



Monseñor Oscar Romero Charter Middle School

CHARTER RENEWAL PETITION

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Submitted to:
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Assurances and Affirmations

Monseñor Oscar Romero Charter Middle School (also referred to herein as “**Monseñor Oscar Romero Charter**”, “**MORCS**” 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).)
- 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 by or as 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 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 (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 annual update.” (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 the requirements of Education Code sections 60851.5 and 60851.6.

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 (ELs) 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 academic core 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 (on or about October 1), 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 Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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, CSIS 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, CSIS 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, CSIS 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, CSIS 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.

Table 1.1 General Information

<u>GENERAL INFORMATION</u>	
The contact person for Charter School is:	<i>Yvette King-Berg</i>
The contact address for Charter School is:	<i>1157 S. Berendo Street</i>
The contact phone number for Charter School is:	<i>(818)726-8883</i>
The proposed address or target community of Charter School is:	<i>1157 S. Berendo Street</i>
This location is in LAUSD Board District:	<i>District 2-Monica Garcia</i>
This location is in LAUSD Local District:	<i>Local District Central</i>
The grade configuration of Charter School is:	<i>6-8</i>
The number of students in the first year will be:	<i>350</i>
The grade level(s) of the students in the first year will be:	<i>6-8 (Renewal)</i>
Charter School's scheduled first day of instruction in 2017-2018 is:	<i>August 09, 2017</i>
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.)	<i>375</i>
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
The bell schedule for Charter School will be: BELL SCHEDULE 2016-17 <i>HORARIO DE CLASES 2016-17</i> <i>Table 1.2 Below</i>	<i>Block Schedule</i>
The term of this Charter shall be from:	<i>July 1, 2017 to June 30, 2022</i>

Table 1.2 Bell Schedule

Monday				Tuesday				Regular (Wednesday - Friday)				Minimum Day			
Period	Time	Min.		Period	Time	Min.		Period	Time	Min.		Period	Time	Min.	
Advisory	8:15am - 9:08am	53		Advisory	8:15am - 8:30am	15		Advisory	8:15am - 8:30am	15		Advisory	8:15am - 8:30am	15	
Passing	9:08am - 9:10am	2		Passing	8:30am-8:32am	2		Passing	8:30am-8:32am	2		Passing	8:30am-8:32am	2	
SFA	9:10am - 9:55am	45		SFA	8:32am - 9:36am	64		SFA	8:32am - 9:41am	69		SFA	8:32am - 9:16am	44	
Recess	9:55am - 10:05am		10	Recess	9:36am - 9:51am		15	Recess	9:41am - 9:56am		15	Passing	9:16am - 9:18am	2	
Passing	10:05am - 10:08am	3		Passing	9:51am - 9:54am	3		Passing	9:56am - 9:59am	3		Per 2/3	9:18am - 10:08am	50	
Period 2	10:08am - 10:38am	30		Period 2	9:54am - 10:45am	51		Period 2	9:59am - 10:49am	50		Passing	10:08am - 10:10am	2	
Passing	10:38am - 10:40am	2		Passing	10:45am - 10:47am	2		Passing	10:49am - 10:51am	2		Per 4/5	10:10am – 11:00am	50	
Period 3	10:40am - 11:10am	30		Period 3	10:47am - 11:38am	51		Period 3	10:51am -11:41am	50		Passing	11:00am - 11:02am	2	
Lunch	11:10am - 11:50am		40	Passing	11:38am - 11:40am	2		Lunch	11:41am - 12:21pm		40	Per 6/7	11:02am – 11:52am	50	
Passing	11:50am - 11:53am	3		Period 4	11:40am – 12:31pm	51		Passing	12:21pm - 12:24pm	3		Lunch	11:52am – 12:22pm		30
Period 4	11:53am - 12:23pm	30		Lunch	12:31pm - 1:13pm		40	Period 4	12:24pm – 1:14pm	50					
Passing	12:23pm - 12:25pm	2		Passing	1:13pm - 1:16pm	3		Passing	1:14pm - 1:16pm	2					
Period 5	12:25pm - 12:55pm	30		Period 5	1:16pm – 2:07pm	51		Period 5	1:16pm – 2:06pm	50					
Passing	12:55pm - 12:57pm	2		Passing	2:07pm - 2:09pm	2		Passing	2:06pm - 2:08pm	2					
Period 6	12:57pm - 1:27pm	30		Period 6	2:09pm – 3:01:pm	51		Period 6	2:08pm – 2:58pm	50					
Passing	1:27pm - 1:30pm	3		Passing	3:01pm - 3:03pm	2		Passing	2:58pm - 3:00pm	2					
Period 7	1:30pm - 2:00pm	30		Period 7	3:03pm – 3:54pm	51		Period 7	3:00pm – 3:50pm	50					
Total		295		Total		401		Total		400		Total		217	

Community Need for Charter School

Academic performance data and other absolute and comparative performance indicators are as follows:

Monseñor Oscar Romero Charter has focused on literacy and 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 and follow up of all results teachers have been able to collective work with programs to support all students.

To ensure we are meeting the needs of all of our students, we implement Success for All (SFA) programs for both reading and math. SFA is a research proven to support all students and have structures built in to support the needs of high performing students, low performing students, students with special needs, and English Learners. In both the reading and math programs there is a focus on vocabulary acquisition, collaborative learning, rubric usage, data usage/reflection and the cycle of effective instruction. To ensure success with our EL population, we have created a new position this year: a Coordinator of English Language Development. This coordinator observes classes and meets with teachers, supports in planning professional development, and works with our EL1 students each morning to develop the language they need to be successful in the classrooms. 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 work on Rosetta Stone.

Finally, we know that for our kids to be successful, all stakeholders need to work as a team to support all students. This year, we have put efforts into training our parents on the Common Core standards and helping them to understand the requirements of the CAASPP. We also conducted a Town Hall meeting with local and state policy makers to provide our parents access to educators and elected officials. We also have ongoing trainings for our parents to make sure they understanding student data, grades, and the procedures/expectations of the school.

Leadership, teachers Implementation, Monitoring of Student Achievement

A key component of **MORCS** initiative to provide student with academic achievement and implementation of systems that provide for 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 are held:

Table 1.3 Leadership

Purpose	Meetings	Attendees	Leader
Achievement Outcomes Teacher Support Review of Data Create Systems for tracking data	Weekly academic team meetings- Every Friday at 7 am	Coordinator of Instruction, Lead site administrator, ELD Coordinator, SFA Facilitator, Director of Academic Achievement, Lead Teacher	Coordinator of Instruction
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 Wednesday of every month	Coordinator of Instruction, Director of Academic Achievement, Director of Special Education	Director of Academic Achievement
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	Coordinator of Instruction, Lead site administrator, ELD Coordinator, SFA Facilitator, Director of Academic Achievement, Lead Teacher-teachers	Lead Site Administrator
Culture and Climate	Weekly-Wednesday morning 0-12	Chief Operations Officer Director of School Climate and Culture, Social Work, Director of Special Education, and other team members as needed	Chief Operations Officer

The Culture and Climate is another key factor that must be addressed in supporting our students. There is a critical balance between our MORCS' teams and community that of working with the "Whole Child". In other words, addressing social, emotional, environment and cultural relevants 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.

Table 1.4: 2015-2016 English Learners Reclassification

2015-16	2014-15 # EL	2015-16 # Reclassified	2015-16 Reclassification Rate	Change from Prior Year
Monsenor Oscar Romero Charter Middle	80	6	7.5%	-12.3%
LAUSD Similar Schools from CDE Median	203	25	11.8%	-11.5%
Resident Schools Median	231	19	0	-8.0%
District	164,349	19,952	12.1%	-4.5%

Cde.ca.gov Dataquest

In the fall of 2015, twenty of our LTELs did not meet criteria for reclassification in time for the Fall Census, as we needed to wait for the Spring NWEA Maps scores, these students received additional support and intervention. As a result, these students met the criteria for reclassification and official redesignated in CALPADS May 2016. If we were to look at the academic school year of 2015-2016 MORCS attained a reclassification rate of 32.5%, this data will not be reflected until Fall of 2016 Census.

Table 1.5 RFEP Students Reclassified in May of 2016

Grade Level	Students Last Name	SSI ID	CELDT OVER ALL 2016	Listening	Speaking	Reading	Writing	Overall Raw Score 2016	Listening Raw Score	Speaking Raw Score	Reading Raw Score	Writing Raw Score	NWEA B1 Reading RIT Score	NWEA B1 Reading Performance Level	ELA DECEMBER 2015	NWEA B3 Reading Performance Level	NWEA A B3 Reading RIT Score	EL A JUNE 2016
6	CHA	3189	4	4	4	3	4	555	576	553	538	554	203	BASIC	B-	BELOW	190	C+
6	CRU	3183	4	3	4	4	4	563	534	541	604	574	210	BASIC	B	PROFICIENT	218	A-
6	HER	8199	4	4	4	4	3	568	599	566	571	538	205	BASIC	C	PROFICIENT	217	B
6	ROD	4793	4	3	4	4	4	558	555	553	571	554	210	BASIC	B-	BASIC	206	C+
6	TEJ	8171	4	4	4	3	4	558	599	521	530	585	210	BASIC	B+	BASIC	206	A-
6	AGU	5430	5	5	5	5	4	610	660	597	611	574	203	BASIC	C-	BASIC	206	A
6	TOC	5450	4	4	5	4	4	589	599	580	604	574	218	PROFICIENT	A-	BASIC	202	B-
6	VAS	9190	4	4	4	4	3	566	599	553	591	522	202	BASIC	A	BASIC	208	B-
6	VAS	2173	4	4	3	4	4	565	625	470	604	564	207	BASIC	B	BASIC	204	B+
6	LAND	6199	4	3	4	3	5	564	555	553	552	598	198	BELOW	B-	BASIC	204	C+
6	PIL	2154	5	5	5	4	3	605	660	647	584	530	196	BELOW	B-	BASIC	209	B-
6	HER	5194	4	3	5	4	4	582	534	618	591	585	211	BASIC	A	PROFICIENT	224	C+
8	LEM	6153	4	3	4	5	4	586	555	553	665	574	210	BASIC	B-	BASIC	218	B-
8	MAT	9157	4	4	4	3	4	593	625	580	584	585	209	BASIC	B-	BASIC	213	A
8	MOR	5168	4	3	3	4	4	575	576	531	619	574	213	BASIC	C	N/A	N/A	D
8	REY	1157	4	4	3	3	4	593	660	531	584	598	215	BASIC	B	N/A	N/A	B-
8	TAP	2149	4	3	5	3	4	582	576	618	571	564	208	BASIC	C	BELOW	207	C-
8	VEL	3157	4	5	3	5	4	609	715	512	638	574	219	BASIC	A-	BASIC	219	B-
8	GIR	7975	4	4	3	4	4	573	599	531	591	574	207	BELOW	B+	BASIC	216	B-
8	MAR	5160	4	4	5	4	3	587	625	597	591	538	202	BELOW	B-	BASIC	217	B

Student data pulled from MORCS PowerSchool

The attached chart represents the English Learners that were Reclassified in 2015-2016, as they did not qualify to be Reclassified in October of 2015.

Table 1.6 2014-2015 English Learners Reclassification

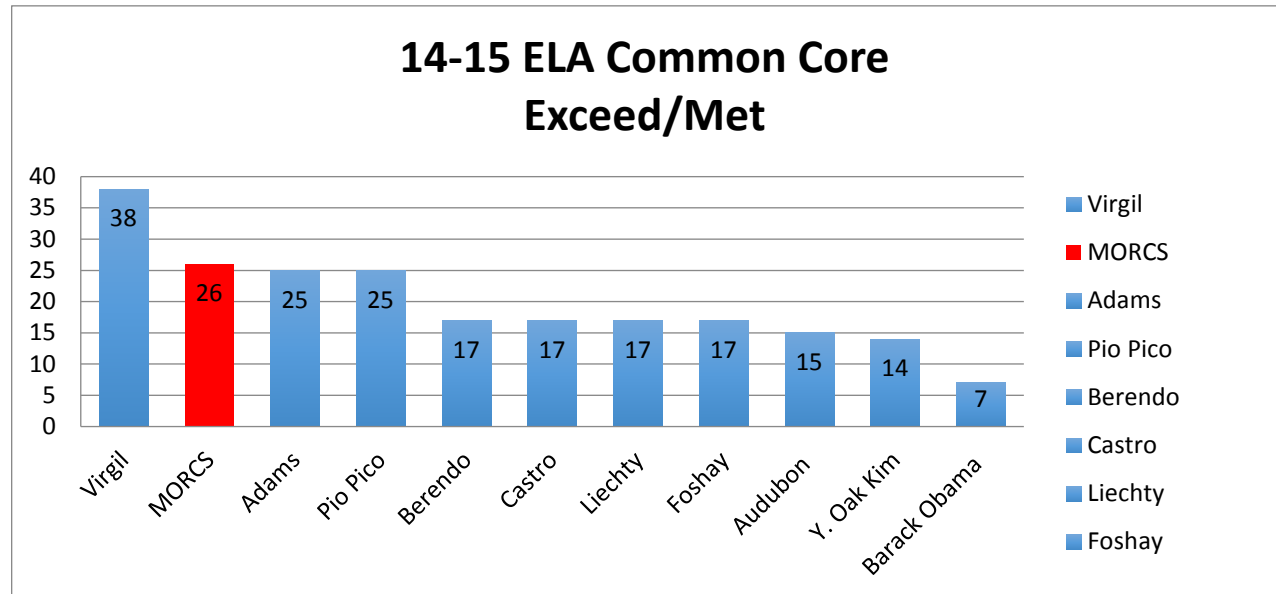
2014-15	2013-14 # EL	2014-15 # Reclassified	2014-15 Reclassification Rate
Monsenor Oscar Romero Charter Middle	101	20	19.8%
LAUSD Similar Schools from CDE Median	247	58	23.3%
Resident Schools Median	234	43	18.7%
District	179,322	29,694	16.6%

Cde.ca.gov Dataquest

2015 CAASPP English Language Arts Exceed/Met

In English Language Arts, **MORCS** had the second highest percentage of students who met or exceeded the standard. Twenty-six percent (26%) of **MORCS** students met or exceeded the Standard. At Virgil Middle School, 38% of the students met or exceeded the standard.

Table 1.7: : ELA Common Core Exceed/Met

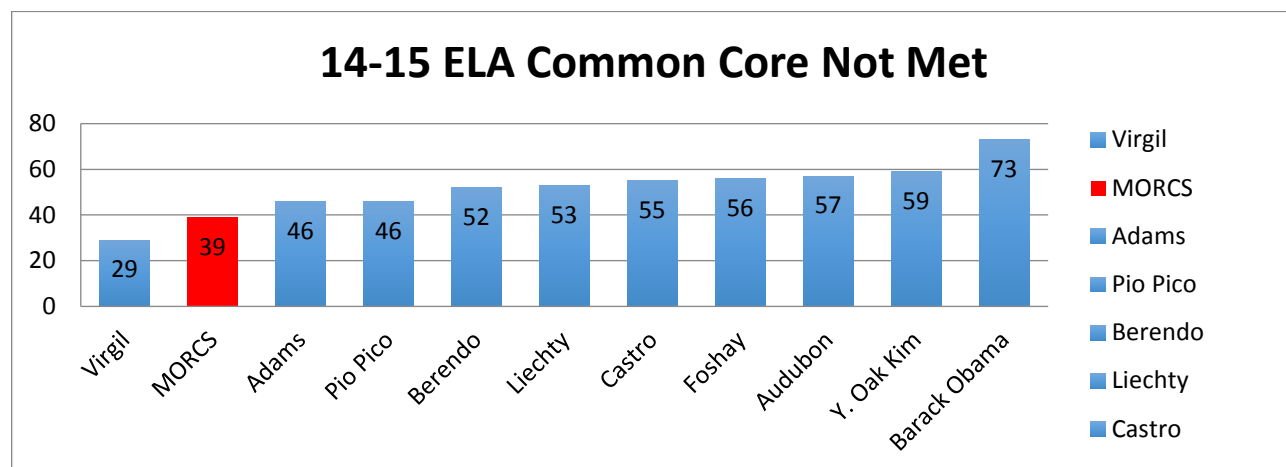


Cde.ca.gov Dataquest

2015 CAASPP English Language Arts Not Met

In English Language Arts, **MORCS** had the second lowest percentage of students who did not meet or exceeded the standard. Thirty-nine percent (39%) of **MORCS** students met or exceeded the Standard. At Virgil Middle School, 29% of the students did not meet or exceeded the standard.

Table 1.8: ELA Common Core Not Met

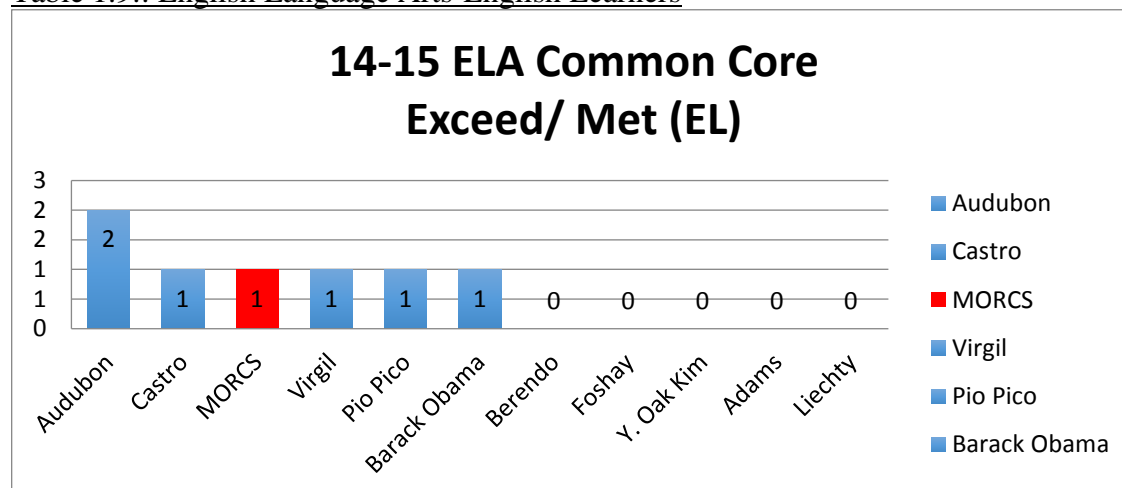


Cde.ca.gov Dataquest

2015 CAASPP English Language Arts (EL)

In English Language Arts, **MORCS** had the second highest percentage of students who are English Learners to meet or exceeded the standard. One percent (1%) of **MORCS** students who are English Learners met or exceeded the standard. At Audubon Middle School, 2% of the students who are English Learners met or exceeded the standard.

