



LOS ANGELES UNIFIED SCHOOL DISTRICT

George Ellery Hale Charter Academy

A DISTRICT AFFILIATED CHARTER SCHOOL

23830 Califa Street, Woodland Hills, CA 91367

Renewal Petition

Submitted
March 2, 2021

TERM OF PROPOSED CHARTER

JULY 1, 2021 TO JUNE 30, 2027

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

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

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School 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.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

• The contact person for Charter School is:	Christopher Perdigao
• The address of Charter School is:	23830 Califa Street Woodland Hills, CA 91367
• The phone number for Charter School is:	818-313-7400
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Local District:	Northwest
• Charter School is located in LAUSD Community of Schools	Taft
• The grade configuration of Charter School is:	6–8
• The number of students in the first year of this Charter will be:	2,000
• The grade levels of the students in the first year will be:	6–8
• Charter School’s scheduled first day of instruction in 2021-2022 is:	August 17, 2021
• The current operational capacity of Charter School is:	2,150
NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule (start and end of day) for Charter School will be:	7:57 – 2:59
• The term of this Charter for Middle and High performing schools: ¹	July 1, 2021 – June 30 2027
• If approved, then term of this Charter for low performing schools:	July 1, 2021-June 30, 2023

¹ Charter schools satisfying the high performing renewal criteria may be renewed for a term of 5 to 7 years. (Ed. Code, § 47607(c)(2)(E).) The determination of whether a high performing charter school will be renewed for a five-year, six-year, or seven-year term will depend on specific factors related to the charter school’s operation and performance during the term of the charter. This determination will be made after submission and review from the Charter Schools Division.

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Since the inception of its charter in 2011, Hale Charter Academy has established itself as a pillar of the local community and all of LAUSD. Hale serves the educational needs of its diverse population of students in both its residential area and outlying communities. Hale achieves the goals of the Charter Schools Act as well as the district's vision, mission, and strategic goals by improving student learning, and increasing learning opportunities for all, including students identified as academically low achieving, or socio-economically disadvantaged. Hale excels in the use of innovative teaching methods, providing parents and pupils with expanded choices in the types of educational opportunities that are available within the school. All Hale stakeholders share responsibility for setting goals and meeting measurable pupil outcomes through a performance-based accountability system.

Hale's vision is to provide students with a school environment that allows them to become successful life-long learners who are college and career ready. Hale's goals are: culmination rates of 100%, academic proficiency for all students, 100% attendance, increased parent and community engagement, and student safety. Hale's success is due to:

- Exceptionally high academic achievement, as reflected by its test scores
- 6th grade cored classes
- Professional development workshops focused on continuous improvement in academic teaching strategies and the social-emotional development of the middle school student
- Collaborative and distributive leadership among all stakeholders
 - Long-standing parent involvement in all areas of Hale's governance, curriculum, professional development, programs, fundraising, and community outreach
 - Successful integration of students from racially, ethnically, and socio-economically diverse backgrounds
 - Since the inception of our charter in 2011, each year Hale's award-winning Music and Physical Education Departments have received awards including finalist in the Monterey Jazz Festival National Middle School Big Band Division and 1st place in California at the Sharp Cheer Competition in Las Vegas.
 - Innovative programming with an emphasis on character development
 - Unique elective course offerings and extra-curricular clubs

Our success in the above-stated areas has served to attract students from throughout Los Angeles County. Students are drawn to Hale and many are willing to travel long distances to benefit from our exceptional programs. Additionally, Hale's status as a District-Affiliated charter school affords its stakeholders the opportunity to participate in Hale's governance,

including managing budgets, the block grant, and other fund allocations, in accordance with District policy (including BUL-5439.0, *Affiliated Charter Schools*).

Hale, which recently celebrated its 50th anniversary, serves the communities of Woodland Hills, Canoga Park, West Hills, Woolsey Canyon, and Bell Canyon.

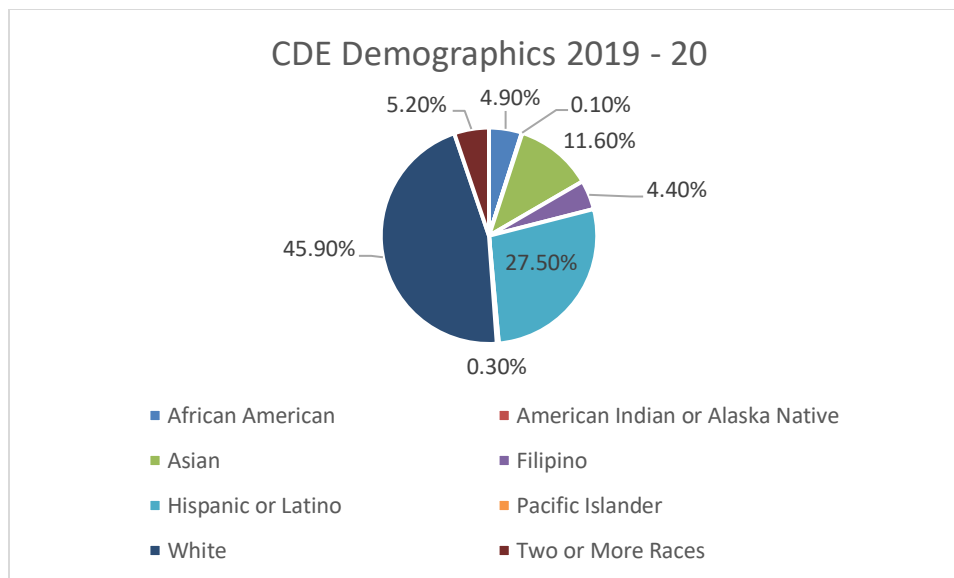
STUDENT POPULATION TO BE SERVED

Families in Woodland Hills, Canoga Park, West Hills, and the surrounding Canyon areas have benefitted greatly from Hale's commitment to serving the community and to our regular and ongoing contributions to the overall well-being of the surrounding neighborhoods. Examples of such community outreach include:

- Encouraging and welcoming parent involvement
- Providing a venue for local athletic events and competitions
- Presenting educational opportunities, such as parenting workshops
- Enhancing the aesthetic value of the area through our physical plant improvements
- Organizing community service projects, such as Teens for Jeans, Thanksgiving Food Drive, Pennies for Patients, Toys for Tots, and support for the Red Cross

George Ellery Hale Charter Academy consists of 2149 students in grades 6-8 per CDE for the year 2019-20. Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor.

