

The BCCS Pupil Suspension and Expulsion Policy was established in order to promote learning and protect the safety and wellbeing of all students. When the BCCS Pupil Suspension and Expulsion Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as BCCS' policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments are within the legal requirements.

BCCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures is printed and distributed as part of BCCS Student Handbook and will clearly describe discipline expectations.

For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons

BCCS shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the Policy and Administrative Procedures are available on request at BCCS' Executive Director or Executive Administrator.

Suspension Procedures

General

The Executive Administrator or designee has the authority to suspend and the Executive Administrator has the authority to recommend expulsion subject to the due process rights of student and parents-guardian. The maximum consecutive number of school days for a suspension of a single incident is five (5), the maximum number of days for suspension during the school year is 20 days unless it is necessary to extend a suspension pending resolution of an expulsion hearing for appeal and unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of days may be increased by 10 days or a total of 30 suspensions in that school year. The maximum number of suspension days for a student with disabilities in a school year is 10.

At all steps during the suspension and expulsion necessary transition or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Reasonable accommodations are made to ensure parents/guardians who wish to attend a conference are able to do so.

Any student who engages in more than one violation of the school's behavioral expectations will be required to attend a meeting with school site administration and the student's parents. The charter school will prepare a specific, written remediation agreement outlining expectations for future student conduct, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. Suspension

and Expulsion will only be considered after all other alternatives have been exhausted or the students, faculty staff, or property are in jeopardy.

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Administrator or his/her designee with the student and his or her parents and, whenever practical, the teacher supervisor or school employee who referred the student to the Executive Administrator or his/her designee. The conference may be omitted if the Executive Administrator or his/her designee or designee determines that an emergency situation exists. If a student is suspended without this conference, both the parent/ guardian and student shall be notified by phone and letter of the student's rights to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, the Executive Administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice shall also state the date and 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 shall request that the parent/guardian respond to such requests without delay.

Grounds for Suspension and Expulsion

"A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the Superintendent of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to" Education Code Sections 48900 et seq. A BCCS student shall be recommended for suspension or expulsion for any of the following reasons:

Must Suspend. Mandatory Recommendation to Expel Offenses with No Executive Administrator Discretion.	Must Suspend. Shall Recommend Expulsion Hearing Unless Particular Circumstances Render Inappropriate Expulsion Not Mandatory. Offenses Subject to Limited Executive Administrator Discretion.	May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Executive Administrator Discretion.
<p>Act must be committed at school or school activity.^{[LL][SEP]} 1. Firearm</p> <p>a. Possessing firearm when a BCCS employee verified firearm possession and when student did not have prior written permission from a certificated employee, which is concurred with by the Executive Administrator or designee.</p> <p>b. Selling or otherwise furnishing a firearm.</p> <p>c. Brandishing a knife at another person.</p> <p>d. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq.</p> <p>e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.</p> <p>f. Possession of an explosive with the power of an M-80 or greater.</p>	<p>Act must be committed at school or school activity.^{[LL][SEP]} EC Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <p>1. Causing serious physical injury to another person, except in self- defense. EC Section 48915 (a)(1).</p> <p>2. Possession of any knife, explosive with less power than an M-80, or other dangerous object of no reasonable use to the pupil. EC Section 48915 (a)(1)(B).</p> <p>3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</p> <p>4. Robbery or extortion. EC Section 48915 (a)(1)(D).</p>	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <p>a. Caused, attempted to cause, or threatened to cause physical injury†</p> <p>b. Willfully used force or violence upon the person of another, except in self-defense</p> <p>c. Possessed dangerous objects</p> <p>d. Possessed drugs or alcohol (policy determines which offense)</p> <p>e. Sold look alike substance representing drugs or alcohol^{[LL][SEP]}</p> <p>f. Caused damage to property‡</p> <p>g. Committed theft</p> <p>h. Possessed or used tobacco (policy determines which offense)^{[LL][SEP]}</p> <p>i. Committed^{[LL][SEP]} obscenity/profanity/vulgarity</p> <p>j. Possessed or sold drug paraphernalia^{[LL][SEP]}</p> <p>k. Received stolen property</p>

	5. Assault or battery, or threat of, on a school employee.	l. Possessed imitation firearm m. Committed sexual harassment n. Harassed, threatened or [§ 17] intimidated a student witness o. Sold prescription drug Soma p. Committed hazing
Must Suspend. Mandatory Recommendation to Expel Offenses with No Executive Administrator Discretion.	Must Suspend. Shall Recommend Expulsion Hearing Unless Particular Circumstances Render Inappropriate Expulsion Not Mandatory. Offenses Subject to Limited Executive Administrator Discretion.	May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Executive Administrator Discretion.
	The recommendation for expulsion shall be based on one or both of the following: 1. Other means of correction are not [§ 17] feasible or have repeatedly failed [§ 17] to bring about proper conduct. 2. Due to the nature of the act, the [§ 17] presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].	r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. s. Participating in the act of hate Violence and Terroristic Threats The recommendation for expulsion shall be based on one or both of the following: 1. Other means of correction are not [§ 17] feasible or have