Table 1.9:: English Language Arts-English Learners

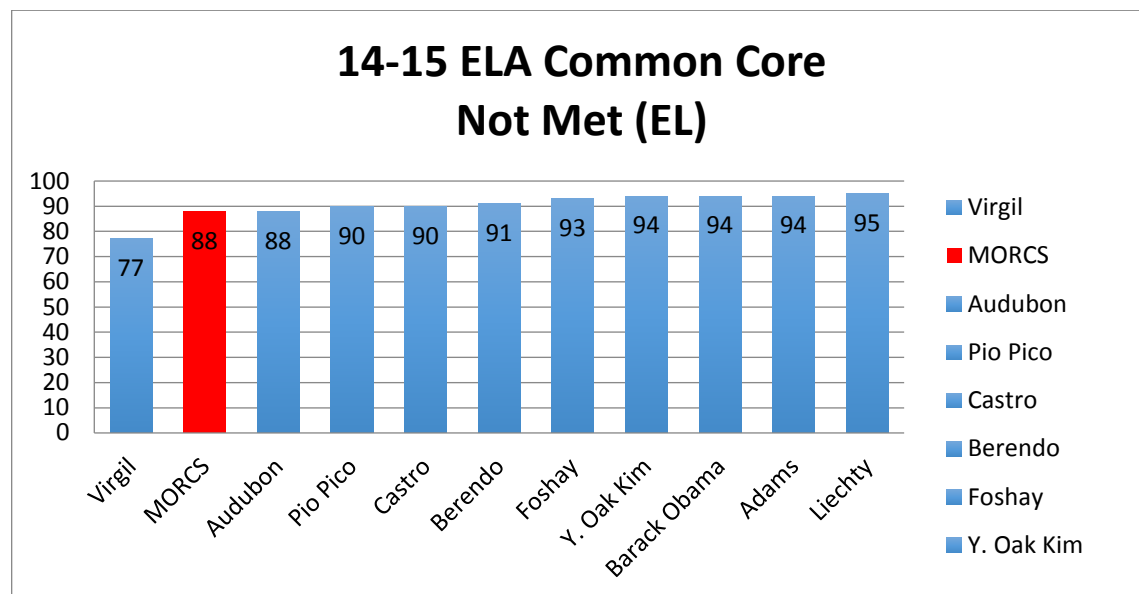


Cde.ca.gov Dataquest

2015 CAASPP English Language Arts (EL) Not Met

In English Language Arts, **MORCS** had the second lowest percentage of students who are English Learners did not meet the standard. Eighty-eight (88%) of **MORCS** students who are English Learners did not met the standard. At Virgil Middle School, 77% of the students who are English Learners did not meet the standard.

Table 1.10:: English Language Arts-English Learners Not Met

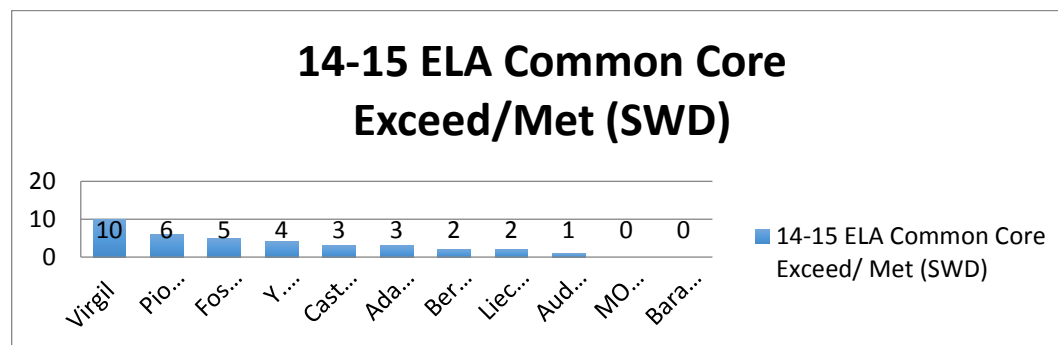


Cde.ca.gov Dataquest

2015 CAASPP English Language Arts (Students with Disabilities)

In English Language Arts, **MORCS** had the lowest percentage of students with a disability to meet or exceed the standard. No percentage (0%) of **MORCS** students with a disability meet the standard. At Virgil Middle School, 10% of the students with a disability met or exceeded the standard.

Table 1.11:: 14-15 ELA Common Core Exceed/Met (SWD)

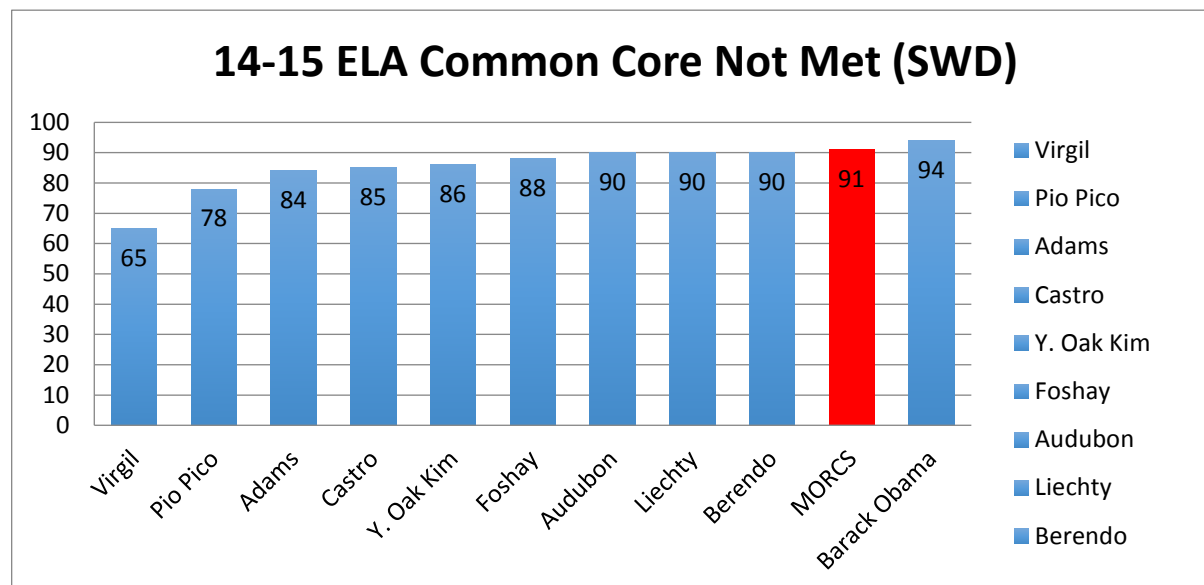


Cde.ca.gov Dataquest

2015 CAASPP English Language Arts (Students with Disabilities)

In English Language Arts, 91% of **MORCS** students with a disability did not meet the standard. At Virgil Middle School, 65% of the students with a disability did not meet the standard.

Table 1.12: 14-15 ELA Common Core Not Met (SWD)



Cde.ca.gov Dataquest

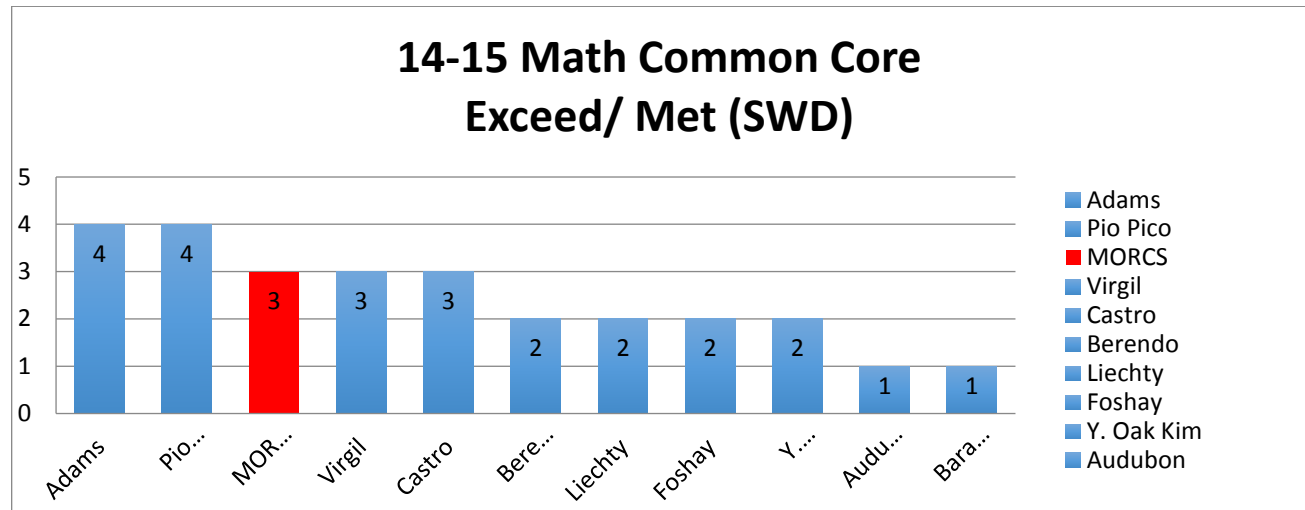
Rationale: During the 14-15 school year **Monseñor Oscar Romero Charter School** was intentionally about building and increasing the Autism Program at **MORCS**. As such the school was investigating the best instructional approaches for these low incident students with special needs population.

Plan: At the conclusion of the year we decided that the inclusive model was still the best approach for this population and made plans to move forward in the 15-16 school year with adding a Learning Center to support smaller group instruction for this group. We added additional all day instructional aides for this program. The approach is working as evidenced in our NWEA Maps ELA Students with Disabilities by grade levels tables late in this document. All populations of our students with disabilities are growing at a faster rate than their peers nationally. We will continue to drive instructional practices to yield greater numbers of this population reaching grade level outcomes.

2015 CAASPP Mathematics

In Mathematics, **MORCS** had the highest percentage of students who met or exceeded the standard. Twenty-three percent (23%) of **MORCS** students met the Standard. At Virgil Middle School, 21% of the students met or exceeded the standard.

Table 1.13: 2015 CAASPP Mathematics Exceed/Met (Students with Disabilities)

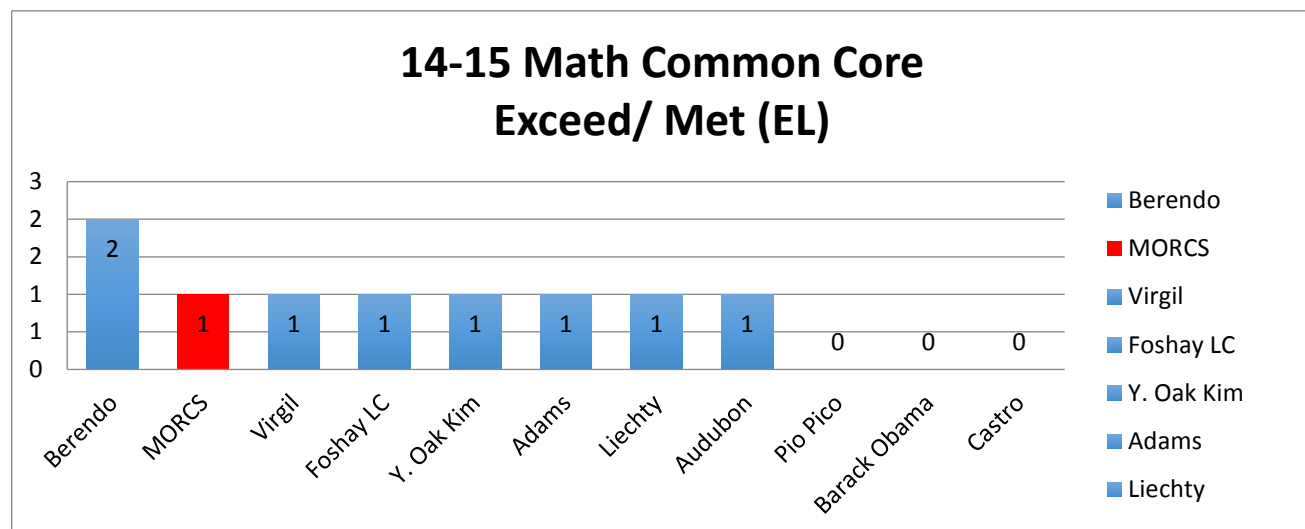


Cde.ca.gov Dataquest

2015 CAASPP Mathematics Language Arts (EL)

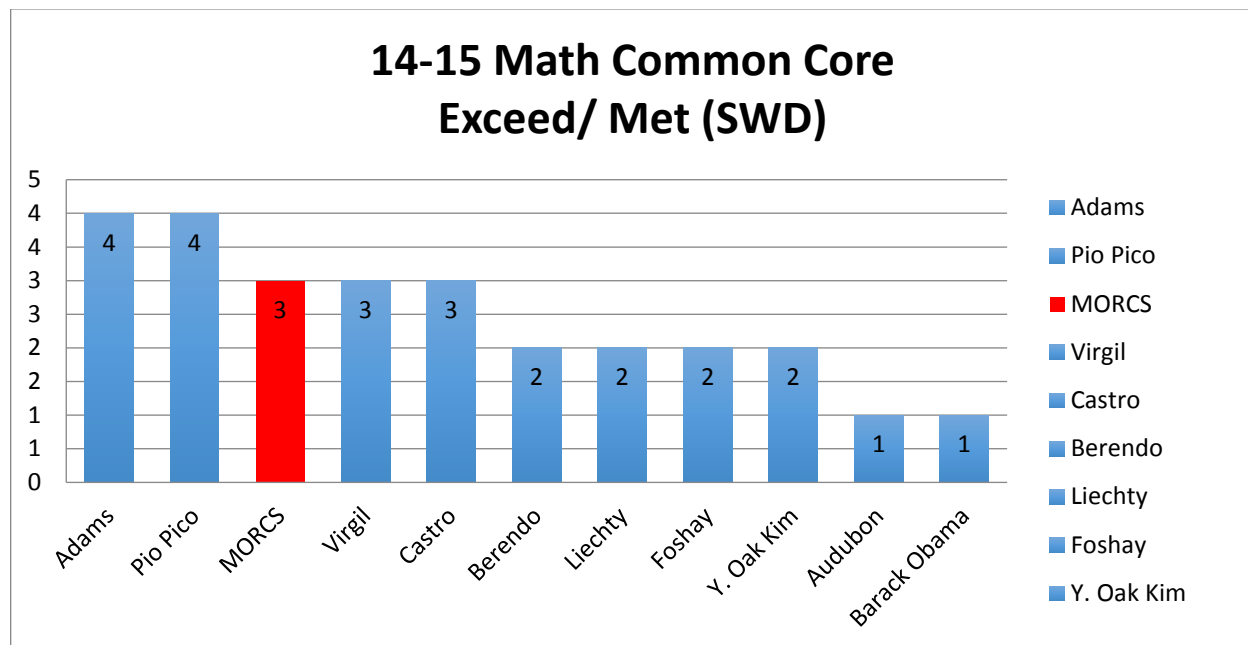
In Mathematics, **MORCS** had the second highest percentage of students who are English Learners to meet the standard. One Percent (1%) of **MORCS** students who are English Learners meet the standard. At Berendo Middle School, 2% of the students who are English Learners met the standard

Table 1.14: CAASPP-Mathematics Exceeds/Met English Learners



2015 CAASPP Mathematics (SWD)

In Mathematics, **MORCS** had the second highest percentage of students with a disability to meet the standard. Three percent (3%) of **MORCS** students with a disability meet or exceeded the standard. At Adams Middle School and Pio Pico Middle School, 4% of the students with a disability meet or exceeded the standard.

Table 1.15:: CAASPP Mathematics (SWD)**Surrounding Schools Demographic and Performance Data**

Our school is co-located with Berendo Middle School in Koreatown in the Pico-Union area of Los Angeles. We currently enroll 330 students from the surrounding areas serving low-income and immigrant families. YPI Charter Schools (YPICS) is on a traditional calendar with most district holidays. Classroom sizes vary from 20-30 students in all three grade levels (6-8).

Our process of enrollment consists of submitting a request to enroll form, which is a request for a space and acceptance is based on available enrollment. After the lottery is held and after a student has been accepted; a complete application must be submitted. YPICS accepts all students from all

backgrounds and experiences including Special Education. Students are not required to live in the school zone area. We are a tuition-free school.

As indicated in the chart below there is a large population of students ranging from a middle school of 304 to 1,131, with a student population of 1,131 at the Union Avenue. The majority of these schools are in the API range of 671 to 808, with all not meeting all subgroups growth targets. Students who are eligible for Free/Reduced Lunch range from 74.6% to 97.4%. In other words, due to the large student population classrooms are larger, where some students from the smaller learning communities have difficulty adjusting to larger campuses.

- The ethnicity of the surrounding schools reflects .1% to 2.9% range of African Americans. In 8.4% to 0% Filipino. All schools reflect 0% to 3.8% White Non-Hispanic and from 81.6% to 98.4% Hispanic or Latino student representation. Therefore, the projected student population will reflect the demographics of the surrounding schools. Students enrolled at **Monseñor Oscar Romero Charter** will come from families at the federal poverty level. The majority of students (97.4%) will represent low-income families that are eligible for free and reduced meals (97.4%).