According to 2019-20 CDE data, the demographic information for Hale illustrates the varied ethnic and racial diversity found on the campus. Approximately 46% of our students are Caucasian, 28% are Hispanic, 5% are African American, 12% are Asian, 4.4% are Filipino, 5.2% are two or more races, and less than 1% are American Indian, and Pacific Islander. Our school population currently includes approximately 38% socio-economically disadvantaged students, which includes students qualifying for free and reduced lunch, foster children and homeless students. 11% of our students are designated Special Education. Approximately 2.5% are English learners requiring ELD and/or Sheltered instruction. 36% of students at Hale are designated Gifted and Talented, and benefit from Hale's differentiated classroom instruction, which enhances the curriculum through the dimensions of depth and complexity.



Hale will continue to serve the communities and families identified during the initial years of our charter. We will enroll students from our traditional attendance boundary areas and, as space permits, students selected through the established lottery enrollment process.

We promote Hale to all students and parents in our community by opening our campus to student/parent tours conducted September through April, as well as information about the open lottery process, and the distribution of informational flyers to elementary schools to attract applicants. New for 2019-2020, Affiliated Charter Schools are now included in the district's Unified Enrollment process, providing one-stop, online access to all Hale programs.

Increased community involvement has created mutual benefit for the community and the school. Stakeholders bring their leadership, skills, and support to Hale, which provides them an opportunity to contribute ideas, and input on decision-making. Our relationship with the community has resulted in diversified programs that meet the needs of our stakeholders, and a partnership that is accountable, and responsive.

We continue to seek opportunities to collaborate with the District or, when appropriate, to innovate independently to educate our students in a CCSS-aligned curriculum, based upon their demonstrated needs. As a District-Affiliated charter, Hale is able to provide the resources necessary to prepare our students for the demands of the 21st century. Hale receives our available state and local funds through the District and makes decisions regarding the allocation and use of such funds, in accordance with the District's *Policy and Procedures for Charter Schools*, according to the needs of our students and under the oversight of our Charter Council, which represents the interests of all our stakeholders.

The historic and continuing success of Hale's educational programs over the past fifty years has been based upon the Hale community's ability to work together to create an

environment in which all students can learn. Hale will continue to challenge itself to further improve and enhance the educational opportunities for all our children.

GOALS AND PHILOSOPHY

Mission and Vision

School Mission Statement: George Ellery Hale Charter Academy will provide a strong academic instructional program in which students will master the Common Core Standards, based on current research and best practices, within a safe, cooperative, communicative environment. Instruction at George Ellery Hale Charter Academy will focus on the success of all students as we strive to challenge them to reach their greatest potential. Accountability and responsibility will be shared among all members of the school community to promote positive character, values and ethics.

Vision Statement: Hale students will be lifelong learners, prepared to be successful in the post graduate world, and productive citizens dedicated to the values of equity, responsibility, compassion and justice.

What It Means to be an “Educated Person” in the 21st Century

As it relates to the George Ellery Hale Charter Academy student, an “educated person” in the 21st century is someone who understands the core academic knowledge outlined in the Common Core State Standards. Using this core academic knowledge, students must learn to think critically, problem solve creatively, communicate and collaborate with their peers and others. Because 21st century learners need to be innovative and creative, Hale’s students must acquire and maintain the knowledge and skill sets necessary to continue to grow, manage and succeed in this technology-oriented society. They must also be global citizens dedicated to the values of equity, responsibility, compassion and justice.

How Learning Best Occurs

Hale believes that learning best occurs when students are actively engaged and held to high standards in a safe, nurturing environment. Students are provided with standards-based curriculum, and research-based strategies that develop confidence in handling the most recent, and researched based learning methods. Educational decisions are supported by data analysis, and students are provided with the intervention and enrichment needed to ensure learning. Instruction makes students active participants in the global community.

Hale students are active participants in the educational process. Students demonstrate mastery of content through the use of presentation, evaluation and formulization. Teachers

encourage students to delve deeper into subject matter through application in order to foster more understanding and retention of concepts. Teachers, parents and the administrative staff are all involved in efforts to improve the instructional practices of the school and encourage implementation of the latest techniques and teaching strategies.

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

LCFF STATE PRIORITIES												
GOAL #1												
<i>Proficiency for All</i> <i>All students will achieve proficiency in English Language Arts and Mathematics</i>	<p>Related State Priorities:</p> <table> <tr> <td><input type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td><input checked="" type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <table> <tr> <td><input type="checkbox"/>:</td> </tr> <tr> <td><input type="checkbox"/>:</td> </tr> </table>	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6		<input type="checkbox"/> :	<input type="checkbox"/> :
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<input type="checkbox"/> 3	<input type="checkbox"/> 6											
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Specific Annual Actions to Achieve Goal												
<ul style="list-style-type: none"> • <i>We will purchase additional teachers to lower class size and education aids to provide in class support for our students.</i> • <i>A computer technician is purchased to ensure that student and teacher computers are effectively working to facilitate and enhance instruction.</i> • <i>To support our intervention programs for English Language and Low Socio-Economic students, we will purchase two coordinators.</i> • <i>Extra time will be purchased for tutoring, professional development, and assessment to improve instruction and learning.</i> • <i>Additional money will be spent on instructional material, supplies, fieldtrips, and conferences. These resources are directed toward maintaining a multi- tiered system of supports to help all our students achieve.</i> 												

Expected Annual Measurable Outcomes

Outcome #1:

Growth of student scores on the Smarter Balanced Assessment in ELA

Metric/Method for Measuring:

CAASPP Scores (Base from 2018-19) Met or Exceeded Percentage

APPLICABLE STUDENT GROUPS	Baseline %	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	69	70	71	72	73	74
English Learners	6	7	8	9	10	11
Socioeconomically Disadvantaged Students	58	59	60	61	62	63
Foster Youth	-	-	-	-	-	-
Students with Disabilities	26	27	28	29	30	31
African American Students	57	58	59	60	61	62
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	81	82	83	84	85	86
Filipino Students	78	79	80	81	82	83
Latino Students	58	59	60	61	62	63
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	74	75	76	77	78	79
White Students	73	74	75	76	77	78