		<p>repeatedly failed ^[LL]_{SEE} to bring about proper conduct.</p> <p>2. Due to the nature of the act, the ^[LL]_{SEE} presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</p> <p>† Section 48900 (t)(Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (u)"school property" includes, but is not limited to, electronic files and databases.</p>
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Suspension in an Emergency Situation

An "emergency situation" involves a danger to the lives, safety or health of students or school personnel. When the Executive Administrator or the Designee determines that a student must be removed to ameliorate an emergency situation, the student may be suspended without a conference.

In the case of an emergency suspension without a conference both the parent/guardian and the student are notified of the student's right to return to school, no later than the next school day, for purposes of a conference with the Executive Administrator or the designee. The notice includes the anticipated length and conditions of the emergency suspension, the specified reasons for it, and an invitation to attend the conference with or without counsel or other advisors. Parents/guardians are assured that reasonable accommodations and language support will be available. They are also informed that a conference with the student is required for the student to return to school, but they are not required to attend the conference and that no penalty will be imposed on the student if they do not attend. If information presented at the conference proves the suspension was in error, the suspension shall be removed from the student's record,

Suspension in Non-Emergency Situations

In all non-emergency situations that appear to warrant suspension, the Executive Administrator or designee will attempt to contact, by telephone or in person, the student's parent, guardian, or educational rights holder to explain the situation and to schedule a pre-suspension conference. A written notice is also sent that explains the behavior or events that appear to warrant the suspension, whether it will be an in-school or out-of-school suspension, and the length of the anticipated suspension. The notice either confirms the conference details scheduled orally or, if no contact has been made, details the right to a pre-suspension conference and the time and place it will be held. Whenever practical, the conference will include the teacher, supervisor or other school employee who referred the student for disciplinary action. Unless the student waives the right to a conference or is physically unable to attend, the student's presence is required. Parents, guardians and educational rights holders are encouraged but not required to attend. No penalty, including non-reinstatement, may be imposed on the student for the failure of a parent or guardian to attend the conference.

In the event a suspension is imposed, whether a pre-suspension conference is held or waived, written notice is given to the student and to the person responsible for him or her to indicate the reason suspension was imposed and the date and time the student may return to school (or, for in-school suspensions, return to the regular classroom).

Activities During Suspension

During a period of suspension the student is given assignments and homework by the student's teacher(s) to minimize the loss of schooling. Upon return to school, the student is given an opportunity to make up any missed tests. The assignments are listed on PowerSchool, which the student and parent have access to at home or in school. This gives the student and parent(s) the knowledge of all classroom and homework assignments that are assigned during the days of suspensions. The Executive Administrator or Designee meet with the suspended student upon return to ensure that assignments have been completed.

Appeal of Suspension

The Bert Corona Charter School has a fair and impartial process for investigating and confirming the appropriateness of the suspension or expulsion of any student. This process will preserve due process rights of students and parents/guardians.

Parents/guardians may first appeal the suspension by meeting with the designated site Executive Administrator within 24 hours of the suspension. The appeal will be made to the Executive Administrator different from the administrator who suspended the student. The Executive Administrator will hear the appeal and the parent may also recommend an alternative fair punishment for the infraction. The appeal can also be delivered in writing, in which case an Executive Administrator will review the document and make a determination within 24-hours upon receipt, between the times of 7:45 am to 4:30 pm. With the approval of the Executive Administrator the suspension can be removed from the student's record and the student can return to the classroom.

If the Executive Administrator denies the appeal and enforces the suspension, the parent can appeal to the Executive Director by meeting with him or her within 24 hours of the denial. The Executive Director will hear the appeal. The appeal can also be delivered in writing, in which case the Executive Director will review the document and make a determination within 24 hours of receipt between the times of 7:45 am to 4:30 pm. In reviewing the appeal, the Executive Director may remove the suspension from the student's records.

Suspension Pending Expulsion Hearing

A student who is suspended for an offense likely to lead to expulsion may only return to school if the Executive Administrator determines that the suspension should not be continued pending the expulsion hearing. The student and/or parent will be given an opportunity to be heard as part of this determination. The suspension and, if necessary, interim placement, will be continued until the expulsion hearing if:

- The student's presence will likely be disruptive to the educational process, and/or
- The student poses a threat or danger to others.