Table 1.16: Surrounding Schools Demographic and Performance Data

School	Grade Span	Enrollment	African American not Hispanic	Asian	Filipino	Hispanic or Latino	Pacific Islander	White not Hispanic	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP	Avg. Class Size	Free & Reduced Price Meals
Leo Politi Elementary	K-5	732	20 (2.7%)	7 (1.0%)	2 (0.3%)	691 (94.4%)	1 (0.1%)	6 (0.8%)	475 (64.9 %)	158 (21.6 %)	48 (10.2 %)	20.9	709 (96.9%)
LA Elementary	K-5	803	16 (2.0%)	12 (1.5%)	0 (0.0%)	763 (95.0%)	1 (0.1%)	6 (0.7%)	0 (0.0%)	356 (44.3 %)	175 (21.8 %)	48 (10.9 %)	754 (93.9%)
Charles White	1st -5th	365	10 (2.7%)	1 (0.3%)	6 (1.6%)	338 (92.6%)	1 (0.3%)	5 (1.4%)	243 (66.6 %)	76 (20.8 %)	44 (18.0 %)	22.8	352 (96.4%)
Union Avenue	K-5	1,131	18 (1.6%)	13 (1.1%)	10 (0.9%)	1,072 (94.8%)	0 (0.0%)	11 (1.0%)	727 (64.3 %)	276 (24.4 %)	108 (15.5 %)	23.6	1,017 (89.9%)
San Pedro	K-5	755	1 (0.1%)	1 (0.1%)	0 (0.0%)	722 (95.6%)	0 (0.0%)	29 (3.8%)	453 (60.0 %)	172 (22.8 %)	90 (19.1 %)	22.9	676 (89.5%)
Gratts	2nd - 6th	559	14 (2.5%)	3 (0.5%)	1 (0.2%)	532 (95.2%)	1 (0.2%)	5 (0.9%)	312 (55.8 %)	167 (29.9 %)	79 (23.8 %)	20.7	526 (94.1%)
Alexandria	K-5	709	8 (1.1%)	29 (4.1%)	12 (1.7%)	634 (89.4%)	5 (0.7%)	11 (1.6%)	380 (53.6 %)	178 (25.1 %)	96 (21.8 %)	22.2	671 (94.6%)
Middle Schools 6-8													
John Adams Middle	6-8	930	12 (1.3%)	2 (0.2%)	1 (0.1%)	903 (97.1%)	0 (0.0%)	7 (0.8%)	202 (21.7 %)	611 (65.7 %)	43 (18.4 %)	22.8	867 (93.2%)
Virgil Middle	6-8	904	26 (2.9%)	50 (5.5%)	76 (8.4%)	738 (81.6%)	3 (0.3%)	7 (0.8%)	242 (26.8 %)	515 (57.0 %)	60 (22.3 %)	25.2	674 (74.6%)
Berendo Middle	6-8	919	18 (2.0%)	23 (2.5%)	7 (0.8%)	869 (94.6%)	0 (0.0%)	1 (0.1%)	247 (26.9 %)	573 (62.4 %)	65 (21.5 %)	22.2	893 (97.2%)
Monsenor Osar Romero	6-8	304	1 (0.3%)	2 (0.7%)	0 (0.0%)	299 (98.4%)	0 (0.0%)	0 (0.0%)	80 (26.3 %)	210 (69.1 %)	20 (19.8 %)	25.6	296 (97.4%)

Cde.ca.gov Dataquest 2014-2015, Create your own report.

Student Population to Be Served

Monseñor Oscar Romero Charter equips low-income students in grades 6-8 for academic success and active community participation. The school is located in the Pico Union/Koreatown an area representative of high poverty and academically struggling students. The majority of students attending schools in this area come from Central American immigrant families where Spanish is spoken in their home. **Monseñor Oscar Romero Charter** seeks to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with culturally enriched curriculum.

Table 1.17 Enrollment Roll Out Plan

Enrollment Roll Out Plan					
<u>Grades</u>	<u>Year 1</u> <u>2017-2018</u>	<u>Year 2</u> <u>2018-2019</u>	<u>Year 3</u> <u>2019-2020</u>	<u>Year 4</u> <u>2020-2021</u>	<u>Year 5</u> <u>2021-2022</u>
6	123	132	120	118	132
7	115	123	132	125	118
8	112	120	123	132	125
Total Enrollment	350	375	375	375	375

Our school is co-located with Berendo Middle School in Koreatown in the Pico-Union area of Los Angeles. We currently enroll 340 students from the surrounding areas serving low-income and immigrant families. **Monseñor Oscar Romero Charter** is on a traditional calendar with most district holidays. Classroom sizes vary from 20-30 students in all three grade levels (6-8).

Our process of enrollment consists of submitting an application and acceptance is based on available enrollment. **Monseñor Oscar Romero Charter** accepts all students from all backgrounds and experiences including Special Education. Students are not required to live in the school zone area. We are a tuition-free school.

We offer a comprehensive community-centered curriculum founded in Common Core State Standards and project based learning. The difference between our charter school and traditional public schools is found in our charter petition that is submitted to LAUSD for approval. As a charter school, we fall under the jurisdiction of LAUSD Charter Division and all decisions are made with the approval of our Board of Directors, Executive and Site Administration teams.

Goals and Philosophy

VISION

Our school is named in honor of and inspired by Monseñor Oscar Romero. During his three years as archbishop of San Salvador, Oscar Romero became known as a fearless defender of the poor and suffering during El Salvador's civil war in the 1980s. His work on behalf of the oppressed earned him the admiration and love of the people of El Salvador. In 1980, amidst overarching violence, rather than shrink under the increasingly intense repression, Romero used his nationally broadcast Sunday homilies to report on conditions in the country and "plead for sanity, for an end to the repression, and that the root causes of the conflict -- the country's deeply rooted structures of economic injustice -- be addressed in favor of the majority poor who are also the chief victims of the government's violence." Romero wrote to President Jimmy Carter pleading with him to cease sending military aid because he wrote, "it is being used to repress my people." He was killed in 1981 while giving mass.

Monseñor Oscar Romero Charter equips low-income students in grades 6-8 for academic success and active community participation. The school is located in the Pico Union/Koreatown community, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from Central American immigrant families where Spanish is spoken in their home. **Monseñor Oscar Romero Charter** seeks to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with culturally enriched curriculum.

MISSION

The mission of **Monseñor Oscar Romero Charter** 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.

Students at **Monseñor Oscar Romero Charter** 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.

In accordance with the Expected School-wide Learning Results (ESLRs), every student who graduates from **Monseñor Oscar Romero Charter** 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

The educated person in the 21st Century must 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.

- College and career-readiness
- Use of technology

At **Monseñor Oscar Romero Charter**, 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 MORE! Motivated, Organized, Respectful and Excellent” in common areas throughout campus. Student leadership and adherence to positive behavior expectations are reinforced through Scholar Dollars bearing the image of **Monseñor Oscar Romero**. 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, NCLR service learning, **Monseñor Oscar Romero Charter** athletics, 21st Century after school extracurricular clubs; such as, Music, Cheerleading, Student Leadership, Drama, Animation, Boys and Girls Soccer, Boys and Girls Basket Ball and Football.

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.

Monseñor Oscar Romero Charter provides for urban students in grades 6-8 for academic success and promotes active community participation. The Pico Union/ Koreatown 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 education and as change agents to build and contribute to their community and to celebrate the richness of their cultures. **Monseñor Oscar Romero Charter** 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.

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

Monseñor Oscar Romero Charter development team has studied examples of effective practices that have worked to close this achievement gap.

Monseñor Oscar Romero Charter has incorporated the following recommendations from Kati Haycock, director of Education Trust:

- Have uniform standards: **Monseñor Oscar Romero Charter** will have clear and high expectations of all students that fully align with the California Common Core State Standards.
- Make the curriculum challenging: Rigorous curriculum will be 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 **Monseñor Oscar Romero Charter** 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 the **Monseñor Oscar Romero Charter**.

1. State the school's goals for enabling pupils to become and remain self-motivated, competent, and lifelong learners.

PROGRAM GOALS

Monseñor Oscar Romero Charter School provides for urban students in grades 6th -8th for academic success and promotes active community participation. The Pico Union/Westlake 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 education and as change agents to build and contribute to their community and to celebrate the richness of their cultures. **Monseñor Oscar Romero Charter** 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 **Monseñor Oscar Romero Charter** 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 **Monseñor Oscar Romero Charter's** strong commitment to high standards, equity, and civic responsibility. Monseñor Oscar Romero Charter Middle School 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 Monseñor Oscar Romero Charter Middle School's school 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 personalized to the maximum feasible extent.** Teacher teams at **Monseñor Oscar Romero Charter** are responsible for approximately 75 students, allowing strong relationships to form between students and teachers.
- **Student-as-worker, teacher-as-coach.** Students at **Monseñor Oscar Romero Charter** 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. **Monseñor Oscar Romero Charter** 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 Parent Advisory Council.
- **Continuous Relationships.** **Monseñor Oscar Romero Charter** will be 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 three years at **Monseñor Oscar Romero Charter**. 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. **Monseñor Oscar Romero Charter** 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

Monseñor Oscar Romero Charter 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

Monseñor Oscar Romero Charter 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 three years at MORCS, 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 MORCS 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 three (3) 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 **Monseñor Oscar Romero Charter** 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 life-long 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.

Table 1.18 Annual Goals and Actions

TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>CA Commission on Teacher Credentialing, Internal reviews, CALPADS</u>					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Teachers are fully credentialed, as defined by the CA Commission on Teaching Credentialing, in the subject areas and for the pupils they are teaching.	100% of teachers will hold NCLB/ESSA required authorizations. To ensure that all students are instructed by teachers who are fully credentialed and “highly Qualified. <i>Metrics: Teacher assignments and credentials will be reviewed twice year CA Commission on Teacher Credentialing (Link on Worksheet will be activated to expiration on Credentials, TB and other requirements,; CALPADS Report, NCLB Core Course Section</i>	2015-2016	100%	100%	100%	100%	100%

	Compliance, Annual publication of School Accountability Report Card (SCARC)						
ACCESS TO INSTRUCTIONAL MATERIALS STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Inventories, Textbook and invoices</u>					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students will have access to standards-aligned materials and additional instructional materials as outline in our charter	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our Charter Petition. Lead Administrator and faculty review all instructional materials before purchase; signed purchase orders; school maintained list of textbooks and supplemental materials.	2015-2016	100%	100%	100%	100%	100%

FACILITIES MAINTENANCE STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Facility inspections, daily spot checks.</u>					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<i>Maintain a clean and safe school facility.</i> Daily spot checks will be conducted	Annually, 90% of all items on Monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists will be compliant, in good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. If it is urgent or a safety related	2015-2016	90%	90%	95%	100%	100%
IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS STATE PRIORITY #2							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Professional Development Sign-in sheets, !Observation Platform</u>					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)	<i>CA Common Core State Standards Implementation. Provide English Learners and assessment, equity, curriculum and professional learning.</i> Metric: <i>Identify and participate in intensive professional development and training on teaching and learning the CA CCSS.</i> Classroom observations by administrators and	2015-2016	100%	100%	100%	100%	100%

	documented in IObservation platform						
PARENT INVOLVEMENT STATE PRIORITY #3							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>To be measured by all parent meeting, council, and committee agendas, minutes and sign ins.</u>					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Establish and maintain Parent Advisory Council (PAC), Parent Committee, and Parent Workshops	<p><i>Need: Parent Input, access to opportunities for participation and input on decision-making</i></p> <p>Metric: To be measured by all parent meeting, council, and committee agendas, minutes and sign ins.</p> <p>Conduct Parent Surveys to gather input from parents as to recommendations, satisfaction and improvements.</p>	2015-2016	2 Parent Meetings	2 Parent Meetings	2 Parent Meetings	2 Parent Meetings	2 Parent Meetings
STATEWIDE ASSESSMENTS STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Smarter Balanced/CAASPP</u>					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<i>Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/</i>	<p><i>Need: All Students Achieving; Smarter Balanced/CAASPP: ELA/ Literacy and Mathematics</i></p> <p>Metric: <i>Percentage of students at every applicable grade level, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English</i> </p>	2015-2016	To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessments	To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessments	To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessments	To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessments	To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessments

CAASPP statewide assessment in the area of English Language Arts/ Literacy and Mathematics.	Learners, Students with Disabilities, foster youth will score at higher proficiency rates than local schools within a 5 mile radius on the Smarter Balanced /CAASPP		goals	goals	goals	goals	goals
ACADEMIC PERFORMANCE INDEX (API) STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Results on administered assessment.</u>					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School will meet the annual Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education.	Need: School will meet the annual Growth Target, or equivalent, as mandated by the CA State Board of Education. (Suspended) Metric: Results on CAASPP/Smarter Balanced administered assessment.	2015-2016	Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/ CAASPP	Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/ CAASPP	Meet Schoolwide & Subgroup Growth targets	Meet Schoolwide & Subgroup Growth targets	Meet Schoolwide & Subgroup Growth targets

ENGLISH LEARNER ADEQUATE PROGRESS RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>CELDT/ELPAC or other available external assessment</u>					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students will advance at least one performance level per the CELDT or similar assessment each academic year,	<p>Increase number of English Learners (EL) reclassified as Fluent English Proficient</p> <p>Metric: CELD/ELPAC or other available external assessment.</p> <p>CALPADS, Dataquest and Student Redesignation on Powerschool.</p>	2015-2016	Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.	Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.	Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.	Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.	Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.

ENGLISH LEARNER RECLASSIFICATION RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>CELDT/ELPAC or other available external assessments; reclassification rate.</u>					
		Baseline	2017-2018	2016-2017	2017-2018	2018-2019	2019-2020
EL reclassification rate will meet or exceed the District's reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs)	<p>Need: EL Reclassification Rates</p> <p>Metric: CELDT/ELPAC or other available external assessments; reclassification rate.</p>	2015-2016 8%	Meet or exceed the District's EL reclassification rate, meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate, meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate, meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate, meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate, meet or exceed annual AMAOs.

SCHOOL ATTENDANCE RATE STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>ADA</u> records/reports					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School will maintain a high Average Daily Attendance (ADA) rate.	School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled: Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Monthly, Quarterly, and Annual ADA Reports	2015-2016	ADA will be at least 96%	ADA will be at least 96%	ADA will be at least 96%	ADA will be at least 96%	ADA will be at least 96%

CHRONIC ABSENTEEISM RATE STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Student attendance rates</u>					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students will have a minimum number of absences in any school year	<i>Parents and students will be informed of our attendance policies specified in our Student/Parent Handbook given out at the beginning of every year and to in-year enrollees</i> <i>Measure by CALPADS, use of PowerSchool, Monthly, Quarterly and Annual ADA Reports</i>	2015-2016	96%	96%	96%	96%	96%

STUDENT SUSPENSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <i>Measure by CALPADS, use of PowerSchool, Monthly, Quarterly and Annual Reports</i>					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School will maintain a low annual expulsion rate.	<p>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior <i>supports</i>; 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.</p> <p><i>Measured by CALPADS, use of PowerSchool, Monthly, Quarterly and Annual Reports</i></p>	2015-2016	Annually ≤ 1% of enrolled students will be expelled	Annually ≤ 1% of enrolled students will be expelled	Annually ≤ 1% of enrolled students will be expelled	Annually ≤ 1% of enrolled students will be expelled	Annually ≤ 1% of enrolled students will be expelled

STUDENT EXPULSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Number of Expulsions					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School will maintain a low annual expulsion rate.	<p>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior <i>supports</i>; 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.</p> <p>Annual School Accountability Report Card, Monthly Reports in Welligent; CALPADS Reports</p>	2015-2016	Annually ≤ 1% of enrolled students will be expelled	Annually ≤ 1% of enrolled students will be expelled	Annually ≤ 1% of enrolled students will be expelled	Annually ≤ 1% of enrolled students will be expelled	Annually ≤ 1% of enrolled students will be expelled

[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]							
STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Parents, Students, Teachers, Administrators and Staffs Surveys</u>					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Annually \leq 1% of enrolled students will be expelled	Students <i>will</i> actively participate throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings <i>will</i> further enhance family's sense of safety and school connectedness. School will administer satisfaction surveys to parents, students, and teachers annually. Annual School Accountability Report Card, Monthly Reports in Welligent; CALPADS Reports	2015-2016	85% approval rating	85% approval rating	85% approval rating	85% approval rating	85% approval rating
BROAD COURSE OF STUDY							
STATE PRIORITY #7							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Documentation of student participation in intervention activities, study programs, and other related programs</u>					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Foster Youth), unduplicated students and students with exceptional needs, will have access to academic and educational programs as outlined in the school's charter.	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core, technical, and non-core subjects content areas available. Monitored through sign in sheets, PowerSchool data, PEP and IEP data, Student progress on Smarter Balanced, NWEA, and other internal data.	2015-2016	100% access	100% access	100% access	100% access	100% access

[OTHER STUDENT OUTCOMES] STATE PRIORITY #8							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Completed Community Service Project</u>					
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students will demonstrate a commitment to citizen-scholarship through service, leadership, and advocacy in the community	Students will complete at least one group project and one individual project. 95% of students will complete their community service by graduation	2015-2016	90% Complete Community Service Project	90% Complete Community Service Project	90% Complete Community Service Project	90% Complete Community Service Project	90% Complete Community Service Project

Instructional Design

Instructional Vision

Monseñor Oscar Romero Charter 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 **Monseñor Oscar Romero Charter** is to apply rigorous, data driven instruction which 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.

- **All students** are supported by credentialed teachers.
- **Technology**-Assisted Learning with technology component. Students will have access to technology at home to support their academic achievement and access to research, Google documents, 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.