Outcome #2:

Growth of student scores on the Smarter Balanced Assessment in Math

Metric/Method for Measuring:*CAASPP Scores (Base from 2018-19) Met or Exceeded Percentage*

APPLICABLE STUDENT GROUPS	Baseline %	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	60	61	62	63	64	65
English Learners	15	16	17	18	19	20
Socioeconomically Disadvantaged Students	47	48	49	50	51	52
Foster Youth	-	-	-	-	-	-
Students with Disabilities	16	17	18	19	20	21
African American Students	39	40	41	42	43	44
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	80	81	82	83	84	85
Filipino Students	77	78	79	80	81	82
Latino Students	45	46	47	48	49	50
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	56	57	58	59	60	61
White Students	65	66	67	68	69	70

Outcome #3:

Increase the Reclassification Rate of our EL Students

Metric/Method for Measuring:

Reclassification Percentage (combination of ELA or LTEL Grade, ELPAC scores, and their RI or CAASPP scores) (Base 2019-20)

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	35%	38%	41%	44%	47%	50%
English Learners	35%	38%	41%	44%	47%	50%
Socioeconomically Disadvantaged Students	35%	38%	41%	44%	47%	50%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	35%	38%	41%	44%	47%	50%
African American Students	35%	38%	41%	44%	47%	50%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	35%	38%	41%	44%	47%	50%
Filipino Students	35%	38%	41%	44%	47%	50%
Latino Students	35%	38%	41%	44%	47%	50%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	35%	38%	41%	44%	47%	50%
White Students	35%	38%	41%	44%	47%	50%

GOAL #2						
Pupil Engagement	<div style="float: right;"> Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="clear: both;"></div> <div style="float: right;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div> <div style="clear: both;"></div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <i>We will purchase extra office clerks to assistance in parent and student communication regarding enrollment and attendance.</i> <i>An extra part time counselor will be purchased to focus on chronic absentees, especially within our “at risk” student subgroups.</i> 						
Expected Annual Measurable Outcomes						
Outcome #1: Increase in the percentage of students with 96% attendance or higher						
Metric/Method for Measuring: MiSiS system will act as a guide in tracking student attendance. (Base from 2017-18)						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	77%	78%	79%	80%	81%	82%
English Learners	70%	72%	74%	76%	78%	80%
Socioeconomically Disadvantaged Students	73%	75%	77%	79%	81%	82%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	69%	71%	73%	75%	77%	79%
African American Students	76%	78%	79%	80%	81%	82%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	87%	88%	89%	90%	91%	92%
Filipino Students	88%	89%	90%	91%	92%	93%
Latino Students	76%	78%	79%	80%	81%	82%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	77%	78%	79%	80%	81%	82%
White Students	74%	76%	78%	80%	81%	82%

Outcome #2:

Reduction in student chronic absenteeism

Metric/Method for Measuring:*MiSiS system will act as guide in tracking student, allowing staff to identify students with chronic absenteeism. (Base 2017-18)*

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	9%	8%	7%	6%	5%	4%
English Learners	9%	8%	7%	6%	5%	4%
Socioeconomically Disadvantaged Students	11%	10%	9%	8%	7%	6%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	8%	7%	6%	5%	4%	3%
African American Students	12%	11%	10%	9%	8%	7%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	3%	2%	1%	0	0	0
Filipino Students	2%	1%	0	0	0	0
Latino Students	9%	8%	7%	6%	5%	4%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	9%	8%	7%	6%	5%	4%
White Students	10%	9%	8%	7%	6%	5%

GOAL #3						
<i>Improved Parent and Community Engagement.</i>	<div style="text-align: right;">Related State Priorities:</div> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 7</div> </div> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 5</div> <div><input type="checkbox"/> 8</div> </div> <div style="display: flex; justify-content: space-between;"> <div><input checked="" type="checkbox"/> 3</div> <div><input checked="" type="checkbox"/> 6</div> </div> <div style="text-align: right; margin-top: 5px;">Local Priorities:</div> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> :</div> <div><input type="checkbox"/> :</div> </div>					
Specific Annual Actions to Achieve Goal						
<i>HCA will provide time and resources for our Parent Liaison for</i> <ul style="list-style-type: none"> <i>improving parent and community communication</i> <i>facilitating parent workshops</i> <i>increasing parent portal use</i> <i>increasing volunteer opportunities</i> <i>increasing parent center use</i> 						
Expected Annual Measurable Outcomes						
Outcome #1: The school will increase the number of parents completing the School Experience Survey						
Metric/Method for Measuring: Percentage of Parents completing the Survey (Base 2019-20)						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	60%	63%	66%	69%	72%	75%
English Learners	60%	63%	66%	69%	72%	75%
Socioeconomically Disadvantaged Students	60%	63%	66%	69%	72%	75%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	60%	63%	66%	69%	72%	75%
African American Students	60%	63%	66%	69%	72%	75%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	60%	63%	66%	69%	72%	75%
Filipino Students	60%	63%	66%	69%	72%	75%
Latino Students	60%	63%	66%	69%	72%	75%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	60%	63%	66%	69%	72%	75%
White Students	60%	63%	66%	69%	72%	75%

Outcome #2:

Increase the Scores in these school experience survey categories:

Overall Future Orientation: 73%

Overall High Quality of Schooling: 87%

Overall Customer Service: 91%

Overall Parent Engagement: 88%

Overall Parent Involvement: 90%

Overall Resource Availability: 82%

Overall Safety: 80%

The 5-year goal is to increase all of the above categories by 5%. (Base 2019-20) – Overall Future Orientation data listed here.

Metric/Method for Measuring: Overall Future Orientation as measured by responses on the School Experience Survey will be used as the metric for this outcome.