The total number of days for which a pupil may be suspended from Charter School shall not exceed twenty (20) school days in any school year, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed thirty (30) days in any school year. Bert Corona Charter School will offer a suitable interim placement, such as at a grade-appropriate opportunity school or class, continuation school, or off-site supervised suspension classroom where the student will have meaningful access to education during the term of the suspension pending the outcome of the expulsion process.

For suspension periods not requiring an interim placement, the suspended student's teachers will continue to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. The assignments are also listed on Illuminate, to which the student and parents have access. Completed student work sent or delivered to the Charter School's main office are graded in a timely manner by the teacher of each subject, and returned to student on a regular basis, either at the Charter School's main office or by mail if parents so request. Completed assignments are given credit toward semester grades. When completion of regular assignments would otherwise depend on classroom attendance or participation (e.g., group projects), alternative, comparably challenging assignments are accepted.

In accordance with E.C. 47605(J)

J) 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 his or her 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 him or her 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).

Expulsion Procedures

General

A student **may be** recommended expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

- a) Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious.) E.C. 48900(a)(1); 48915(b)
- b) First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(b)
- c) Sold, furnished, or offered a substitute substance represented as a controlled substance.
- d) Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
- e) Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
- f) Possessed or used tobacco. E.C. 48900(h); 48915(e)
- g) Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)

- h) Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
- i) Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
- j) Possessed an imitation firearm. E.C. 48900(m); 48915(e)
- k) Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
- l) Engaged in sexual harassment. E.C. 48900.2**; 48915(e)
- m) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e)
- n) Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
- o) Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
- p) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e)
- q) Any behavior listed in above to sections that is related to school activity or school attendance but that did not **occur on** campus or at a school activity off campus. E.C. 48915(b)
- r) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
- s) Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
- t) Engaged in an act of bullying, including, but not limited to bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)

To expel, except in the case of Education Code Section 48915(c) behaviors, one of the following must also be found to be true:

- a) Other means of corrective action are not feasible or have repeatedly failed to bring about proper conduct
- b) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the student and/or others:
- c) Students may be expelled for any of the following reasons, as specified in the Education Code Section 48915:
 - 1. Causing serious physical injury to another person except in self defense
 - 2. Possession of any dangerous object (such as a firearm, knife, or explosive)
 - 3. Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (Section 48915(c))
- d) Additionally, a student may be suspended or expelled for any of the acts enumerated in Education Code section 48900 related to school activity or school attendance that occur at any time including, but not limited to:
 - 1. While on school grounds
 - 2. While going to or coming from school
 - 3. During the lunch period whether on or off the campus
 - 4. During, or while going to or coming from, a school sponsored activity

Expulsion Hearing

Students recommended for expulsion by the Executive Director or the Executive Administrator are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 20 days of the initial suspension. The hearing will be presided over by a Discipline Committee (DC), which will consist of an administrator one teacher (that the student does not currently have), one counselor (that the student does not work directly with, if possible), and a Director (i.e. Director of Special Education, Community of Charter administrators within the LAUSD boundaries, and/ or other YPICS Directors). This team is designed to be as impartial as possible, with considerations taken to minimize the chances that each staff member on the DC is familiar with the student. The DC hearing will occur in a closed session, unless the parent requests an open hearing in writing up to three (3) days before the hearing. After hearing all evidence, the DC will make a decision whether or not to expel the student. .

Written notice of the DC hearing will be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing. The time of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of Bert Corona Charter School disciplinary rules, which relate to the alleged violation.
- The opportunity for the student or the student's parent/guardian to appear in person at the hearing.
- Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
- Notice that the student will be permitted to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf.

A reasonably accurate and complete record of the hearing shall be made and may be maintained by any means, including electronic recording or minutes taken of the proceeding. If electronic recording is used, it must permit a reasonably accurate and complete transcription of the proceedings. Minutes or transcripts are provided to parents/guardians.

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.

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 recommendation by the Discipline Committee to expel must be supported by substantial evidence presented at the hearing 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 and sworn declarations may be admitted as testimony from witnesses of whom the Bert Corona Charter School's Board of Trustees, Discipline Committee or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Discipline Committee shall be in the form of written findings of fact made within ten (10) school days following the conclusion of the hearing. If the Discipline Committee decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Notice of Decision

Based on its investigation and considering all the evidence introduced by the student, parent/guardian, and counsel or advisor, the DC decides whether there is enough evidence to support the assertion that the student committed an infraction warranting expulsion. The DC will prepare a written summary of its findings of fact and its conclusions concerning expulsion or non-expulsion.