Means to Achieve Mission and Vision

The innovative educational plan of **Monseñor Oscar Romero Charter** 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 Blended Learning, which includes project-based learning, internships for both students and teachers, and other student-designed field work and work-based learning opportunities that integrate the academic and technical components of the model. This approach at **Monseñor Oscar Romero Charter's** 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.

Monseñor Oscar Romero Charter 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 **Monseñor Oscar Romero Charter** it will be 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 objects, 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.

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 during the initial year 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

Monseñor Oscar Romero Charter will 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 **Monseñor Oscar Romero Charter** 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 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 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 **Monseñor Oscar Romero Charter** will offer students an academically rich program incorporating the following characteristics:

- **Standards-Based Curriculum:** **Monseñor Oscar Romero Charter** will offer a rigorous education for all students in line with the Common Core State Standards.
- **Family-Community-School Partnerships** **Monseñor Oscar Romero Charter** 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, **Monseñor Oscar Romero Charter** 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 1.19 : Course Sequence 6th through 8th

COURSE SEQUENCE 6 TH THROUGH 8 TH			
Subject	6 th Grade	7 th Grade	8 th Grade
English Language Arts	ELA	ELA	: ELA
Social Science	Ancient History	World History	US History
Mathematics	General Math 6	Math 7/Pre-Algebra	Math 8/Algebra Readiness
Science	Earth Science	Life Science	Physical Science
Physical Education	PE	PE	PE
Homeroom-Advisory	Homeroom-Advisory	Homeroom-Advisory	Homeroom-Advisory
All Grade Electives			
Visual and Performing Arts	Art, Theatre		
Electives	Leadership		
	Chess		
	Honors Math		
	Communications		
	Health and Wellness		
	Passport for Student Success (PASS) Intervention		
	Yearbook		
	Success For All-Reading		

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

Additional **Monseñor Oscar Romero** 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.

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

Monseñor Oscar Romero Charter 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 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. **Monseñor Oscar Romero Charter** 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 is 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 **Monseñor Oscar Romero Charter** students to realize possibilities beyond their community.

School as Community Center. **Monseñor Oscar Romero Charter** 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 **Monseñor Oscar Romero Charter** 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, Monseñor Oscar Romero Charter 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 Monseñor Oscar Romero Charter Middle School 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

Monseñor Oscar Romero Charter believes that the school in and of itself is a small learning community, in that there will never be more than 405 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 75 students throughout their three years at **Monseñor Oscar Romero Charter**. 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 6-8

Classrooms at **Monseñor Oscar Romero Charter** 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. **Monseñor Oscar Romero Charter** 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.

Monseñor Oscar Romero Charter uses the resources and findings of Dr. Hayes-Bautista's research to implement a CRRE program that effectively increases student achievement. Additionally, teachers collaborate regularly to determine how they can ensure that each unit of study includes materials and resources that reflect the cultural diversity of ALL students attending Monseñor Oscar Romero Charter.

As participants of this institute teachers continue to use the following strategies:

- 1 Gain increased understanding of Standard English Learners (SELs) and the barriers that impact their ability to access core curricula.
- 2 Gain an understanding of the origin and historical development of African-American, Mexican-American, and Central-American language and the impact that it has on learning.
- 3 Become familiar with selected instructional strategies that support the acquisition of language & learning in ALL SELs.
- 4 Deepen understanding of Mainstream English Language Development (MELD) Instruction-Developing Listening, Speaking, Reading, & Writing.

Curriculum and Instruction

The **Monseñor Oscar Romero Charter** 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

Spanish Translation

- California Common Core State Standards for Mathematics (PDF; 3MB) (Modified January 2013 Publication Version)

Spanish Translation

Monseñor Oscar Romero Charter will teach all Common Core State Standards in all core subject areas in grades 6th through 12th. 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

Monseñor Oscar Romero Charter 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 6th 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.

Monseñor Oscar Romero 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.

Monseñor Oscar Romero Charter 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.

Monseñor Oscar Romero Charter's English Learner Students ELs come to **Monseñor Oscar Romero Charter** 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 6-8 , for whom the focus is “reading to learn” in various content areas. EL students who enter **Monseñor Oscar Romero Charter** 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 **Monseñor Oscar Romero Charter** 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.

Programs and Services for English Learners. At **Monseñor Oscar Romero Charter** 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 a! teachers of academic content and of ELD in a! these settings*. **Monseñor Oscar Romero Charter** 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. **Monseñor Oscar Romero Charter** will use supplemental EL materials found on the CDE approve list of materials for ELs. **Monseñor Oscar Romero Charter** 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 PLDs 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.

- (B) 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.
- (C) 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.
- (D) 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 6th-8th, **Monseñor Oscar Romero Charter** 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 **Monseñor Oscar Romero Charter** will serve.

ENGLISH LANGUAGE ARTS (Core)

Reading, Writing, Researching, Speaking And Listening

The ELA curriculum for students in grade 6-8 at **Monseñor Oscar Romero Charter** focuses on developing students’ strength as readers, writers, researchers, listeners, speakers, and collaborators. **Monseñor Oscar Romero Charter** s t u d e n t s 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.

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. 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. 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 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 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. Students will analyze literacy elements and devices (character, plot, etc.). Students will read and think about a wide variety of literary selections and will extend their writing to construct their own 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. 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. They also integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Monseñor Oscar Romero Charter 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, **Monseñor Oscar Romero Charter** 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.

M A T H E M A T I C S (C O R E)

The core curriculum for students in grades 6 — 8 is designed by teachers aligned to the California Common Core State Standards and provides students with multiple opportunities to learn concepts and practice skills. 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).

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)

SCIENCE (Core)

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. **Monseñor Oscar Romero Charter** 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, and explore both the natural world and their own learning processes. Instruction will focus on understanding important relationships, processes, mechanisms, and applications of 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 a wide range of possible 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 on a regular basis in grades 6, 7, and 8.

Sixth grade science places focus on Earth Science. Students explore the organization of the universe and Earth's place in it. The Geologic Time Table, the theory of continental drift and plate tectonics, and how fossils form help students create an overall view of planet Earth's history. Students also explore geological characteristics of the Earth, including volcanoes, earthquakes, and factors of change such as erosion. Finally, students study global weather and changes in weather patterns. Sixth grade science creates a foundation for science to come. Sixth grade mathematics and science teachers coordinate and develop interdisciplinary theme units and activities with specific content from the adopted state content standards. Sixth grade students complete Earth Science with a clearer understanding of the world around them and demonstrate readiness to begin study of life in seventh grade.

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.

Eighth grade science places focus on Physical Science. Focusing on the concepts of Energy and Motion, 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, friction force of gravity, patterns of waves in wave tanks and many others. Given the more abstract nature of Physical Science questions posed include the critical thinking variety. 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 and on exams. Use of pertinent data and information will be required as evidence 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 scientist and engineers.

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.

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. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, 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.

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500-1789. 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 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 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 6 - 8 will have experiences in the four core visual and performing arts forms; Theatre, and Visual Arts.

THEATRE, VISUAL ART

The curriculum at **Monseñor Oscar Romero Charter** allows 6th graders to engage in a quarter of a year in each of the four major Arts forms. This provides them with an introduction to the history, influence, and skills of each.

THEATRE (non-core)

The theatre program at **Monseñor Oscar Romero Charter** is designed to help the seventh grade students learn how to express themselves, improve their focus, build confidence and self-esteem, think critically and problem solve, and work collaboratively in a respectful environment. Utmost importance is placed on creating a safe, supportive, and positive community in which students can explore and share ideas without fear of criticism, courageously practice creative expression, and be productive. Students will learn theatre terminology and learn how to perform fundamental and foundational skills such as pantomime, improvisation, and tableau. They will engage in voice work and learn how to speak with effective projection, articulation and expression. Students will delve into story and learn about character, objective, motivation, conflict, resolution, setting, and plot. Most of the work done in theatre class will involve working in groups; therefore, a major focus will be on how to effectively collaborate. Playwriting will also be taught with students learning how to properly structure a stage play

script. They will learn about the process of cold- reading, breaking down a script and analyzing character elements, the use of props, blocking, memorizing, and rehearsing.

VISUAL ARTS

The Visual Arts at **Monseñor Oscar Romero Charter** focuses making, looking at, discussing, and critiquing art. The course helps students learn how to think creatively and critically, problem solve, and express themselves. Student will develop artistic skill in a variety of materials and techniques such as contour drawing, perspective, charcoal and pastel blending, various painting techniques, composition, and color theory. Students will make connections to other contents such as language art, history, science, and math. Students will learn the language of the discipline and basic principles of visual arts. They will begin to understand the role art plays in different countries, communities, and among different individuals. Students are introduced to the history of art and potential careers in the arts field. The course places an emphasis on the role art plays in the self-identity and expression of each student. Finally, each student will be prepared for high school level visual arts classes.

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

ADVISORY (Non-Core)

Monseñor Oscar Romero Charter students will participate in an advisory period twice per week in 6th grade, and three times per week at the 7th and 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 to drop out more than 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.

At **Monseñor Oscar Romero Charter**, 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.
- **Community Service:** Students will learn about the theories and actions of community

service and engage in multiple community service experiences prior to graduation.

- **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 students to successfully manage new environments and the new academic and social demands of high school and college

Table 1.20: Schedule Per Grade

6th Grade						
	Teacher 1 Physical Ed.	Teacher 2 Mathematics/Science	Teacher 3 ELA/SS	Teacher 4 Mathematics/Science	Teacher 5 ELA/SS	Teacher 6 ELD
	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	Prep	SFA	SFA	SFA	SFA	EL 1 Support
1		Advisory	Advisory	Advisory	Advisory	EL 1 Support
Recess	Recess					
2	7/8 PE	6A (Math)	6B (ELA)	6C (Math)	6D (ELA)	Comm
3	7/8 PE	6A (Science)	6B (SS)	6C (Sci)	6D (SS)	Prep
Lunch	Lunch					
4	7/8 PE	6B (Math)	6A (ELA)	6D (Math)	6C (ELA)	7th PASS
5	7/8 PE	6B (Science)	6A (Sci)	6D (Sci)	6C (SS)	ELD Support
6	7/8 PE	Elective	Elective	Data Prep	Elective	6th PASS
7	6th PE	Prep	Prep	Prep	Prep	6th PE

7th Grade						
	Teacher 1	Teacher 7	Teacher 8	Teacher 9	Teacher 10	Teacher 6
	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	Prep	SFA	SFA	SFA	SFA	EL 1 Support
1		Advisory	Advisory	Advisory	Advisory	EL 1 Support
Recess	Recess					
2	7C	Prep	7A	7D	7B	Comm
3	7A	7C	7D	Prep	7B	Prep
Lunch	Lunch					
4	8th PE	Drama	Elective	Elective	Intervention	7th Comm
5	7D	7A	7B	7C	Prep	ELD Support
6	7B	7D	Prep	7C	7A	6th Comm
7	6th PE	7B	7C	7D	7A	6th PE

8th Grade						
	Teacher 1	Teacher 11	Teacher 12	Teacher 13	Teacher 14	Teacher 6
	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	Prep	Leadership	SFA	SFA	SFA	EL 1 Support
1		Advisory	Advisory	Advisory	Advisory	EL 1 Support
Recess	Recess					
2	7th PE	Elective	Elective	Elective	Algebra	Comm
3	8A	Prep	8D	8C	8B	Prep
Lunch	Lunch					
4	8B	8A	Prep	8D	8C	7th Comm
5	8C	8B	8A	Prep	8D	ELD Support
6	8D	8C	8B	8A	Prep	6th Comm
7	6th PE	8D	8C	8B	8A	6th PE

Instructional Methods and Strategies

The Monseñor Oscar Romero Charter's Approach to Education

Rigorous Academics

At **Monseñor Oscar Romero Charter** 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.

Support for All 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 **Monseñor Oscar Romero Charter** 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.

Wrap Around Services to Support the Whole Learner

We ask all of our Citizen Scholars to follow three basic behaviors at **Monseñor Oscar Romero Charter**: Be Safe, Be Responsible, Be Respectful. Safety is first in the line because if a student does not feel safe and secure, less (if any) learning will take place. **Monseñor Oscar Romero Charter** 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, trips, and even administrators shaving their heads, all with the goal of making our schools places 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.

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 **Monseñor Oscar Romero Charter**, 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

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.

Technology Integration / Enhanced Learning

Monseñor Oscar Romero Charter 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 **Monseñor Oscar Romero Charter**. 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.

Monseñor Oscar Romero Charter Technology Initiatives

Each teacher at **Monseñor Oscar Romero Charter** has a classroom set of at least 30 network connected Macintosh 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, **Monseñor Oscar Romero Charter** 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 and national, and eventually the Common Core State Standards for each core subject area will provide a basic framework for instruction at **Monseñor Oscar Romero Charter**. 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, **Monseñor Oscar Romero Charter** 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. Specifically, teachers will be trained in the SDSA model and will be able to perform the following design tasks:

Prioritize and Cluster Standards

Analyze the level of thinking (Bloom's Taxonomy) embedded in each standard. Prioritize standards according to the following criterion:

Priority 1

Does the standard represent a multi-faceted, complex idea that requires "unpacking"?

Priority 2

Does the standard represent a set of discrete skills or isolated pieces of knowledge?

Priority 3

Is this non-essential knowledge that may enhance student understanding of the larger/broader topic?

Cluster Common Core State Standards around identified "Priority 1" standards

Clearly communicate expected outcomes to students

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 **Monseñor Oscar Romero Charter**'s standards-based curriculum is also a unique blend of education that includes the following key components:

- Common Core State Standard Curriculum **Monseñor Oscar Romero Charter**'s students will have met or exceeded all the culmination requirements.
- Integration of technology into all subjects
- A focus on cross curricular and service-learning projects that connect to the “real world”
- College and career readiness
- A student internship and, or a senior project that will reflect the best practices in capstone projects (www.seniorprojects.net)

Woven into these curricular components is **Monseñor Oscar Romero Charter**'s commitment to meeting and exceeding the Common Core State Standards for California Public Schools in

all curriculum areas. **Monseñor Oscar Romero Charter** 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 **Monseñor Oscar Romero Charter** 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

Spanish Translation

California Common Core State Standards for Mathematics (PDF; 3MB)
(Modified January 2013 Publication Version)

Spanish Translation

Monseñor Oscar Romero Charter will teach all Common Core State Standards in all core subject areas in grades 6th 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 **Monseñor Oscar Romero Charter** are chosen by teachers and the 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 and support student development of technology-related skills and student use of technology. **Monseñor Oscar Romero Charter** 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 the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al., 1997; "Critical Issue," 1999). The intent of the use of technology at **Monseñor Oscar Romero Charter** 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. **Monseñor Oscar Romero Charter** 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 **Monseñor Oscar Romero Charter** shall be guided by the following principles:

- The use of technology at **Monseñor Oscar Romero Charter** 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 implementation.
- 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 **Monseñor Oscar Romero Charter** 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.

Academic Calendar and Schedules

Monseñor Oscar Romero Charter 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 1.21 Instructional Minutes

	Mondays	Tuesday	Wed-	Minimum
	(Shortened		Friday	Days
	Day)			
July	0	0	0	0
August	3	3	9	1
September	3	4	13	1
October	3	4	10	2
November	2	4	9	0
December	2	2	7	0
January	2	4	9	0
February	2	4	12	1
March	2	4	13	2
April	1	3	9	1
May	11	3	7	1
June	0	0	2	5
Total Days	31	35	100	14

Table 1.22 Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Select Y/N									0	36000	0	--36000
1	Select Y/N									0	50400	0	--50400
2	Select Y/N									0	50400	0	--50400
3	Select Y/N									0	50400	0	--50400
4	Select Y/N									0	54000	0	--54000
5	Select Y/N									0	54000	0	--54000
6	Select Y/N	137	400	33	395	4	242	2	242	176	54000	69287	15287
7	Select Y/N	137	400	33	395	4	242	2	242	176	54000	69287	15287
8	Select Y/N	137	400	33	395	4	242	2	242	176	54000	69287	15287
9	Select Y/N									0	64800	0	--64800
10	Select Y/N									0	64800	0	--64800
11	Select Y/N									0	64800	0	--64800
12	Select Y/N									0	64800	0	--64800

Table 1.23: School Calendar

YPI Charter Schools																																		
Monseñor Oscar Romero Charter School																																		
2017-2018 School Year Calendar																																		
Month	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	School Days	Semester	Days/ Sem
July			v	nh	V	v	v			v	v	v	v	v			v	v	v	v	v			v	v	ast	ast	ast			ast	0	1	82
August	ast	ast	ast	ast			ast	ast	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	17		
September	1			nh	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			20		
October		tpd	1	1	1	1			1	1	1	1	1			1	1	1	1	PC			1	1	1	1	1			1	1	20		
November	1	1	1			tpd	1	1	1	nh	nh		1	1	1	1	1			v	v	v	nh	nh			1	1	1	1		15		
December	1			tpd	1	1	1	1			1	1	1	1	1			v	v	v	v	v		nh	nh	v	v	v	v		nh	10		
January	nh	v	v	v	V			tpd	1	1	1	1			nh	1	1	1	1			1	1	1	1	1			1	1	1	16		
February	1	1			1	1	1	1	1			1	1	1	1	1			nh	1	1	1	1			1	1	1				19		
March	1	1			tpd	1	1	1	1			1	1	1	1	1			1	1	1	1	PC			v	v	v	v	v		15		
April		nh	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1		20		
May	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			nh	1	1	1	22		
June	1			1	1	1	1	1	C		tpd	tpd	v	v	v			v	v	v	v	v			v	v	v	v	v			6		
July		v	nh	v	v	v			v	v	v	v	v			v	v	v	v	v			v	v	v	v	v			v	v	180		180
Calendar Key		YPI Charter Schools Holidays and Key Dates															Training Days																	
1	CPT day ("Monday")	9/4/2017		Labor Day		3/19 & 3/22		1/2 DayParent Conf.		7/26/17 to 8/8/17																								
1	minimum day	10/16 & 10/19		1/2 DayParent Conf.		3/23/2018		Parent Conference		9/1/17 (1/2 Day TPD)																								

v	vacation
nh	national holiday
ast	All Staff Training
tpd	Training Day
PC	Parent Conferences

10/20/2017	Parent Conference
11/11/2017	Veteran's Day
11/20 to 11/24/17	Thanksgiving Break
12/18 to 1/8	Winter Break
12/25/2017	Christmas
1/1/2018	New Year's Day
1/9/2018	2nd Semester Starts
1/15/2018	M.L. King Jr. Day
2/19/2018	President's Day

	Oscar Romero Day
3/31/2018	Cesar Chavez March
3/26 - 4/2/18	Spring Break
4/1/2018	Easter
	Youth Leadership Sum.
5/28/2018	Memorial Day
	Bert Corona Day
6/8/2018	End of 2nd Semester
6/9/2018	Culmination

10/2/2017
11/6/2017
12/4/2017
1/8/2018
2/5/2018 (1/2 Day TPD)
3/5/2018
4/9/2018 (1/2 Day TPD)
4/30/2018 (1/2 Day TPD)

Professional Development

Research-based Practices: Monseñor Oscar Romero Charter School 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.