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	73%	74%	75%	76%	77%	78%
English Learners	73%	74%	75%	76%	77%	78%
Socioeconomically Disadvantaged Students	73%	74%	75%	76%	77%	78%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	73%	74%	75%	76%	77%	78%
African American Students	73%	74%	75%	76%	77%	78%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	73%	74%	75%	76%	77%	78%
Filipino Students	73%	74%	75%	76%	77%	78%
Latino Students	73%	74%	75%	76%	77%	78%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	73%	74%	75%	76%	77%	78%
White Students	73%	74%	75%	76%	77%	78%

GOAL #4						
<i>Improve School Safety, Climate</i>	<div style="display: flex; justify-content: space-between;"> <div> <p>Related State Priorities:</p> <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 </div> </div> <div> <p>Local Priorities:</p> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> : <input type="checkbox"/> : </div> </div> </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <i>HCA will purchase additional ½ dean and campus aids to increase the student supervision ratio and help provide behavior resources and intervention.</i> <i>HCA will continue to use Restorative Justice practices and provide RJ trainings.</i> <i>Hale will purchase a social emotional learning curriculum to be used in our advisories.</i> <i>HCA will purchase the WEB mentoring program.</i> <i>Hale will continue to contract with company like Social Media Safety to help address digital citizenship.</i> 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Improve student overall safety in school</p> <p>Metric/Method for Measuring: Overall School Experience Survey score in the category of overall safety. (Base 2019-20)</p>						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	79%	82%	85%	88%	91%	94%
English Learners	79%	82%	85%	88%	91%	94%
Socioeconomically Disadvantaged Students	79%	82%	85%	88%	91%	94%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	79%	82%	85%	88%	91%	94%
African American Students	79%	82%	85%	88%	91%	94%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	79%	82%	85%	88%	91%	94%
Filipino Students	79%	82%	85%	88%	91%	94%
Latino Students	79%	82%	85%	88%	91%	94%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	79%	82%	85%	88%	91%	94%
White Students	79%	82%	85%	88%	91%	94%

Outcome #2:

Decrease suspensions

Metric/Method for Measuring:*Suspensions are entered and tracked in the school's MiSiS information system. (2019-20 Base)*

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	.7%	.6%	.5%	.4%	.3%	.2%
English Learners	1.8%	1.6%	1.4%	1.2%	1.0%	.8%
Socioeconomically Disadvantaged Students	.8%	.7%	.6%	.5%	.4%	.3%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	1.1%	.9%	.7%	.6%	.5%	.4%
African American Students	.9%	.8%	.7%	.6%	.5%	.4%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	.8%	.7%	.6%	.5%	.4%	.3%
Filipino Students	0	0	0	0	0	0
Latino Students	.8%	.7%	.6%	.5%	.4%	.3%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	1.5%	1.3%	1.1%	.9%	.7%	.5%
White Students	.4%	.3%	.2%	.1%	0	0

GOAL #5						
Basic Services including Percentage of teachers with correct Credential 100% Percentage of teachers completing Educator Growth and Development Cycle Annually 20% Students that have Standards based instructional materials 100% Facilities in good repair 100% Student Individual Growth Plans completed 100%	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
Hale Charter Academy will allocate time and resources needed to ensure: <ul style="list-style-type: none"> <i>School will only hire teachers with correct credential</i> <i>School will assign administrators to complete the Educator Growth and Development Cycle for 20% of faculty annually</i> <i>School will conduct audits of instructional materials to determine 100% compliance with State standards</i> <i>Custodial staff, in coordination with LDNW Facilities staff maintain facilities in good repair</i> <i>Counselors will meet with all students every year to complete Individual Growth Plans</i> 						
Expected Annual Measurable Outcomes						
Outcome #1: The goal is to maintain these percentages in all categories. Metric/Method for Measuring: California Department of Education data for properly credentialed teachers.						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners

Life-long learners maintain their interest in and curiosity about learning. This is perpetuated and promoted by affording students the opportunities to be active participants in learning through innovative, challenging curriculum, presented through interactive, interdisciplinary instructional strategies. Hale undertakes various means to achieve this goal including:

- Providing students with differentiated instruction, within educational activities and assessments
- Allowing students to take an interdisciplinary approach to topics and concepts
- Providing supplemental materials that expand on resources provided by the basic curriculum
- Encouraging self-awareness and control through Restorative Justice
- Experiencing real-life events through field trips, guest speakers, coaches, performances, and online educational resources, assuring that learning experiences extend beyond the classroom
- Participating in electives and clubs such as journalism, Leadership, yearbook, music, choir, horticulture, theater, sports, world languages, and computer science
- Teaching basic skills that open up the possibilities for students to conduct research in areas of interest, as well as to experiment with concepts and utilize competent approaches to problem solving

INSTRUCTIONAL DESIGN

Hale's framework for instructional design is based on the California Common Core State Standards (CCSS). Hale prepares students to be high school, college and career ready, through rigorous content instruction and the application of knowledge requiring high levels of thinking. The instructional framework is aligned with the needs of our students using, relevant student data, teacher recommendations, academic performance, counselor assessments, parent referral and student self-referrals. All of our teachers are credentialed and highly qualified in the subjects they are teaching.

Teachers incorporate differentiation of lessons (Kaplan, Benjamin), as well as remediation appropriate to grade levels. Other methodologies include Close Reading (Paul and Elder), Text dependent questioning (Fisher and Fry), cooperative learning (Kagen), interdisciplinary teaching (Humanitas), inquiry-based learning (Brooks), experimentation, intervention (Dufour), performance activities, technology-based instruction and projects. Data-driven professional development and continuous improvement sessions support teaching strategies and methodologies.

Many of our teachers use Backward Lesson Design (Wiggins and McTighe). By establishing essential questions as student learning objectives and connecting the CCSS to real world issues, teachers develop common assessments that evaluate student learning

of the standards and the essential questions. Teachers structure units and lessons in ways that best prepare students for these assessments.

In addition to the general approaches noted above, Hale utilizes other instructional strategies including the following:

- The use of technology in the classroom for both information delivery and independent student mastery of concepts and project completion
- Project-based instruction
- Common grade-level assignments, assessments and rubrics
- Intervention techniques for low-achieving students, such as teacher tutoring and intervention math class
- Differentiated instruction for all special populations and sub-groups including gifted and English learners
- Interdisciplinary projects across core disciplines
- Integrated instruction between classroom teaching and experiential learning, such as field trips and assemblies
- Independent research projects, independent study units, and extension activities
- Curricular steps and unit plans
- Strategies for multiple modalities, including for visual, kinesthetic, and auditory learners
- Analysis of achievement data with students, and discussion of implications for student learning and goals
- Modeling/emulating study skills and habits of highly effective students
- Reading groups and literature circles
- Peer feedback and partner/small group work in the classroom
- Reciprocal teaching in partner teams and whole-class discussions
- Socratic seminars

The gains in student achievement, over the period of the last charter, are a direct result of the school's commitment to these strategies and the unity of our faculty and staff in applying them.