After the DC delivers its decision, as well as findings of fact and conclusions to the Executive Administrator, the Executive Administrator or Designee will attempt to notify the parents/guardians by telephone or in person of the decision. Whether or not such oral notice is accomplished, if a decision to expel is made, Bert Corona Charter School sends the parents/guardians written notice of the decision, including the findings and conclusions within 72 hours of the decision. This notice also includes 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; notice of any appeal options; and information about alternative placement options, such as Community Day Schools, Opportunity Schools or Independent Study School, other charter schools, and placements suggested by the District.

Appeal of Expulsion

Expulsion Appeals shall be brought to Bert Corona Charter School's Board of Trustees.

In the event of a decision to expel a student from BCCS, the parent can appeal to the Bert Corona Charter School's Board of Trustees. A written request for an appeal should be sent to the Executive Director within 7 school days of the DC's decision to expel. The written

request must specify the grounds for the appeal. The Board of Trustees will hear the appeal within 10 school days and render a decision within 5 school days of hearing the appeal. The decision of the Board is final. The school will work cooperatively with schools of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious behavior shall be communicated to the school to which the student matriculates in accordance with applicable law.

Rehabilitation Plans

Pupils who are expelled from Bert Corona Charter School shall be given a rehabilitation plan upon expulsion as developed by the charter school's Board of Trustees at the time of the expulsion order. While tailored to the individual situation, the rehabilitation plan typically will include evidence of improved behavior, attendance and academic performance in the alternative placement setting. The plan may also set out a schedule for periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.

Readmission

When the term of expulsion has expired and the student is presented for reinstatement, the Executive Director or Designee reviews compliance with the conditions of the rehabilitation plan and recommends to the Board of Trustees that the student be reinstated, or explains why he or she does not find reinstatement is warranted. The Board decides whether to authorize reinstatement.

The decision to readmit a pupil or to admit a previously expelled pupil from another school shall be in the sole discretion of the Board of Trustees to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment.

Suspension Time Limits/Recommendation for Placement/Expulsion Suspensions

Suspension Time Limits/Recommendation for Placement/Expulsion Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The maximum number of days of suspension for the year is 20, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed thirty (30) days in any school year. Bert Corona Charter School will offer a suitable interim placement, such as at a grade-appropriate opportunity school or class, continuation school, or off-site supervised suspension classroom where the student will have meaningful access to education during the term of the suspension pending the outcome of the expulsion process.

The Bert Corona Charter School will provide classroom material, current assignments and tests to be completed at home by the student during the length of the suspension or expulsion.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Certificated Staff Members

All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and Bert Corona Charter School will contribute the employer’s portion required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. Bert Corona Charter School will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. Social Security payments will be contributed for all qualifying non-STRS members. The Bert Corona Charter School’s Board of Trustees retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Classified Staff Members

All full-time classified employees who are eligible will be covered by a 403b retirement plan. All full-time eligible employees will be covered by the Federal Social Security program. Full-time employees accrue 15 days of paid vacation per year. Vacation is accrued on a monthly basis (*i.e.*, a full-time employee accrues one and one quarter vacation day per month)

Other Staff Members

Mandatory benefits such as workers' compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by Bert Corona Charter School. Life, health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Employees will earn paid legal holidays not less than currently offered by LAUSD for a work year of comparable length

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

As a school of choice, BCCS does not have restricted enrollment based on residence, income, and other protected classes under Federal law. Parents and students will be informed of their public school attendance alternatives during the enrollment process through such publications as the District's School Choices brochure.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Job applicants for positions at Bert Corona Charter School will be considered through an open process, and if hired, will enter into a contractual agreement with the Charter school. Bert Corona Charter School will consider entering into a collective bargaining agreement with its employees if the employees and YPI Charter Schools, Inc. Board of Directors jointly elect to do so. Otherwise, all employees will be individually contracted rating in at a level competitive to the District’s salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal: Executive Director Yvette King-Berg
[Charter School] Bert Corona Charter School
[Charter School Address] 9400 Remick Avenue
PCOIMA, CA 91331

- 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

Director/Principal: Executive Director Yvette King-Berg
[Charter School] Bert Corona Charter School
[Charter School Address] 9400 Remick Avenue
PCOIMA, CA 91331

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as

determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

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

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

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention

above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as “[short form of school name]” and “Charter School”) shall:

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

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.²

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability

²The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

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

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

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

In addition:

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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

- B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered,

upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

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

- 2) A written response (“Written Response”) shall be tendered to the other party within 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

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

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

proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

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

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline

records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

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

Financial Close-Out

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

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

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

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School

understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

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

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

Additional Provisions

FACILITIES

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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall

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

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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School

further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)