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:
 1. Use of effective instructional strategies
 2. Use of effective classroom management strategies
 3. 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, 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.
- Monseñor Oscar Romero Charter School 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 MORCS 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:

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

YPI Charter Schools iObservation Certification Process AKA iObservation Implementation Plan 2016 – 2017

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

- As a result of intensive reading instruction through the use of internally developed and implemented strategic plan and the Success for All Program, Monseñor Oscar Romero Charter School 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 **Monseñor Oscar Romero Charter**, 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.

Student Achievement

Monseñor Oscar Romero Charter has maintained clear and high expectations for its students and their academic achievements. The benchmarks set forth for renewal in the original petition (below) have been met pursuant to AB 1137, which requires Monseñor Oscar Romero Charter School to satisfy *at least one* of the following student outcome goals:

Monday, July 25, 2016

Location: **Monseñor Oscar Romero Charter** (co-located with Berendo MS) 1157 S.
Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
New Teacher Orientation			
Team Building (name tags)	1 hour	Myers	J104
Mission and Vision Hallmarks and Outcomes	1 hour	Ryan and Rommel	J104
Writing Your Why	1 hour	Vashon	J104
Mastery Grading and the Faults in the Traditional Grading	1 hour	Simonsen	J104
Lunch	1 hour	N/A	
WordPress Introduction and Site	3 hours	Charles and Freddy	J104

**Individual Meetings with Site COI to discuss teacher schedules

Tuesday & Wednesday, July 26-27:

Location: **Monseñor Oscar Romero Charter** (co-located with Berendo MS) 1157 S.
Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
SFA Reading Edge Initial Training (New Teachers Only)			J104

Thursday, July 28:

Location: **Monseñor Oscar Romero Charter** (co-located with Berendo MS) 1157 S.
Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator
All Staff Training (New and Returning Teachers)		
Team building: Getting to	30 min	Myers
Welcome and ED Address	1 hour	Yvette King Berg
<i>Most Likely to Succeed (right before lunch)</i>	2 hours	Myers

WordPress Page Creation New Teacher Google Classroom Setup	3 hours	Harvey and Bradford Zepeda, Arreola, Garcia
Website Showcase	1 hour	Harvey and Bradford

Friday, July 29:

Location: TBD

Topics	Timeframe	Facilitator
Varied Sessions Lakeshore Trip: 4:30pm		
Math Teachers: SFA Power Teaching Math	All Day	Kelly Cook
SPED Conference	All Day	N/A

High School Teachers: Illuminate Training	All Day	Larry Simonsen
Science Curriculum and Exhibition Discussion	All Day	Myers, Outside Trainer

Monday, August 1:

Location: Bert Corona Charter School

9400 Remick Ave., Pacoima, CA 91331

Topics	Timeframe	Facilitator
Staff Meeting and Training Lakeshore Trip: MORCS- 1pm BCCS- 3pm		
Operations Illuminate Training	1/2 day	Debra Russel
Meal Program Training	1 hour	D. Gamez, K. Gamez
Handbook Training**	2 hours	D. Gamez, K. Gamez

**Include expectations for and responsibility for technology in the classroom

***Need to swap: Illuminate training days are Aug 2 and 3

Tuesday, August 2:

Location: Monsenor Oscar Romero Charter School 1157 S.
Berendo St

Topics	Timeframe	Facilitator
Data Driven Instruction		
DnA Illuminate Training	1/2 day	Debra Russel
Guided Unit Planning Time	1/2 day	Academic Team

*Share overall academic goals for the organization, unit structure

*Teachers who have finished their rubrics: Planning with goal setting and using digital tools

*New Teachers: getting started with backwards design and mastery grading.

Wednesday, August 3:

Location: Site Based

Topics	Timeframe	Facilitator
Data Driven Instruction		
PBIS Training	3 hours	Castillo and Takeyama
Unit Planning and Work Time with one-on-one discussions with admin. (Rough Draft Due Tomorrow at 2pm)	4 hours	Academic Team

**PBIS 2 hour training (flip some of the history and generic training)-focus on implementation with time to plan with grade level teams

**Need to train Grade Level Leads to facilitate Critical Friends Groups

Thursday, August 4:

Location: Site Based

Topics	Timeframe	Facilitator
Staff Meeting and Unit Preparation		
Staff Meeting	1 hour	Site Lead Admin
Advisory Curriculum Training, Google Classroom Setup and University Selection	2 hours	Bradford/Zepeda
Unit Planning and Work Time with one-on-one discussions with admin.	2 hours	Academic Team
Critical Friends Feedback (Grade Levels)	1-2 hours	Bradford/Zepeda, Grade Level Leads

*Scheduled meetings with academic leaders to discuss the portfolio and which one of your projects will be geared towards the portfolio (can be CASA).

Friday, August 5:
Location: Site Based

Topics	Timeframe	Facilitator
Staff Meeting and Unit Preparation		
Staff Meeting	1 hour	Site Lead Admin
EL Strategies Training EL Profiles	2 hours	Bradford/Zepeda
Unit Planning and Work Time	3 hours	Academic Team
Setting Up Standards-Based Grading Gradebooks	1 hour	Bradford/Zepeda

Saturday, August 6 (optional):
Location: Site Based

Office Hours for Executive Admin

Monday, August 8:
Location: Site Based

Topics	Timeframe	Facilitator
Staff Meeting and Unit Preparation		
Staff Meeting	1-2 hours	Site Lead Admin
Planning and Setup Work Time	Remainder of the day	N/A

Tuesday, August 9:
Location: Site Based

Topics	Timeframe	Facilitator
Staff Meeting and Unit Preparation		
Staff Meeting	1-2 hours	Site Lead Admin
Planning and Setup Work Time	Remainder of the day	N/A

Wednesday, August 10: FIRST DAY OF SCHOOL!

Meeting the Needs of All Students

ENGLISH LEARNERS

Monseñor Oscar Romero Charter will incorporate an English Language Development (ELD) program that will target students who are struggling with the development of their English language skills that will include:

- Ongoing measurement of each English Learner student's progress toward English language proficiency, through the use of ELD portfolios.
- Use of Success For All to assist EL students.
- Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.

Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. **Monseñor Oscar Romero Charter** will receive Title III funds that are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our students who are identified as English learners:

Table 1.24 AMO'S and Measurable Goals

AMAO's	Measurable Goals
Progress in learning English <ul style="list-style-type: none"> • Increase one proficiency level • Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. • English Proficient levels are expected to maintain that level. 	<ul style="list-style-type: none"> • Administer the CELDT to ascertain the level of proficiency. • Conduct analysis of EL's using ELSSA. • Identify factors that contribute to meeting or not meeting AMAO's. • Use Monseñor Oscar Romero Charter English Learner Plan of Action-will be visited yearly and/or on an ongoing basis. • Work with teachers, parents and staff to provide services.
Progress in the percentage of students who become proficient in English	Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.
Academic targets in English-language arts and mathematics AYP- <ul style="list-style-type: none"> ○ Participation Rate ○ Percentage Proficient or Above 	Monitor and assist that EL meet academic targets in English Language Arts and Mathematics (Increasing yearly)

Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency.

ELAC provides leadership for our EL students.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- The English Learner Master Plan programs has been developed and is fully implemented.
- **ALL** English Learners will master the English language as measured by CELDT/ELPAC, Smarter Balanced results and other measures.
- **ALL** English Learners will achieve academic success.
- There will be a substantial increase and optimization of EL and RFEP participation in GATE, and other classes. ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.

Parents of ELs and RFEPs will be engaged and represented in their children's education consistent with the proportion of the students enrolled.

English Learners will develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Information literacy
- Fluency in technology
- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation
- Social and environmental responsibility.

LEARNING ENVIRONMENT

English Learners at **Monseñor Oscar Romero Charter** will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience an education that is rich and challenging which will prepare the student to be college and career ready.
- Use and fully develop their language and culture.
- Have their voices heard and reflected throughout the school community.
- Share equitably in the allocation of access and resources.

PEDAGOGY

English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.
- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice which have daily impact on students' families and their communities.

In the event a student enters **Monseñor Oscar Romero Charter** without records and/or prior assessment and there is a family request or an apparent need for English language enrichment, a Home Language Survey will be completed. If language other than English is indicated on the survey, appropriate testing and ELD CELDT/ELPAC, Smarter Balanced and other assessments will be utilized to maximize the student's capacity for English language acquisition.

Gifted and Talented Students and Student Achieving Above Grade Level

Some students will enter the school better prepared or be able to learn at a faster pace than the majority. **Monseñor Oscar Romero Charter** will use the student cumulative files to determine which students have been identified as gifted students. The mission of **Monseñor Oscar Romero Charter** includes assuring that all students' educational experience is rigorous. This will be accomplished via the educational program components described above:

- Linked Learning
- Project-based Learning
- Grade-level Advisory
- Block Scheduling with Electives
- Integrated curriculum

Teachers will be prepared to provide additional challenges for these students with these components. Portfolios and exhibitions will be used in assuring that students are accountable for working up to their potential by customizing expectations to the learner. Students working at different paces will sometimes be paired so that students excelling in a particular subject help students struggling with material that is more challenging. Research shows that people deepen understanding through the process of teaching others.

GATE Identification Information

POLICY:

LAUSD Board of Education has adopted a plan for Gifted and Talented Education (GATE), which includes District policies and procedures for identifying gifted learners in seven categories. The District's policies and procedures for gifted/talented identification are in accordance with California State requirements and the District's agreement with the Office for Civil Rights.

STUDENT REFERRAL:

Students may be referred for assessment by a parent, teacher, friend or self-referral. However, the referral must be screened and the recommendation to continue the identification process must be made by LAUSD school certificated personnel. Recommendations must be supported by school records. The screening process and recommendation must be documented prior to obtaining the required parent consent and completing the referral.

Students Eligible for Gifted/Talented Identification Referral:

- Students who are enrolled in Los Angeles Unified School District schools and are residents of LAUSD.
- Students who are enrolled in LAUSD schools but are not residents of the Los Angeles Unified School District may be referred for identification by their LAUSD school of attendance. (A copy of the inter-district permit is no longer required.)

Charter Schools: (Independent and affiliated charter schools must be within LAUSD boundaries and be authorized by LAUSD).

- All charter schools in LAUSD may request evaluations for identification of students through the Fee-for-Service process.
- Interested charter schools are to contact the Charter Schools Division for information regarding Fee-for-Service process.
- The Fee-for-Service form must be signed by the administrator before a referral can be submitted for students to be assessed.

GATE Identification Process

A referral for identification can be made by a teacher, parent, or student. Interested parents should contact their local school and meet with the school site GATE coordinator to initiate the process. Identification is accomplished through a screening and assessment process consisting of the following components:

Search and Referral

The school develops an initial list of potential candidates through the process of search and referral. The screening process and recommendation must be documented prior to obtaining the required parent consent and completing the referral.

Screening

The school administrator or designee screens students by collecting data from existing sources, such as, the cumulative record, standardized test scores and progress report cards. The recommendation to continue the identification process must be made by LAUSD school certificated personnel.

Committee Review

When a candidate is deemed eligible for consideration, a member of the Local School Screening Committee obtains parent consent and completes the referral. When appropriate, the following are required:

- an evaluation of academic abilities or an intellectual assessment administered by a LAUSD psychologist
- an audition in the performing arts: dance, drama or vocal
- a demonstration in the visual arts consisting of portfolio evaluation and student drawings at the site.

District Verification

A designated District staff member reviews all screening and assessment materials and determines the eligibility of students.

Intellectual Ability

Second semester kindergarten and above

Students who consistently exhibit the capacity for excellence at remarkably high levels of accomplishment far beyond their chronological peers.

- One semester of observation by the staff in the school of current enrollment **and**
- Supportive descriptions of behavior by the teacher (supportive data may be included from the parent) **and**
- Teacher observations, review of student's cumulative record, and sample of student work must provide support for a recommendation of assessment **and**
- Superior cognitive abilities indicated on a standardized administration of an intelligence test given by a LAUSD psychologist.

Designation as Gifted in the Intellectual Ability Category

- Students who score 95% to 99.8% on an intelligence test administered by a LAUSD school psychologist.
- Expanded criteria for students of low socio-economic status: Students who score between 90–94% and meet the federally defined poverty level are eligible under 2011–2012 district criteria.

Designation as Highly Gifted Applicable

Students who score between a 99.5% to a 99.8% are considered “eligible to apply” to a highly gifted magnet program; selection is based upon space availability.

Designation as Highly Gifted

District criterion for identification status for the highly gifted program is the score of 99.9% on an intelligence test administered by a LAUSD school psychologist.

Students Achieving Below Grade Level

The progress of all **Monseñor Oscar Romero Charter** students will be reviewed throughout the year, with progress and concerns recorded in each student's Personalized Educational Plan (PEP). Every year at the end of the first quarter, the Fall benchmark assessments are comparing to the outcomes of the previous STAR tests to set the academic goals for the year. **Monseñor Oscar Romero Charter** will use of the California Smarter Balanced Assessments to measure student academic achievement. The

PEP goals for each subject are compared to the goals of the previous year's PEP (if a returning student), and aligned to the school-wide achievement plans.

Monseñor Oscar Romero Charter identifies students' performing below grade level through the results of PEP and student work products. Faculty identifies students struggling to stay at grade level throughout the year by on-going assessments and monitoring their PEP. The students assigned **Monseñor Oscar Romero Charter** Advisory Instructor is in the lead role to ensure that the PEP is up-to-date, and to interpret the latest information. The Advisory Instructor is supported in this continuous review by the Administrators.

The support provided by **Monseñor Oscar Romero Charter** to all students falls within a range of intervention strategies, presented according to need. If a student is not progressing toward the standards and is between 1.9 and 2.0 grade levels below proficiency, the student will automatically move to Level 2 of support strategies.

These services fall along this scale, according to need:

Level 1 Support Strategies for All Students

- Additional instructional time
- Differentiated instruction
- Flexible groupings
- Additional exposure to the information and language being presented in the lesson
- Progress reports to parents/guardians
- Planner checks
- Paraprofessional support
- Focus on accelerating student progress and meeting student needs

Level 2 Support Strategies for Low-Achieving Students

- Extended day program for tutoring
- Teacher assistance
- Counseling and parent meetings
- One-on-One Instruction by teachers, paraprofessionals or the Inclusion Specialist
- Peer tutoring
- Additional Focused assignments

Level 3 Support Strategies for Low-Achieving Students

- Formal **Monseñor Oscar Romero Charter** Advisory meeting held to determine need for formal assessment for Special Education
- Special education classes providing academic support and learning strategies
- Special education/general education collaboration for instruction and assignments

Monseñor Oscar Romero Charter recognizes that there are students who may need additional support within the classroom both academically and behaviorally. The school requires that the teacher make the best use of their resources in the general education classroom before referring a student for consideration of Special Education Services. All **Monseñor Oscar Romero Charter** staff will be

offered training in the signs of common learning disorders to increase the likelihood that these needs will be identified. Instruction activities will vary to accommodate different learning styles to draw out students' various strengths. Students' simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. Students who are not achieving because of distracting issues in their personal lives will have a forum for identifying and discussing issues during their Advisory sessions (described in an earlier section of this element) or one-on-one with staff. When additional interventions are needed, the staff will be proactive in coordinating support services.

In core and non-core academic areas, the central goal for all **Monseñor Oscar Romero Charter** students will continue to be for all students to demonstrate academic proficiency in all of the core academic areas. “Proficiency” will be defined as a score of proficient or above on the California Common Core State Standards Test/ Smarter Balanced, and “Satisfactory” evaluations on PEP goals, projects, or presentations. “Proficiency” for students with special needs and students designated as English Language Learners is defined appropriately according to their Individual Education Plans and English proficiency levels, respectively. Performance standards and assessments for students with special needs are adapted as appropriate to their Individualized Education Plans as well. Additionally, performance standards and assessments for English Language Learner students are in accordance with the state-adopted English Language Development standards and CELDT/ELPAC.

Students arriving with standard scores below grade level in reading and math will be enrolled in supplemental programs such as Success for All Reading Edge, ALEKS, and Study Island.

Monseñor Oscar Romero Charter is uniquely positioned to use computer-assisted intervention programs that assess students and adapt to their needs in real time. All students will receive reading instruction at their level of proficiency through the Reading Edge. Students struggling with math computation receive support during and after school via *ALEKS, Study Island, and Reading Edge*. Identified students are enrolled in after-school tutoring sessions to supplement regular instruction. Tutors will be recruited from YPI’s AmeriCorps program.