To fully address the individual needs of our diverse student body, Hale Charter Academy contains four separate schools within the school, each offering a unique instructional approach.

STEAM Magnet (Science, Technology, Engineering, Arts & Math)

VAPA Magnet (Visual & Performing Arts)

AVID Academy (Advancement Via Individual Determination)

ACCEL Academy (Athletics, College, Career Extracurriculars, & Language)

Science, Technology, Engineering, Arts & Math (STEAM) Gifted Magnet (6th – 8th Grade)

This academically rigorous program will provide the opportunity for students to experience a curriculum that incorporates STEAM into all of their classes. With a focus on STEAM, the English, Math, History, and Science classes will connect this theme throughout the school year. In addition, students will be able to take electives focused on Forensics, Computer Science, Biotechnology, Robotics, Environmental Science, Coding, as well as Music and school leadership. Students within the gifted STEAM magnet will also be given the opportunity to pursue dedicated CTE pathways in Computer Science, Engineering, Biotechnology and Animal Science.

Visual and Performing Arts (VAPA) Magnet and Academy

With a celebrated tradition of excellence in the arts, we are excited to initiate this program as a magnet for grade six students in 2019-20, and become a full Visual and Performing Arts magnet by the fall of 2022. This program provides opportunities for artistic excellence and challenging academic experiences that focus on the arts. The English, Math, History, and Science classes will incorporate this theme throughout the school year. In addition, students will develop a digital portfolio of capstone products that show mastery across the curriculum. Elective courses for VAPA include art, choir, creative writing, dance, drama, photography, theater and music.

Advancement Via Individual Determination (AVID) Academy.

This program includes a set of core academic classes and a required elective class that prepares students for success in advanced high school classes and college. Eighth graders have access to a full-team program; sixth and seventh graders have elective-only programs. The elective class (AVID) provides a foundation of support that includes study skills, organization skills, college research projects, college field trips, and college tutors to assist AVID students. The AVID philosophy is that all students should believe that they are college-bound.

Athletics, College, Career, Extracurricular & Language (ACCEL) Academy (6th-8th grade)

This exciting academy's mission is to nurture and encourage dreams, passions, and goals through a common core curriculum that is rigorous, culturally relevant, and blends with the current programs on our campus. ACCEL creates a learning environment that provides students the experience of solving real world problems.

ACCEL facilitators promote Career Readiness and 21st Century Skills through extracurricular enrichment, and language classes. ACCEL students develop the knowledge and skills needed for transition to high school, college, career training programs, and the workforce.

ACCEL includes **athletics** for learning teamwork, sportsmanship, and the importance of maintaining a healthy lifestyle. Students will develop greater **college** awareness and be prepared for future transitions into higher learning. This program will provide students with the tools to focus on the future, including developing a better understanding of their own personal goals related to high school, college, and careers.

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

Common Core State Standards:

Hale students experience a rigorous Common Core State Standards (CCSS)-based curriculum using current best practices, as supported by current educational research and informed by careful analysis of data from state and local testing, including the California Assessment of Student Performance and Progress (CAASPP). The Hale curriculum is aligned with state frameworks, guidelines, and District standards. The faculty follows District and Board of Education standards and policies when developing class syllabi, course outlines, and lesson plans. Additionally, all textbooks are State-approved and, therefore, aligned to State Board of Education (SBE) standards.

Teachers at Hale have been trained in, and follow the philosophies of Culturally and Linguistically Responsive Pedagogy. Teachers use students' cultural knowledge, prior experience, frames of reference, and performance styles to make learning experiences and curriculum more relevant and effective for students. Additionally, all of our teachers use SDAIE teaching strategies to address the needs of our English learners effectively. The scope of skills taught along grade levels and content areas include reading comprehension, inferences, critical thinking, problem solving, communication, social development, emotional well-being, deductive reasoning, skill application, inductive reasoning, cooperative learning, quantitative and qualitative analysis, and the use of appropriate technology.

The master schedule includes challenging college/career prep courses which are defined by high expectations and quality academic standards. The school offers a wide range of classes to meet the diverse needs of our students.

English Language Arts Department

Hale's English Language Arts Department has designed its educational program to guide students on their journey to become perceptive readers, effective writers and insightful critical thinkers. With a focus on Informational/Expository, Narrative, and Argumentative texts, the faculty guides students through a CCSS-based curriculum, with an emphasis on studying a writer's craft. Through close reading and annotation of text, students learn to generate text-dependent questions and assertions and to share these ideas with peers in structured discussion formats, such as Socratic Seminar. Technology is used to enhance the understanding and presentation of information. The goal of having students find and develop their voice as writers is supported in classes such as Journalism and Creative Writing. Every year Hale participates in the Scripps National Spelling Bee.

English Language Development Department

The English Language Development/English as a Second Language arm of the English Language Arts Department of George Ellery Hale Charter Academy has developed its educational program to lead students, as they progress towards being advanced English

speakers, readers, writers and listeners, with creative critical thinking skills. As with the English Language Arts program, students are involved in working with Informational/Expository, Narrative, and Argumentative texts following the guidelines of the new CA ELD/ELA Framework.

Students use engaging text, 3D text or Reader's Handbook, coupled with Write Source, to increase their ability to participate in structured discussions, read complex text and generate questions and assertions in academic language. Technology is used to enhance understanding and give students alternate means of presenting their knowledge. Students present findings and their research in content areas through programs such as Google Docs. Enabling students to be competently bilingual is the ultimate goal of this program.

Mathematics Department

In conjunction with the textbook adopted by Hale Charter Academy, teachers within the Math Department will use a variety of strategies to encourage and support all students in accessing the California Common Core State Standards. In order to enhance the students' educational experience, teachers will make use of collaborative learning and inquiry-based instruction which will assist in preparing our students for high school, college, and beyond. Creating a language-rich environment that encourages the use of subject-specific vocabulary, communication, and teamwork will allow students to demonstrate their progression toward mastery of the CCSS. Students at Hale Charter Academy will benefit from the faculty's ability to differentiate instruction to support each individual while making connections to how mathematics is used in the real world. Teachers in the Math Department will encourage creative and critical thinking in a diversified program designed to encourage a lasting desire to learn.