Regular progress monitoring is also an essential component of the academic support structure. Student reading and math proficiency are regularly assessed, and the data are used to identify appropriate placements, modify instruction, and identify student needs

The progress of all **Monseñor Oscar Romero Charter** students will be reviewed throughout the year, with progress and concerns recorded in each students Personalized Education Plan (PEP)

Socio-economically Disadvantaged Students

Monseñor Oscar Romero Charter will be committed to meeting the needs of all students who enroll in the school. The school serves a neighborhood where the vast majority of residents are of a low socioeconomic status. Enrollment patterns in the first charter resulted in a demographic that was at least 90 percent of our students, which is why socio-economically disadvantaged students are identified by the CDE as a significant subgroup. The academic performance of the school in the first charter demonstrates that the needs of this subgroup will be met by the **Monseñor Oscar Romero Charter** curriculum.

Many of the parents do not speak English or do not speak the language well. There is also excessive overcrowding in housing with large numbers of people living in extremely small homes. These children are currently in a situation where their home environments and their school environments do not dovetail with each other, which is not the most effective way to derive the most benefit out of the educational system. Scholars have detailed the effect that a harsh disconnect can have on children in school. In an area such as this, where the overwhelming majority of children are from disadvantaged backgrounds, the educational system should be tailored to account for this disadvantage and everything should be done to overcome these disadvantages at a school that is designed to address their needs.

Monseñor Oscar Romero Charter addresses the needs of disadvantaged students in several ways: Parent education ensures that parents can support their students' success and become fluent in the language of K-12 schooling. Technology integration has explicitly been shown to support academic achievement through differentiation, and give students an advantage in the career marketplace. Hands-on learning experiences and access to community service opportunities brings learning to life, and empowers students as change agents in their communities, regardless of their socio-economic background. **Monseñor Oscar Romero Charter**, through community relationships and contacts, will provide case management and counseling services.

Students with Disabilities

The **Monseñor Oscar Romero Charter** staff will monitor students to assure that they receive appropriate support services, including special education and/or related services for students with exceptional needs. An important objective of professional development is to assure that teachers and administrators are aware of the breadth of student needs and the ways they are manifested in the classroom. Teachers who skillfully target students' diverse needs through appropriate instruction can do a lot to reduce the need for additional supplemental services. We are committed to create a supportive environment for students with demonstrated needs, and to provide services for those students who have Individualized Education Plans (IEPs).

The District Required Language contains all provisions that address matters related to students with disabilities and special education.

YPI Charter School's Special Education Program provides a highly engaging small group and/or individualized education in an inclusive setting depending on individual student needs. The program provides regular and ongoing assessment of each student's progress towards his or her specific IEP goals and objectives.

We understand that parent relationship is an essential part of student success. Periodic trainings are made available to help parents better understand the needs of their child, implement the IEP at home, and to provide support in behavior management. Parents are provided formal Parent/teacher conferences each semester and ongoing communication from the program regarding their child's progress.

The program is in an inclusive setting providing interaction with nondisabled peers. Planned and informal interactions among peers allow for maximum success in the application of social skills.

The School uses a School-Wide Positive Behavior Support system that defines expectations across multiple settings, uses positive, proactive approach to manage behavior, and utilizes accommodations to minimize problem behavior.

Resource Specialist Program (RSP)

- Small Group and Individual Instruction
- Project-based learning
- Technology integration
- Push-in or Pull-out Model
- Ongoing Progress Management
- Individualized Classroom Accommodations and Modifications
- Full-Time Teachers and Support Staff

Services and Supports

- *Counseling & Guidance*
- *Speech Therapy*
- *Occupational Therapy*
- *Hard of Hearing*

Monseñor Oscar Romero Charter is proud to be a founding member of the Charter Operated Programs (COP), a unit of the LAUSD Special Education Local Plan Area (SELPA). The Charter Operated Programs provides support and oversight for charter school special education programs.

Parents may participate in district wide parent committees and training opportunities. Visit the following link to find important LAUSD announcements and upcoming events.

Booklets and brochures about Special Education and the IEP process

- *Are You Puzzled By Your Child's Special Needs?* (English)
- *Are You Puzzled By Your Child's Special Needs?* (Spanish)
- *The ITP and You* (English/Spanish)
- *Parents Rights Guide* (English)
- *Parents Rights Guide* (Spanish)
- *Least Restrictive Environment* (English)
- *Least Restrictive Environment* (Spanish)
- "Change is the end result of true learning."

Foster Youth

Provide professional development to promote knowledge of Foster Youth/Achievement Program staff around the issues that impact youth in foster care and their academic success. Provide

MORCS staff with tools and resources needed to best serve youth in foster care. Provide training and resources to caregivers that support the academic and lifelong success of youth in foster care.

Students in Other Subgroups

Students who fall into other subgroups-including foster youth and Standard English learners-will be identified at the time of enrollment. Students in both of these sub-groups will receive targeted instruction and supports in their General Education classes (unless additional, Special Education or EL supports are required)

Intervention and Extended Day Instruction, 3-Tier Response to Intervention.

To begin the cycle, we look at interim assessment data for students achieving far below their peers or not making enough progress in the classroom to catch up to their peers. A Student Study Team (SST) will write an Individualized Learning Plan for these students that details classroom modification, in school and afterschool intervention programs. The bell schedule will be utilized to maximize the opportunities for regrouping students and providing targeted services and curriculum as needed. Students performing below grade level are reassessed in eight weeks to see if meaningful progress has been made. If so, intervention can be either stopped or modified as needed. If not, the Student Study Team will revisit and possibly revise the Personalized Learning Plan, and a second round of intervention begins. If the second round of intervention fails to help catch up the student, they may enter into the Special Education assessment process.

“A Typical Day”

2. Provide a brief narrative describing “a typical day” at the charter school. Describe what a visitor to the school should expect to see and hear when the school’s vision is being fully implemented. Ensure that the typical day reflects the instructional design/model, innovative component(s), and key instructional strategies of the educational program.

Students generally arrive at school between 7:15 a.m. and 7:30 a.m. so that they can have breakfast and prepare for the day. Enrichment activities are provided between 7:00 a.m. and 8:25 a.m. to all students.

On Monday morning the day begins with an assembly or an advisement period where the school gathers to receive weekly updates from the school leadership or classroom teacher and Student Leadership Council Members. This is also a time when individual classrooms have an opportunity to showcase their projects school-wide or classroom by classroom. The school day continues with all students attending a reading elective course during first period, Success For All: The Reading Edge, which provides prevention, intervention, and gifted reading instruction. The day ends at 3:50 p.m. except on Mondays, when teachers participate in Professional development workshops, the day ends at 2:00 p.m. and on Tuesdays, the end of the school day is 3:54 p.m. Students participate in intervention workshops, enrichment, extra-curricular activities, and community service after school between 3:50 p.m. (2:00 p.m. on Mondays/3:54 p.m. on Tuesdays) and 6:00 p.m.

Students take standards based core subject classes of Language Arts, Math, Science, and Social Studies. Academic classes are scheduled between 8:30 a.m. and 3:49 p.m. each day (2:43 p.m. on Mondays), and students eat lunch from 12:27 p.m. to 1:07 p.m.

All students participate in Physical Education (PE) which incorporates an intramural sports program, including practices and games. All Monseñor Oscar Romero Charter students participate in advisory meetings where topics such as conflict resolution, college awareness, and service-learning projects are discussed. The advisory curriculum is taught once a week on Monday from 8:30 a.m. to 9:20 a.m.

A Look into the Classroom

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 Learner is reading at the 4th reading level based on the NWEA Maps assessment together with Achieve3000 normed reference test, he or she is assigned to a certificated teacher that is responsible for teaching reading at the 4th grade reading level. The reverse is also true, if there is a 6th grade gifted student that is reading at the 8th grade reading level based on these assessments, then he or she will have the opportunity to participate in an elective 8th 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:

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

Curriculum

Students in the Reading Edge are grouped into separate classes according to their reading levels.

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 CA Common Core State Standards based instruction at a prominent place in the classroom. Visitors will also see a unit board which will identify the CCSS 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.)

In a typical classroom visitors will see students working in leveled or collaborative groups actively engaged in culturally relevant project-based learning. While in their groups 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 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.
- **Super Hero represented in the classroom.**

**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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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

Monseñor Oscar Romero Charter 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.

Table 2.1 State Priorities

STATE PRIORITY #1— BASIC SERVICES	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUB-PRIORITY A - TEACHERS	
GOAL TO ACHIEVE SUB-PRIORITY	Teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned as required by law and the charter.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization Human Resources will annually review credential status.
MEASURABLE OUTCOME	100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.
BASELINE PERFORMANCE LEVEL	100% (2015-2016)
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report; Annual publication of School Accountability Report Card.
SUB-PRIORITY B - INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUB-PRIORITY	Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition and this will be appropriately included in the school's budget.
MEASURABLE OUTCOME	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
BASELINE PERFORMANCE LEVEL	100% (2015-16)
METHODS OF MEASUREMENT	Lead Administrator and faculty review all instructional materials before purchase; signed purchase orders; school maintained list of textbooks and supplemental materials

SUB-PRIORITY C - FACILITIES	
GOAL TO ACHIEVE SUB-PRIORITY	Maintain a clean and safe school facility
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; logs are completed and on file; bi- annual facility inspections will screen for safety hazards; monthly site inspections will be completed; cleanliness spot checks will also be performed.
MEASURABLE OUTCOME	Annually, 90% of all items on Monthly site inspection checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. If it is urgent or a safety related correction it will be corrected immediately.
BASELINE PERFORMANCE LEVEL	90% / 90% / 95%/ 100% (2015-16)
METHODS OF MEASUREMENT	Monthly site inspection documents prepared by the Lead Administrator; Annual Facility Inspection Reports.
STATE PRIORITY #2— IMPLEMENTATION OF CALIFORNIA COMMON CORE STATE STANDARDS <i>Implementation of California Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUB-PRIORITY A—CA CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUB-PRIORITY	Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS).
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on teaching and learning the CA CCSS.
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in Professional Development and trainings in CA CCSS.
BASELINE PERFORMANCE LEVEL	100% (2015-16)
METHODS OF MEASUREMENT	Professional Development calendar and agendas will serve as evidence of participation by teachers in professional development activities.
SUB-PRIORITY B-EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	

GOAL TO ACHIEVE SUB-PRIORITY	All students will gain academic content knowledge through the implementation of the CA CCSS.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts Literacy instruction with appropriate instructional support and intervention as needed.
MEASURABLE OUTCOME	100% of students will gain academic content knowledge through the implementation of the CA CCSS as measured by internal benchmarks and state testing. Use of English Language Development Common Core State Standards.
BASELINE PERFORMANCE LEVEL	2015-2016
METHODS OF MEASUREMENT	Teacher lesson plans; daily class schedule; class roster; intervention rosters. Student Smarter Balanced, CELDT/ELPAC and other assessments.
STATE PRIORITY #3—PARENTAL INVOLVEMENT <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.</i>	
SUB-PRIORITY A - PARENT INPUT	
GOAL TO ACHIEVE SUB-PRIORITY	Maintain parent representation on the Parent Advisory Council (PAC).
ACTIONS TO ACHIEVE GOAL	Each spring, the PAC nominates and elects parents to serve as new members; hold quarterly PAC meetings.
MEASURABLE OUTCOME	Annually, the SAC will have, at minimum, two parent members attending quarterly meetings.
BASELINE PERFORMANCE LEVEL	2 parent meetings / Quarterly Meetings (2015-16)
METHODS OF MEASUREMENT	PAC meeting agendas, minutes and sign ins.
SUB-PRIORITY B - PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUB-PRIORITY	Conduct at minimum of six Family Meetings per year July — June; to include at minimum two Student Led Conferences (SLC's).

ACTIONS TO ACHIEVE GOAL	Administrators will develop a calendar to include Family Meetings; collaboratively design objectives and agendas for Family Meetings.
MEASURABLE OUTCOME	A minimum of six Family Meetings, two of which are SLC's.
BASELINE PERFORMANCE LEVEL	8 total Family Meetings / 2 Student Led Conferences (2015-16)
METHODS OF MEASUREMENT	Calendar; Family Meeting agenda's, sign-in sheets.
STATE PRIORITY #4— STUDENT ACHIEVEMENT <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. CA Measurement of Academic Progress and Performance on statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who are college and career ready D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUB-PRIORITY A - CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUB-PRIORITY	Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials
MEASURABLE OUTCOME	Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools within a 5-mile radius on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics
BASELINE PERFORMANCE LEVEL	2015-2016
METHODS OF MEASUREMENT	CAASPP Score reports
SUB-PRIORITY B - Accountability Progress Reporting (APR)	

GOAL TO ACHIEVE SUB-PRIORITY	School will meet the annual Growth Target School-wide and Subgroups, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE	Classroom instruction will incorporate testing strategies in preparation for the CAASPP
MEASURABLE OUTCOME	School will meet the annual Growth Target, or equivalent, as mandated by the CA State Board of Education
BASELINE PERFORMANCE LEVEL	2015-2016 Met School-wide & Subgroup Growth targets
METHODS OF MEASUREMENT	CAASPP/Smarter Balanced Score reports, CA DataQuest summary and Accountability equivalent as determined by the CA Department of Education/State Board of Education.
SUB-PRIORITY C- COLLEGE AND CAREER READY	
GOAL TO ACHIEVE SUB- PRIORITY	Students are on track to be college and career ready
ACTIONS TO ACHIEVE GOAL	Utilize Guided Reading and Explicit Instruction strategies or similar program; assess Lexile Levels; grade level and stretch reading; Silent Sustained Reading which involves technology literacy.
MEASURABLE OUTCOME	75% of students will achieve grade level Lexile by the end of the school year
BASELINE PERFORMANCE LEVEL	2015-2016
METHODS OF MEASUREMENT	Lexile reports by grade level
GRADE LEVELS NOT APPLICABLE	
SUB-PRIORITY D - EL PROGRESS	

GOAL TO ACHIEVE SUB-PRIORITY	EL students will advance at least one performance level per the CELDT/ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will have an with performance level goals. Students will take a diagnostic as part of their Personalized Education Plan (PEP). Students receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic.
MEASURABLE OUTCOME	100% of students will meet their performance level growth goal in their PEP
BASELINE PERFORMANCE LEVEL	2015-2016
METHODS OF MEASUREMENT	PEP reports, Dataquest reports, CALPADS, CELDT/ELPAC
SUB-PRIORITY E - EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE	EL students will be reclassified as Fluent English Proficient annually
ACTIONS TO ACHIEVE GOAL	School will use ILP and cohort tracking system to develop and review 3 year goal for all incoming 6 th graders to achieve a cohort reclassification rate of 95% by the end of 8 th grade. EL students will receive in-class instructional support which includes 1-on-1 teacher support; small group
	instruction; usage of SDAIE and ELD instructional strategies and extended day instruction as needed. Student data will be tracked and reviewed by Administrators and grade level teams. ILP's will be developed for each EL student.
MEASURABLE OUTCOME	6 th grade cohort will achieve a reclassification rate higher than the District.
BASELINE PERFORMANCE LEVEL	2015-2016
METHODS OF MEASUREMENT	CELDT/ELPAC results, Reclassification documents, Internal Data (PowerSchool data and Tableau Reports)

STATE PRIORITY #5— STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

SUB-PRIORITY A - STUDENT ATTENDANCE RATES

GOAL TO ACHIEVE	School will maintain a high Average Daily Attendance (ADA) rate
ACTIONS TO ACHIEVE GOAL	School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
MEASURABLE OUTCOME	ADA will be at least 96%
BASELINE PERFORMANCE LEVEL	2015-2016
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual ADA reports

SUB-PRIORITY B- STUDENT ABSENTEEISM RATES

GOAL TO ACHIEVE	Students will have a minimum number of absences in any school year
ACTIONS TO ACHIEVE GOAL	Parents and students will be informed of our attendance policies specified in our Student / Parent Handbook given out at the beginning of every year and to in-year enrollees
MEASURABLE OUTCOME	Students will achieve an attendance rate of 96%
BASELINE PERFORMANCE LEVEL	2015-2016
METHODS OF MEASUREMENT	Annual and Monthly absence reports from our student information system.

SUB-PRIORITY C - MIDDLE SCHOOL DROPOUT RATE

GOAL TO ACHIEVE	School will retain and promote 6 th - 8 th grade students.
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ACTIONSTO 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.
MEASURABLE OUTCOME	90% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year.
BASELINE PERFORM ANCE LEVEL	During SY2015-16 retained 95% of 6 th and 7 th graders.
METHODSOF MEASUREMENT	Student re-enrollment documentation as verified by our student information system and CALPADS. PowerSchool Reports.
STATE PRIORITY #6— SCHOOL CLIMATE <i>School climate, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
SUB-PRIORITY A - PUPIL SUSPENSION RATES	
GOAL TO ACHI EVE SUB-PRIORITY	School will maintain a low annual suspension rate.
ACTIONSTO ACHIEVE GOAL	Teachers will be trained and implement the Positive Behavior Intervention Support Plan; teachers will use positive behavior supports; Alternatives to Suspension will be considered prior to administering consequences; use of Family support team.
MEASURABLE OUTCOME	Annually, ≤ _1__% of all enrolled students will be suspended.

BASELINE PERFORM ANCE LEVEL	2015-2016
METHODSOF MEASUREMENT	Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report
SUB-PRIORITY B - PUPIL EXPULSION RATES	
GOAL TO ACHI EVE SUB-PRIORITY	will maintain a low annual expulsion rate.