Science Department

The mission of George Ellery Hale Charter Academy's science department is to provide students with engaging, meaningful, and real-world opportunities in science and engineering. All lessons are aligned according to the NGSS standards, performance expectations, disciplinary core ideas, and crosscutting concepts. The integrated science curriculum in grades 6, 7 and 8 provides a comprehensive science background for students in which they acquire the necessary scientific principles and concepts from all fields of science: earth science, life science, and physical science. Through inquiry, investigations, experimentation, data analysis, modeling, projects, engineering, and the use of technology, students develop a deeper understanding of real-world science skills, practices, and applications. In addition, Hale's science teachers and support staff are dedicated to promoting science literacy to all students. A strong knowledge of scientific principles, along with increased science literacy will prepare students to become responsible and productive citizens in society.

Social Studies Department

In the Social Studies Department, Hale students are instructed to think, read and write like a historian (Stanford History Education Group). Students use primary and secondary sources to answer document-based questions, to research and prove a thesis statement, or to establish a claim. Students work in cooperative groups (as teams of two or more) to

“close read” (i.e., annotate and analyze) primary and secondary sources. Students also use available technology to research and enhance presentations, both on an individual basis and in cooperative groups. All instructional content will be based on the California Common Core State Standards and the English Language Arts & Literacy for History/Social Studies standards.

Physical Education Department

Hale’s Physical Education (PE) curriculum is based on the premise that the quality and productivity of each student’s life can be enhanced through participation in a comprehensive, sequential physical education system that promotes physical, mental, emotional and social well-being. The Hale PE program puts a strong focus on the whole person, as opposed to a narrow range of skills or abilities, and teaches students to apply new knowledge, in implementing their lifelong learner skills.

Electives

George Ellery Hale Charter Academy offers a number of elective programs as part of its curriculum - aligned with District and state requirements, which include classroom instruction, project-based learning, and leadership experience. Hale Charter Academy will comply with State and District requirements. All elective classes are passport with the exception of AVID. Students from any academy are welcome to request any elective class in the following subjects:

Arts:

1. Music
 - a. Band
 - b. Orchestra
 - c. Choir
 - d. Piano
2. Visual Art
3. Creative Writing – non-core
4. Drama
5. Dance
6. Photography

CTE Pathways:

1. Engineering Design
 - a. Design and Modeling
 - b. Physical Computing
 - c. Automation and Robotics
2. Software and Systems Development
 - a. Computer Science Discoveries
 - b. Robotics
 - c. Intro to Cybersecurity
3. Biotechnology
4. Animal Science

Additional Electives:

1. Yearbook
2. Leadership
3. Journalism
4. Horticultural
5. Landscaping

The arts classes at Hale are robust and include a full-time staff in art, vocal music, instrumental music, theater, and dance. Visual and performing arts classes provide innovative college-preparatory fine arts and performing arts instruction using an interdisciplinary curriculum to develop all students' intellectual skills and creative talents in order to attain measurable artistic and academic excellence. Students learn the necessary skills in aesthetics, academics, technology, innovation and entrepreneurship. Additionally, students acquire the passion and the drive for success that will provide them with the ingenuity and resourcefulness needed for twenty-first century careers.

Career Technical Education Pathways are sequences of courses within a student's area of career interest. Pathways are designed to connect both middle school and high school classes to college, industry certification and/or a career. The CTE courses are developed in partnership with business and industry to provide students with the world-class knowledge and skills necessary to become successful and contributing members of society.

SCHOOLWIDE PROGRAM AND COURSE OFFERINGS

The required 6th grade program:

English 6AB or Designated ELD	2 semesters
World History: Ancient Civilizations	2 semesters
CC (Common Core) Math 6	2 semesters
Science 6	2 semesters
Physical Education	2 semesters
Elective*	2 semesters

HCA offers honors level courses in English, History, Math, and Science. Our 6th grade courses are college preparatory and are cored Math/Science and English/History.

The required 7th grade program:

English 7AB or Designated ELD	2 semesters
World History: Medieval & Early Modern Times	2 semesters
CC Math 7AB or CC Algebra 1	2 semesters
Science/Health	1 semester
Physical Education	2 semesters
Elective*	2 semesters

The required 8th grade program:

English 8AB or Designated ELD	2 semesters
US History AB	2 semesters
CC Math 8AB, CC Algebra 1 or CC Geometry AB	2 semesters
Science 8	2 semesters
Physical Education	2 semesters
Elective*	2 semesters

Tentative 6th, 7th and 8th Grade Elective Offerings

(HCA will comply with State and District requirements):

General Art	Creative Writing
Chorus	Drama
Choir	Journalism
Band	Yearbook
Orchestra	Leadership
Horticulture	Youth Law
Coding and Robotics	Spanish (8 th grade only)

HCA offers honors level courses in English, History, Math, and Science. Our 7th and 8th grade courses are college preparatory but are not cored.

*English Language Learners may be programmed into Designated ELD in place of their elective.

Sample 6th, 7th, and 8th grade student programs:

	6th	7th	8th
Advisory	Advisory	Advisory	Advisory
Period 1	College and Career Math 6B	Honors World History Medieval & Early Modern Times 7B	Intro PE B
Period 2	Integrated Science B	Honors Integrated Science 7B	Integrated Science 8B
Nutrition	Nutrition	Nutrition	Nutrition
Period 3	World History & Geography: Ancient Civilizations B	Beginning PE B	US History Growth & Conflict B
Period 4	English 6B	Choir MS	College and Career Math 8B
Lunch	Lunch	Lunch	Lunch
Period 5	Exploring Art MS B/Designated ELD	Honors English 7B	AVID Elective 8B/Designated ELD
Period 6	Intro PE B	Honors Accelerated Math 7B	English 8B