ACTIONS TO ACHIEVE GOAL	Teachers will be trained and implement the Positive Behavioral Intervention and Support (PBIS) ; teachers will use positive behavior supports; Lead Administrator and team 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 utilize Family Support Team process that mirrors the School
MEASURABLE OUTCOME	Annually ≤ 1 % of enrolled students will be expelled
BASELINE PERFORMANCE LEVEL	2015-2016
METHODS OF MEASUREMENT	Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report
SUB-PRIORITY OTHER - SCHOOL CONNECTEDNESS	
GOAL TO ACHIEVE SUB-PRIORITY	Students, parents and teachers will feel a sense of community and connectedness.
ACTIONS TO ACHIEVE GOAL	Students actively participate in Positive Behavior throughout the school year in their classroom. Meetings and Professional Development opportunities for teachers.
MEASURABLE OUTCOME	Annually, an average approval rating of a 85% Level 3 (translated level from a 5 point scale) on student, family, and teacher surveys with a minimum response rate of 50%.
BASELINE PERFORMANCE LEVEL	2015-2016
METHODS OF MEASUREMENT	Survey reports
STATE PRIORITY #7— COURSE ACCESS	

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

GOAL TO ACHIEVE PRIORITY	Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to and enroll in our academic and educational program as outlined in the school's charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.
BASELINE PERFORMANCE LEVEL	100% (2015-16)
METHODS OF MEASUREMENT	Student, teacher, course, and grade level schedules.
STATE PRIORITY #8— STUDENT PERFORMANCE	
SUB-PRIORITY A - INTERNAL ASSESSMENT	
GOAL TO ACHIEVE SUB-PRIORITY	Students demonstrate expected growth from Pre to B1, Pre to B2, and Pre to Post.
ACTIONS TO ACHIEVE GOAL	Teachers receive dashboards with past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.
MEASURABLE OUTCOME	Growth and achievement on internal benchmark assessments. 85% of students will meet growth expectations.
BASELINE PERFORMANCE LEVEL	Students show, on average, growth of 15 to 25 percent of questions answered correctly, from Pre to B1, Pre to B2, and Pre to Post. Overall, we expect between 5 and 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA Common Core State Standards and delivery methods.) 2015-2016 Smarter Balanced/CAASPP Assessment
METHODS OF MEASUREMENT	Assessment Reports, wherein student growth and achievement are categorized or scored based on performance standards. CAASPP/Smarter Balanced.
SUB-PRIORITY B- GROWTH	

GOAL TO ACHIEVE SUB-PRIORITY	Students demonstrate expected growth and achievement on CAASPP/Smarter Balanced Assessments..
ACTIONS TO ACHIEVE GOAL	Teachers receive dashboards with past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.
MEASURABLE OUTCOME	Consistent with state requirements, all students will reach growth expectations. Initial expectations for achievement will be based off State determined AMO, but augmented as results become clear with Common Core. (reasonableness of goals assessed annually).
BASELINE PERFORMANCE LEVEL	2015-2016
METHODS OF MEASUREMENT	CAASPP Reports; reports by student, classroom, and school levels, with filters available for academic cohort, critical sub-groups.
SUB-PRIORITY C - SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUB-PRIORITY	All students will demonstrate a commitment to uplift the community.
ACTIONS TO ACHIEVE GOAL	6 th graders participate in learning experiences in Advisory about community service; 7 th graders conduct research and needs analysis, complete outreach and at minimum one group project; 8 th graders complete at least one group project and one individual project. 75% of PICA students will complete 10 hours of community service by graduation
MEASURABLE OUTCOME	In the initial year, at least 90% of students will take part in Surveys to measure civic knowledge, ability, and skill. (growth and achievement goals will be set at that time and revised thereupon).
BASELINE PERFORMANCE LEVEL	2015-2016
METHODS OF MEASUREMENT	Survey Reports

NWEA MAP ONLINE ASSESSMENTS

Progress monitoring of students' academic achievements is vital to our instructional program. YPI Charter Schools partnered with NWEA to implement the MAP assessment beginning in the 2014-

2015 school year. The MAP assessment is an online, adaptive assessment tool that measures students' academic growth. YPICS uses NWEA's MAP to assess academic achievement in both English Language Arts and Mathematics. Using NWEA's MAP as a formative assessment allows progress monitoring and delivers data that is useful for teachers to track students' academic growth, as well as differentiate instruction as needed. Data can also be used to compare with national norms of students with similar demographics. NWEA also offers a separate skills checklist, which is utilized in the Success For All Reading accelerated and intervention program.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Student Achievement

Monseñor Oscar Romero Charter 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 regularly throughout their years at **Monseñor Oscar Romero Charter** through a variety of methods (see chart below with assessment methods). 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. **Monseñor Oscar Romero Charter** 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.

Outcome Goals-Skills, Knowledge, and Attitudes

Monseñor Oscar Romero Charter will satisfy state requirements for student assessments as required by law. **Monseñor Oscar Romero Charter** 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 **Monseñor Oscar Romero Charter** 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. **Monseñor Oscar Romero Charter** 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 in **Monseñor Oscar Romero Charter's**

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 **Monseñor Oscar Romero Charter**, 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 Decision-Making

Research shows that classrooms can make significant gains in student achievement even with the most academically challenged students, and **Monseñor Oscar Romero Charter** 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 **Monseñor Oscar Romero Charter** 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 **Monseñor Oscar Romero Charter**. 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 **Monseñor Oscar Romero Charter**.

Measuring Pupil Outcomes: Summative Assessment Performance Targets

MEASURES AND SKILL DEVELOPMENT

Monseñor Oscar Romero Charter 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 2.2: 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 Arts	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 topic and be able to organize them for presentation in both verbal and written forms - write essays using the English language correctly and effectively - write an autobiography every year with increased breadth and depth expected in succeeding years	ELA CAASPP/ Smarter Balance Interim School-Based Quarterly Assessments, Teacher-Made Tests, Portfolios, Service Learning Projects ESSA Requirements	Yearly Quarterly Ongoing Yearly Yearly Yearly
English Language Development	- Students will be able to gain increasing control of the ability to understand, speak, read and write in the English language.	CELDT Smarter Balance ELA Interim School-Based Quarterly Assessments, Teacher- Made Tests	Yearly Yearly Ongoing
Mathematic s	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. - Students will be able to calculate and solve problems using ratios, proportions, percentages, roots and powers. - Read and summarize the main ideas of economics, statistics and science texts. - Students will be able to explain and utilize the mathematical concepts and operations of Algebra	Smarter Balanced Math, Algebra I, Interim School-Based Quarterly Assessments, Teacher- Made Tests Algebra Readiness tests ESSA Requirements	Yearly Quarterly Ongoing Ongoing Yearly
Science	- 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. 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	<p>Ongoing</p> <p>Ongoing Yearly</p>
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, Medieval and Early Modern Times - 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 	<p>CAASPP Interim School-Based Assessments, Teacher-Made Tests</p> <p>Assessments for the Senior Project Management Experience Class Project – the multi-discipline effort that applies social studies learning and professional team dynamics.</p>	<p>Yearly</p> <p>Quarterly</p> <p>Ongoing</p> <p>Ongoing Yearly</p>
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</p> <p>Service Learning Projects</p>	<p>Yearly</p> <p>Quarterly</p>

	-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 Ongoing Yearly
Overall Achievements		Smarter Balanced Common Core assessment	

Monseñor Oscar Romero Charter 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 2.3 : Common Core State Standards Goals

Instrument/Assessment	Purpose	Grade	Timeline	Performance Goal
English Language Arts				
Publisher Assessments	Common Core State Standards/Language Arts	6-8	Teacher choice, Approximately 4 times a year	80%
Various Software Monitoring Achieve3000 Vocabulary	Common Core State Standards/Language Arts	6-8	Throughout the year episodes of units on the software are completed	80%
Internally Created Assessments (Teacher Formative Assessments)	Measure Standard mastery	6-8	Daily or Weekly	70%
ELA Smarter Balanced	Mastery of Content Standards	6-8	Annual	70%
Portfolios Student Reflections	Learning Experiences are captures	6-8	On-going	80%
Presentation of Learning	Service Learning Project Mastery	6-8	Annual	80%
Mathematics				
Mathematics Skills NWEA Maps	Common Core State Standards/Mathematics	6-8	3 Times a year	75%
Smarter Balance Mathematics	Math Numeracy	6-8	Yearly/Annual	80%
Various software Illuminate, ALEKS, Achieve3000	Mathematics Standards	6-8	Ongoing	80%
Internally Created Assessments	Measure standards mastery	6-8	Daily or weekly	80%
Published Designed Assessments	Measured standard mastery	6-8	Daily, weekly and quarterly	75%
English Language Learners/ELD				
ELD Common Core State Standards	Common Core State Standards	6-8	Daily, weekly and each quarter	80%
Various Software Achieve3000, NWEA Maps, Adaptive Curriculum	Measures English Language Development	6-8	3 Times a year	80%
Internally Created Assessments	Measures Standards mastery	6-8	Daily and Weekly	80%
Publisher Designed Assessments	Measures Standards mastery	6-8	Daily, weekly and quarterly	80%

Science				
Science Skills	Common Core State Standard/NEXT Generation	6-8	Annually	80%
Smarter Balanced	Mastery of Content	6-8	Annually	80%
Publisher Assessments	Mastery of Content	6-8	Daily, weekly and each quarter	80%
Achieve3000	Reading Comprehension	6-8	Daily, weekly and each quarter	80%
History/Social Science				
Social Studies Skills/Smarter Balanced	Common Core State Standards	6-8	Annually	80%
Illuminate	Mastery of Content	6-8	Using computer assisted learning Ongoing	80%
Publisher Assessments	Measure Standards Mastery	6-8	Daily, weekly and each quarter	80%

MORCS developed

In addition, students at **Monseñor Oscar Romero Charter** 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 2.4 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	80 % of post TechLiteracy Assessment scores will increase over the pre-test.

	appropriately in their school work and community service.	
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Monseñor Oscar Romero Charter 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. **Monseñor Oscar Romero Charter** will adhere to the same applicable Title I accountability requirements as other public charter schools in the state, including.

Other Performance Targets

Monseñor Oscar Romero Charter 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. **Monseñor Oscar Romero Charter** will pursue the following outcome goals. Pursuant to AB1137, we expect the **Monseñor Oscar Romero Charter** petition to be renewed should it satisfy at least one of the following student outcome goals.

The **Monseñor Oscar Romero Charter** 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 2.5 Students will be graded on the following grading scale:

Letters	GPA Range	Percentage	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+

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.
 - 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 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

- **Monseñor Oscar Romero Charter** 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 ESLRs and state standards** provide students with the opportunity to reflect upon and demonstrate their learning. Students at • **Monseñor Oscar Romero Charter** 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 6th 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.
- **Monseñor Oscar Romero Charter** 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.
 - • **Monseñor Oscar Romero Charter Data** Dashboard: Beginning in 2015-2016, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and CST 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 •
Monseñor Oscar Romero Charter mails individual data results home to the student's parents. Parents and others can also access CST school data by using the California Department of Education website, Dataquest.
- CELDT-- 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 policy as it relates to charter schools, as they may be amended from time to time.

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, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at 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 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 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 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 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

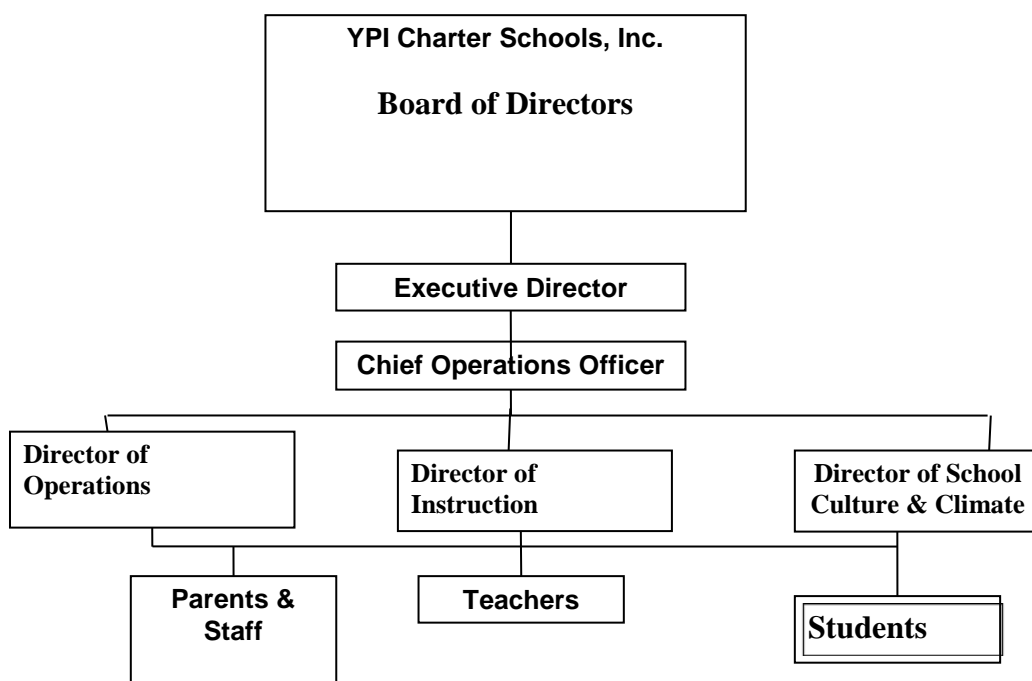
Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment,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

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 school's goals set out in the school's petition. The Board is responsible for the approval and monitoring of the School Plans (LEA, LCAP, Schoolwide Plans, 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** School 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 Board 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 Board 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 Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.
- **School Policies** The Board is responsible for establishing, implementing, and enforcing, or delegating the implementation and/or the enforcement of, school policies with respect to:
 - admissions,
 - curricular guidelines,
 - employment and other personnel matters,
 - student discipline,
 - special education,

- English language education for English Learners,
- ethics,
- transportation,
- 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.

Executive Director

The Executive Director has primary responsibility for the strategic development, implementation, and management of all aspects school performance and operations for **the Monseñor Oscar Romero Charter**. 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,

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.

All board members shall hold office for a term of two (2) years and until a successor has been elected and qualified. Notwithstanding the foregoing, the first board member appointed by the incorporator of the corporation shall hold office for a term of one (1) year. Board members may succeed themselves in office

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

1. the annual budget of the corporation;

2. any non-budgeted expenditures of the corporation over \$25,000;
3. any initial contract for the establishment or operation of, or licensing of rights to, a charter school;
4. the removal of trustees/directors without cause pursuant to Section 5222 of the California Corporations Code;
5. the approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;
6. the approval of the principal terms of a merger of the corporation with another organization;
7. the approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist;
8. the approval of the voluntary dissolution of the corporation or the revocation of such an election to dissolve; and
9. the approval of any borrowing of money.

Monseñor Oscar Romero Charter 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.

Monseñor Oscar Romero Charter 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 Directors 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 school's front office.

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

Monseñor Oscar Romero Charter believes that parent involvement translates into increased student achievement. The philosophy of **Monseñor Oscar Romero Charter** 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 YPI Charter Schools, Inc. governing board.

Parents will be encouraged to serve on the Parent 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 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 MORCS . OtherService 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:

1. Monitoring Your Child's Use of the Internet
2. Adolescent Psychology and Behavior
3. Helping Your Child with Homework
4. Helping in Planning Educational Family Outings
5. Planning Your Child's Educational Future (High School and College)
6. 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 school site administrator 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

Monseñor Oscar Romero Charter works closely with established community based organization in the Pico Union/ Koreatown 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 **Monseñor Oscar Romero Charter**. 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.

School Advisory Council

The School Advisory Council will consist of parents, students, community members, teachers and school site administrators. Lead Teachers, will be elected by peers, parents will be nominated from the Parent Advisory Council, Student leadership officers will serve on the committee, and community members will be self selected. The school advisory council will consist of no more than 3 members from each group. The council can have 12-15 members. **Monseñor Oscar Romero Charter'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. The school site Lead Administrator will be responsible for submitting the minutes of each Advisory Council meeting to the YPI Charter Schools, Inc. Board of Directors. The Advisory Council meets at least once per month. School Advisory Council members are encouraged to attend the YPI Charter Schools, Inc. Board meetings.

Element 5: Employee Qualifications

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.

Monseñor Oscar Romero Charter selected a group of professionals that share the educational philosophy of the school and are committed to the education of 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.

Employee Positions and Qualifications

Executive Director

The YPI Charter Schools, Inc. Board of Directors will select, hire, and evaluate an Executive Director. Selection of the Executive Director are based on proven experience in the following: 1) expertise in curriculum design and evaluation, 2) experience as an administrator and teacher, 3) experience working in the charter school movement, and 4) an interest, or associated work history, in facilities management. The Executive Director will:

1. Develop an integrated curriculum and evaluation of educational program
2. Develop a strategic facilities plan
3. Develop a strategic operational plan
4. Have direct oversight and supervision of the Administrators and staff, recruitment and hiring

5. Develop and implement a student recruitment/outreach plan.
6. Develop a Community Relations plan
7. Report to the YPI Charter Schools, Inc. Board of Directors on the progress of the school in achieving educational success once a month.
8. Oversee the following efforts by others:
 - Educational Leadership
 - Finance
 - Facilities
 - Technology
 - Administration/Human Resources

The Executive Director evaluates the Chief Operations Officer, Director of Instruction, Director of Operations and Coordinator of Student Services.

Chief Operations Officer

The Executive Director will recruit, interview, and recommend candidates to the YPI Charter Schools, Inc. Board of Directors. Selection of the Chief Operations Officer will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial ability, and interest and commitment to educational reform. The Chief Operations Officer will:

1. Report to the Executive Director and YPI Charter Schools, Inc. Board of Directors
2. Have the shared responsibility of hiring and dismissing (with cause) all other employees according to the mission, philosophy, and obligations of the school as spelled out in the charter.
3. Supervise and support Director of Operations, Director of Instruction, and Director of Students Affairs.
4. Oversee the day-to-day operations of the school.
5. Lead in maintaining and support of facilities, and related grants, etc.
6. Assist with student discipline.
7. Be a liaison to community and business partners.
8. Represent school at meetings/forums.
9. Call needed meetings.
10. Assist in writing grants, facilitating fundraising, and/or obtaining loans.
11. Lead parents in organizing, parent support center and meetings.