MATRICULATION REQUIREMENTS FOR GRADES 6-8

English 6A	English 6B	English 7A	English 7B	English 8A	English 8A
World History and Geography: Ancient Civilizations A	World History and Geography: Ancient Civilizations B	World History and Geography: Medieval and Early Modern Times A	World History and Geography: Medieval and Early Modern Times A	U.S. History and Geography: Growth and Conflict A	U.S. History and Geography: Growth and Conflict B
CC Math 6A	CC Math 6B	CC Math 7A or CC Algebra 1	CC Math 7B or CC Algebra 1	CC Math 8A or CC Algebra 1 or CC Geometry A	CC Math 8B or CC Algebra 1 or CC Geometry B
Science 6A	Science 6B	Science 7	Health 7	Science 8A	Science 8B
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Elective	Elective	Elective	Elective	Elective	Elective

Intervention

Hale has developed a framework for students achieving below grade level expectations that involves pre-emptive intervention. In order to facilitate student achievement, Hale offers interventions to address each student's specific learning needs, so that they are integrated into a proactive network system of intervention. This intervention system is data-driven: Each student's data is reviewed prior to the beginning of the school year, with particular attention to the student's grades and District and state assessments. Additionally, counselors meet with failing students every five weeks, either in small groups and/or individually, to assess academic problems and possible interventions. Thereafter, intervention for individual students requiring assistance may proceed as follows:

- Teacher/Parent/Student Conference
- Counselor meets with student
- Conference with Counselor and Parents
- Homework help and tutoring 4 days a week (after school)
- Resource electives (during school)
- Auxiliary intervention (during school)
- Weekly Progress Reports
- Counselor focus groups
- Tutoring and other Academic Interventions

- Student Support and Progress Team
- 504 Plan
- Assessment
- Special Education Placement

Hale currently offers an after-school intervention program four days a week in the library, in which students are provided with homework assistance and tutoring by teachers in all subjects. This is called the Hale Homework Help Club. Hale also offers tutoring in math before school and at lunch.

Every five weeks a list of students who do not demonstrate proficiency on the common assessment would be collected from each teacher. These students would then be required to attend intervention that would be centered on the students understanding of the specific Math and English curriculum that they just failed. Students who are not proficient would be placed in a 3 session (each session is a class period) class where the material would be retaught. Students would be given an assessment at the end of the 3rd session to prove that they learned the required material. Students who still do not know the material will be given an additional two sessions to reteach the material again. These sessions could take place during the child's Elective course. It will be taught by our teachers for Math and English. The general idea is to catch the students' lack of understanding right away, so that they never fall too far behind. Instead of being pulled out of an elective class for intervention, parents have the option to request an after school intervention class. This intervention would work the same as the in school sessions.

If more than 40% of a teacher's class fails the common assessment their students will not be pulled out. The teacher will need to do the 3-5 session reteach lessons within their class, before moving on to the next lesson.

Students with social/emotional issues are addressed on an individual basis as well as counselors and support staff. They take advantage of District mental health resources, and an outside agency, when necessary. We currently utilize Valley Coordinated Services for students who require school-based mental health counseling. In addition, we have the "Our House" Grief Support group for students who have lost loved ones. This group meets for 10 weeks and is facilitated by a representative from Our House and a Hale counselor. Hale offers counseling groups as needed to support students having issues that affect their social and emotional well-being, including anger management, drug and alcohol abuse.

Transitional Kindergarten

Charter School shall comply with all applicable requirements and District policy 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.

Not Applicable.

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. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

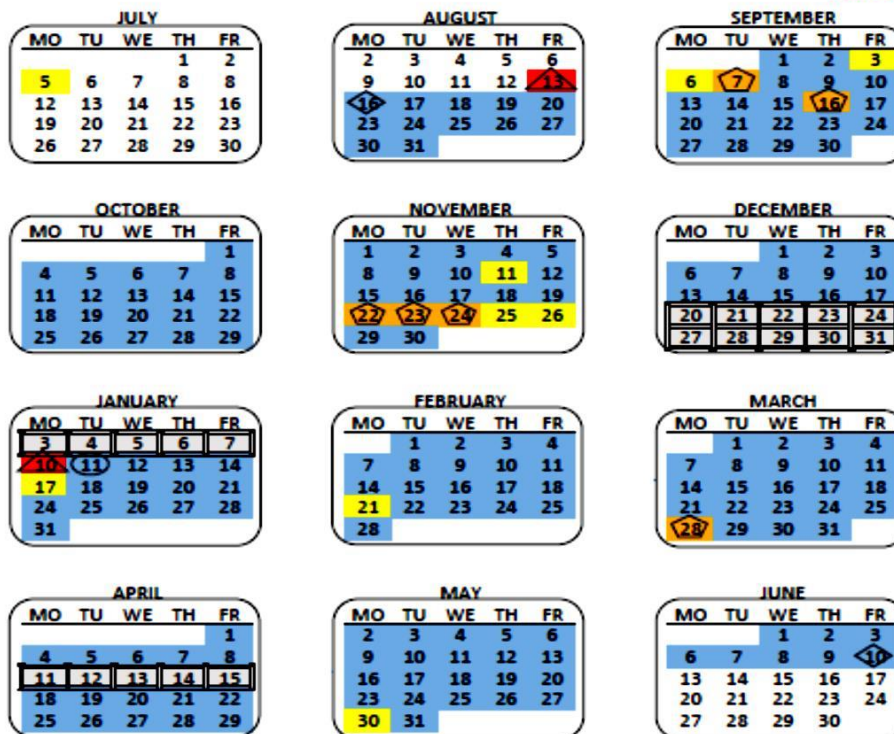
On May 4th, after considering calendars that would have extended the school year, the Board of the LAUSD voted to adopt the following single-track instructional school calendar for 2021-22.

Associated Administrators of Los Angeles



LOS ANGELES UNIFIED SCHOOL DISTRICT SINGLE-TRACK INSTRUCTIONAL SCHOOL CALENDAR 2021-2022

ATTACHMENT A
Board Approved
5/4/2021



07/05/21	Independence Day	01/11/22	Second Semester Begins
08/16/21	First Day of Instruction	01/17/22	Dr. Martin L. King Birthday
09/03/21	Admission Day	02/21/22	Presidents' Day
09/06/21	Labor Day	03/28/22	Cesar E. Chavez Birthday Observed
11/11/21	Veterans Day	04/11 - 04/15/22	Spring Recess
11/25 - 11/26/21	Thanksgiving Holiday	05/30/22	Memorial Day
12/20/21 - 01/07/22	Winter Recess	06/10/22	Last Day of Instruction

LEGEND:

	First Day/Last Day of Instruction
	Legal/Local Holidays
	School Recess
	Unassigned Day (no school)
	Pupil Free Days *
	Second Semester Begins
	Instructional Days

Instructional Days

Fall Semester	80
Spring Semester	100
Total	180

* Scheduled pupil free days are Friday, August 13, 2021, and Monday, January 10, 2022.