Qualifications

Bachelor of Science or Bachelor of Arts from an Accredited University

Director of Operations

The Director of Operations must have well established and proven leadership skills. The 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 Director of Operations 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.

Essential duties and responsibilities.

- **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.
- 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

Director of Instruction

The Director of Instruction will provide instructional leadership and assist in overall management of the school as prescribed by federal and state laws and YPI Charter Schools, Inc. policies and regulations, Personnel Handbook. The Director of Instruction reports to the Chief Operations Officer.

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.
- Monitors 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, CELDT/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
- Takes responsibility for the daily safety and security of the site, collaborating with the Maintenance and Operations Manager.
- Plans capital projects for facilities improvement working in collaboration with the Maintenance and Operations Manager.

- 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:

1. 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.
2. Evidence of educational leadership at the secondary level, including ability to:
3. Promote and provide opportunities for recognition, development, and leadership among students and colleagues; and
4. 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.
5. Knowledge of **Monseñor Oscar Romero Charter** /YPI Charter School Inc. policies and procedures, Education Code, Administration will follow all Ed Code stipulations, laws, governing board as per Governance, goals and objectives, organizational structure and functions, and negotiated contracts.
6. Knowledge of effective administrative and managerial practices and ability to implement them.
7. 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.

Experience requirements:

- 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.

In addition to or concurrent with the 4 years required above:

- At least two years of public school certificated service directly related to an instructional program at a middle school covering grades 6 through 8.
- At least one year of verifiable experience in a non-classroom leadership position such as a coordinator, instructional coach, etc.

Education and qualification requirements:

- 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.

Credentials

One of the following California credentials or credential combinations authorizing K-12 service must be on file with **Monseñor Oscar Romero Charter** /YPI Charter Schools, Inc.:

- Administrative Services Credential (or Certificate of Eligibility)
- Elementary and/or secondary level teaching credential

Director of School Culture and Climate

Under the direct supervision of the Director of Instruction, the 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, Education Code, 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.

Experience requirements:

- 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

Education & qualification requirements:

- Bachelor of Arts in education and/or related field
- Graduate degree preferred
- Previous administration experience preferred
- Bilingual (English/Spanish) highly desirable

Teachers

At **Monseñor Oscar Romero Charter** the teacher's job is to assure that all students learn the basic and essential skills at each grade level. Responsibilities include:

Instructional Practice

- Plans and implements a program of instruction that adheres to the **Monseñor Oscar Romero Charter'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 **Monseñor Oscar Romero Charter'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 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

- 1) Leads a student advisory group.
- 2) Develops, in accordance with **Monseñor Oscar Romero Charter's** guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- 3) Takes necessary and reasonable precautions to protect students, equipment, materials and

- facilities.
- 4) Shares responsibility during the school day for the supervision of students in all areas of the school.
 - 5) Provides for the supervision of assigned students when circumstances require a brief absence from the assignment.

Public Relations

- Upholds and enforces **Monseñor Oscar Romero Charter'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

1. Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
2. Maintains membership in appropriate professional organizations.
3. Cooperates with the administration in planning appropriate in-service training programs at a school or at the district level.
4. 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

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 Instructions and the Director of Operations will be evaluated by the Chief Operations Officer 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.

Classified and other personnel will be evaluated by the Director of Operations based upon completion of assigned job duties and regular, punctual attendance.

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and Process for Resolving Complaints/Grievances (as described in the Personnel Handbook) and in Element 11.

Element 6 – Health and Safety Procedures

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school 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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. 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 and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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.

The health and safety of **Monseñor Oscar Romero Charter's** staff and pupils will be a high priority for the charter school. The charter school will follow all required safety regulations including YPI Charter Schools, Inc. emergency policies and procedures. **Monseñor Oscar Romero Charter** will comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, the EPA and the

Healthy Schools Act. **Monseñor Oscar Romero Charter** will operate as a drug, alcohol, and tobacco free workplace. A charter school safety plan is developed, implemented, and kept on file for review. School staff will be trained annually on the safety procedures outlined in the plan. The school has adopted a set of health, safety, and risk management policies:

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.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant 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 NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher

- Notify each individual parent, in a timely manner, if and when the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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.

Monseñor Oscar Romero Charter Court-Ordered Integration Plan

Monseñor Oscar Romero Charter 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. **Monseñor Oscar Romero Charter** 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 Pico Union/Koreatown 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.

Monseñor Oscar Romero Charter 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 **Monseñor Oscar Romero Charter** 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).

Monseñor Oscar Romero Charter will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. **Monseñor Oscar Romero Charter** will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. **Monseñor Oscar Romero Charter** plan will achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. As indicated in the surrounding school data LAUSD Racial and Ethnic Balance is reflective in **Monseñor Oscar Romero Charter** student population, ethnic representation, sub group representation and related ratio.

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable state law 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, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admission Requirements

Monseñor Oscar Romero Charter shall admit all pupils who wish to attend the school. EC 47605(d)(2)(A). The school is located in the Pico Union/ Koreatown, 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	Monseñor Oscar Romero Charter 1157 S. Berendo Street Los Angeles, CA 90006	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: <ul style="list-style-type: none"> • 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 90006 zip code	Mailings, door-to-door contacts (canvassing) students and parents recruitment, MORCS staff, teachers, students, parents, YPI Charter Schools, Inc. board members and others active 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

1. Siblings of existing students of **Monseñor Oscar Romero Charter** are exempt from participating in the public random drawing.
2. Children of employees of **Monseñor Oscar Romero Charter** are exempt from participating in the public random drawing up to 10% of total enrollment.

Preferences

1. Residents within the LAUSD boundaries
2. 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 **Monseñor Oscar Romero Charter'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 the charter school.
- Names will be drawn by a neutral member of the community 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 parents of all students to be enrolled and those on the waiting list will be called by the **Monseñor Oscar Romero Charter's** office staff.
- Parents of students on the waiting list will be informed by 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 the main 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.

Monseñor Oscar Romero Charter 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 is comprised of the following:

- Parent encouraged attendance at a school orientation meeting*
- Completion of a student enrollment form
- Parent signature of School Compact*
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

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).)

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time. 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

Each fiscal year an independent audit will be conducted of the financial affairs of **Monseñor Oscar Romero Charter** 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 **Monseñor Oscar Romero Charter** 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.

Monseñor Oscar Romero Charter 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.

The 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 **Monseñor Oscar Romero Charter'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 **Monseñor Oscar Romero Charter** 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. will have 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.

Monseñor Oscar Romero Charter will engage an independent public accountant with education finance experience certified by the State of California, to audit the school's financial statement in accordance with Generally Accepted Auditing Standards and the audit guide issued by the Controller of the State of California. The YPI Charter Schools, Inc. Board of Directors will be responsible for contracting and overseeing the independent audit. The school's plan for providing information is to gather, prepare, and organize documents, materials, and other information as

requested by the independent auditor. The Executive Director will be responsible for ensuring that the auditor send the completed audit to the required agencies by the statutory deadline. Fiscal statements audited by the Certified Public Accountant will be submitted to the District within four months following the close of the fiscal year. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the LAUSD. **Monseñor Oscar Romero Charter** agrees to solve outstanding issues from the audit prior to the completion of the auditor's final report.

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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 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 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 504 Plan?

Notwithstanding 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

Monseñor Oscar Romero Charter 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, and students and family 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, **Monseñor Oscar Romero Charter** will implement and continue to develop a school-wide positive behavior intervention and support that will foster a culture of discipline grounded in positive behavior intervention so students can succeed both socially and academically. The program will be called "Caught Being A Leader" (CBL).

CBL is led by 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. The student leadership group will also advise the School administration and School Culture and Climate Committee on the development and implementation of CBL. SC&CC will use referral, suspension, expulsion, attendance, and survey data to make recommendations to administration and student leadership on how to improve the CBL program.

Caught Being a Leader 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 support and enrichment program outside of school hours, assemblies, 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 Team (SST) 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.

CBL 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.

CBL's 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

Grounds for Suspension and Expulsion

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.

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in the Education Code Section 48900(a)(1) through 48900 (t) and (w); 48900.2, 48900.3, 48900.4, and 48900.7; and 48915 (a) and (c):

A pupil shall not be suspended from school or recommended for expulsion unless the Executive Director or the Lead Administrator of the school in which the pupil is enrolled determines that the pupil has:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Lead Administrator or the designee of the Lead Administrator.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault or committed a sexual battery.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
- Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).
- It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

48900.2 Committed sexual harassment (grades 4-12).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils.

48900.7 Made terroristic threats against school officials or school property, or both.

A student shall be immediately suspended and recommended for expulsion for the following reasons:

- Possessing, selling, or otherwise furnishing a firearm 48915(c); 48900 (b)
- Brandishing a knife at another person 48915(c)(2); 48900 (a)(1); 48900 (b)
- Unlawfully selling a controlled substance 48915(c)(3); 48900 (c)
- Committing or attempting to commit a sexual assault or committing a sexual battery 48915(c)(4); 48900 (n)
- Possession of an explosive 48915(c)(5); 48900 (b)

A student must be suspended and recommended for expulsion when the following occur at school or at a school activity off campus unless the Chief Operations Officer determines the expulsion is inappropriate:

1. Causing serious physical injury to another person, except in self-defense. 48915(a)(1); 48900(a)(1), may also be 48900(a)(2)
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance except for the first time offense of no more than an ounce of marijuana 48915(a)(3); 48900(c)
4. Robbery or Extortion 48915(a)(4); 48900(e)
5. Assault or battery upon any school employee 48915(a)(5); 48900(a)(1); 489000(a)(2)

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.

1. 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)
2. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(b)
3. Sold, furnished, or offered a substitute substance represented as a controlled substance.
4. Caused or attempted to cause damage to school or private property. E.C. 48900(f);

- 48915(e)
5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
 6. Possessed or used tobacco. E.C. 48900(h); 48915(e)
 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
 8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
 9. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e)
 10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
 11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
 12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
 13. Engaged in sexual harassment. E.C. 48900.2**; 48915(e)
 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e)
 15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
 16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
 17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e)
 18. 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)
 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
 20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
 21. 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:

1. Other means of corrective action are not feasible or have repeatedly failed to bring about proper conduct
2. 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:
3. Students may be expelled for any of the following reasons, as specified in the Education Code Section 48915:
4. Causing serious physical injury to another person except in self defense
5. Possession of any dangerous object (such as a firearm, knife, or explosive)
6. 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))

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:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school sponsored activity

Suspension and/or Expulsion Procedures

Authority

The Chief Operations Officer or other designated administrator may suspend a student or recommend expulsion whenever a student has violated any of the above enumerated offenses or has committed a serious act.

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director of Operations 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 Chief Operations Officer or his/her designee. The conference may be omitted if the Chief Operations Officer 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 Lead 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.

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. The charter school will provide classroom material, current assignments and tests to be completed at home by the student during the length of the suspension.

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

Suspension Appeal

If the Director of Operations or his/her designee suspended the student, the parent and student may contest a suspension through a meeting with the Executive Director and/or the Chief Operations Officer, and then the Executive Director, and then the YPI Charter Schools, Inc. Board of Directors. If the Chief Operations Officer initially suspended the student the parent can appeal to the Executive Director and then the YPI Charter Schools, Inc. Board of Directors.

The Executive Director will review the circumstances of all suspension cases contested by the parent, except for cases that are proceeding through the expulsion process, by following the steps below which will also be used to mediate any parent conflicts:

- Parent(s) or guardian meets with the Executive Director and/or the Chief Operations Officer.
- If not resolved, parent(s) or guardian may submit concern in writing to the Executive Director.
- The Executive Director will render a final decision on the matter.

Expulsion Procedures

The YPI Charter Schools, Inc. Board of Directors grants the Discipline Committee the authority to expel a student. A student may be expelled either by the Discipline Committee following a hearing before it or by the YPI Charter Schools, Inc. Board upon conducting an expulsion appeal. The Discipline Committee does not include any of the administrators involved in the initial student discipline. The Discipline Committee consist of at least three to five members who are certificated from another charter school and are neither a teacher of the pupil or a YPI Charter Schools, Inc. Board member of the Charter School's governing board. The Discipline Committee may make an expulsion decision for any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held if requested within

thirty (30) school days after the Executive Director and/or the Chief Operations Officer determines that the pupil has committed an expellable offense. The 30-day time period begins to run from when the recommendation for expulsion is made.

The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least Ten (10) calendar days prior to the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent's/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery

Monseñor Oscar Romero Charter may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by **Monseñor Oscar Romero Charter** or the YPI Charter Schools Executive Director or designee. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the Executive Director and/or the Chief Operations Officer or Discipline Committee panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The YPI Charter Schools, Inc. Executive Director the hearing may also arrange the

seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

- The YPI Charter Schools, Inc. Executive Director conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the YPI Charter Schools, Inc. Executive Director presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The YPI Charter Schools, Inc. Executive Director conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The YPI Charter Schools, Inc. Executive Director presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the YPI Charter Schools, Inc. Executive Director from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by YPI Charter Schools, Inc. Executive Director and/or the Chief Operations conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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 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 YPI Charter Schools, Inc. Board of Directors, 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.

Expulsion Appeal

Parents/guardians may appeal the Discipline Committee's decision of expulsion within three weeks of the date from receiving notice of the Board's decision following recommendation/findings from Discipline Committee on the expulsion. The expulsion appeal must be made in writing to the YPI Charter Schools, Inc Executive Director and/or Chief Operations Officer. The YPI Charter Schools, Inc Executive Director and/or Chief Operations Officer will forward the appeal to the Executive Director who will convene a meeting of the Board of Directors. The Board of Directors will preside over an appeal hearing. The appeal hearing will be held within 15 working days of the parent's written request. In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the parent(s) must attend to present their appeal. The YPI Charter Schools, Inc. Board of Directors will make a decision regarding the expulsion within 5 days of the conclusion of the appeals hearing. The decision of the YPI Charter Schools, Inc. Board of Directors is final.

Written Notice to Expel

The YPI Charter Schools, Inc Executive Director and/or Chief Operations Officer, following a decision of the YPI Charter Schools, Inc. Board of Directors to expel, shall send written notice within 48 hours of the decision to expel, including the Board of Directors' adopted findings of fact present at the hearing, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense(s) committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with **Monseñor Oscar Romero Charter**
- Notice of any appeal options, a copy of the rehabilitation plan and information about alternative placement options.

The Chief Operations Officer or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- The student's name
- The specific expellable offense(s) committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, **Monseñor Oscar Romero Charter** shall notify the superintendent of the school district of the pupil's last known address within thirty (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.

If a student is expelled from the **Monseñor Oscar Romero Charter**, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. **Monseñor Oscar Romero Charter** shall also submit an expulsion packet to the KEY FEA and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student's current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion
- term of expulsion
- rehabilitation plan
- reinstatement notice with eligibility date
- instructions for providing proof of student's compliance for reinstatement
- appeal process
- options for enrollment

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

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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 **Monseñor Oscar Romero Charter** 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. **Monseñor Oscar Romero Charter** 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 **Monseñor Oscar Romero Charter’s** Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

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 **Monseñor Oscar Romero Charter**. 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.

Element 13 – Rights of District Employees

“A description of the rights of any 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).)

“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).)

Job applicants for positions at **Monseñor Oscar Romero Charter** will be considered through an open process, and if hired, will enter into a contractual agreement with the Charter school. **Monseñor Oscar Romero Charter** 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).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School 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.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

To Charter School:
c/o School Director

Monseñor Oscar Romero Charter
Yvette King-Berg
9400 Remick Avenue
Pacoima, CA 91331, Executive Director

To Director of Charter Schools:

Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

- 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) 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. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 Charter School Closure Procedures

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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)(P).)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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, either by the governing board of Charter School or by the LAUSD Board of Education, 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; 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 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, Charter School payroll records, 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 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

District-Owned Facilities

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 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 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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 ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter

School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be 500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella 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. *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 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.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM
District Required Language for Independent Charter School
Petitions (New and Renewal) and Material Revisions

Assurances, Affirmations, and Declarations

Monseñor Oscar Romero Charter Middle (also referred to herein as (“MORCS” or “Charter School” 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).)
- 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 by or as 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 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 (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 annual update.” (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 the requirements of Education Code sections 60851.5 and 60851.6.

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 (ELs) 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 academic core 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 (on or about October 1), 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 Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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 policy as it relates to charter schools, as they may be amended from time to time.

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, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at 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 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 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 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 regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

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

section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment,

including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. 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 and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

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 state law 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, 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:

- k. Provisional Budget – Spring prior to operating fiscal year

- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year
- n. Second Interim Projections – February of operating fiscal year
- o. Unaudited Actuals – July following the end of the fiscal year
- p. Audited Actuals – December 15 following the end of the fiscal year
- q. Classification Report – monthly according to Charter School’s Calendar
- r. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
- t. 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

Notwithstanding 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, per 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).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 5) 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.

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
[See Element 14]

- 6) 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal

delivery, by facsimile, 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 notice if delivered by 5:00p.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.

- 7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 8) 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. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

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 if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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, either by the governing board of Charter School or by the LAUSD Board of Education, 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; 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:

9. 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.

10. 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.
11. 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.
12. 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.
13. 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.
14. 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.
15. 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.
16. 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:

5. The effective date of the closure of Charter School
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students' school districts of residence

8. 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:

3. A description of the circumstances of the closure
4. 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:

4. Information on how to enroll or transfer the student to an appropriate school
5. 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
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. 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 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:

10. 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.

11. 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.
12. 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.
13. 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.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
16. 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.
17. 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.
18. 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:

4. 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.
5. 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.
6. 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:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. 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:

5. 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.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. 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 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

District-Owned Facilities

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal

of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 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:
 - (iii)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
 - (iv)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.
 - (iii)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.
 - (iv)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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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:

5. 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 ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
6. 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.
7. 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.
8. 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 \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
10. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.

13. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
14. Excess/umbrella 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. *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 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.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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).)