If a school selects Friday, June 10, 2022, as a pupil free day, then Monday, January 10, 2022, becomes an instructional day.

BELL SCHEDULES 2021-22

(Minutes in Parentheses)

Regular Day Mondays, Wednesdays, Thursdays, and Fridays	Professional Development Every Tuesday
Advisory 7:57* 8:20 (23)	Advisory 7:57* 8:20 (23)
Period 1 8:26 9:19 (53)	Period 1 8:26 9:04 (38)
Period 2 9:25 10:18 (53)	Period 2 9:10 9:48 (38)
Nutrition 10:18 10:33 (15)	Nutrition 9:48 10:03 (15)
Period 3 10:39 11:32 (53)	Period 3 10:09 10:47 (38)
Period 4 11:38 12:31 (53)	Period 4 10:53 11:31 (38)
Lunch 12:31 1:01 (30)	Lunch) 11:31 12:01 (30)
Period 5 1:07 2:00 (53)	Period 5 12:07 12:45 (38)
Period 6 2:06 2:59 (53)	Period 6 12:51 1:29 (38)

Minimum Day Schedule Subject to approval by HCC and LDNW	Shortened Day
Advisory 7:57* 8:13 (16)	Advisory 7:57* 8:20 (23)
Period 1 8:19 8:52 (33)	Period 1 8:26 9:09 (33)
Period 2 8:58 9:31 (33)	Period 2 9:15 9:58 (33)
Period 3 9:37 10:10 (33)	Nutrition 9:58 10:13 (15)
Lunch 10:10 10:35 (25)	Period 3 10:19 11:02 (33)
Period 4 10:41 11:14 (33)	Period 4 11:08 11:51 (33)
Period 5 11:20 11:53 (33)	Lunch 11:51 12:21 (30)
Period 6 11:59 12:32 (33)	Period 5 12:27 1:10 (33)
	Period 6 1:16 1:59 (33)

Instructional Days and Minutes Calculator

The district has proposed two alternate calendars for the 2021-22 school year which would extend the school year by ten days from 180 to 190. Additionally, Senate Bill #328 requires secondary schools start their school days no earlier than 8:00 am. Hale will be adjusting its bell schedule and calendar to meet both of these requirements. As a common planning school, we are required to have 62,160 instructional minutes per year. Under both the 180- and 190-day school years we meet that requirement.

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	140	377	40	287	10	250	0	0	190	54000	66760	12760
7	Select Y/N	140	377	40	287	10	250	0	0	190	54000	66760	12760
8	Select Y/N	140	377	40	287	10	250	0	0	190	54000	66760	12760
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

Mathematics Placement Act

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

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.

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement required District policies and procedures related to staff professional development.

As identified by the Every Student Succeeds Act, full-time classroom teaching positions at Hale will be filled by highly qualified certificated employees holding California teaching

credentials. Teachers thus qualified and employed at Hale will be considered qualified to teach all grade levels (grades 6 through 8) in their subject fields, including multiple subject classes and single subject departmentalized classes, core classes and teamed classes.

Hale seeks the most qualified candidates, who embrace the school's vision and practice for all job classifications. Hale has developed and followed many innovations in teaching over the last 10 years, and it has also made changes in assessment and intervention strategies that have helped Hale maintain consistency in school practices. Hale expects each employee to understand and support the Mission and Vision of Hale, as articulated in this Charter.

Hale believes that professional development for its teachers is an integral part of providing its students with standards-aligned curriculum and learner-centered instruction. Within the framework of the Charter School, professional learning takes place in many forms and settings, with staff collaboration an important and ongoing element of the structure. In-service meetings, off-site professional conferences, workshops, hands-on technology demonstrations, online training opportunities, and guest speakers in all disciplines are utilized to stimulate and inspire personnel, and are a necessary component of professional collaboration and development to improve best practices at Hale.

Methods For Sharing Promising Practices

Hale's Administration team regularly participates in district-wide professional development for school leaders. During this time, they share promising practices with other principals, assistant principals, directors of instruction, and other district and local district administrators from across the LAUSD. Our counselors attend monthly meetings with local district and district representatives of other schools to share information on counseling related issues. Our magnet coordinator and administrator in charge of Unified Enrollment attend regular trainings specific to the needs of those programs. All Hale faculty and staff take part as active members of Schoology groups related to their work in administration, counseling, magnet programs, AVID, and each of our academic departments including English Language Development, and Special Ed. These online groups provide an additional venue for members of our team to share their promising practices from both in and out of the classroom with educators in similar roles in other schools within, and outside, the LAUSD.

Hale's Promising Practices in Action

STEAM Magnet:

Incorporates STEAM concepts across the curriculum in thematic units, and project-based learning. STEAM includes CTE pathway elective classes featuring the Project Lead-The-Way curriculum covering a wide range of STEAM concepts (Forensics, Computer Science, Biotechnology, Robotics, and Coding). Each year STEAM students participate in a campus fair featuring professional judges from Northrup Grumman. In 2021, two Hale students won Gold medals at the Regional Science Fair, and went on to compete at the State level.

VAPA Magnet:

Incorporates VAPA concepts across the curriculum, providing students multiple opportunities to grow as artists, and to express their creativity, even in their academic classrooms. VAPA students engage in the performance-based curriculum through electives in dance, drama, theater, choir, orchestra, fine art, and creative writing. With several performances throughout the year, VAPA students learn to be comfortable on stage, and develop a digital portfolio of their work as a capstone project to demonstrate their mastery of the arts-infused curriculum. The annual VAPA Showcase is a school-wide celebration of live student performances highlighting the work of the year. The VAPA Speakers Series features dozens of professional artists who meet with Hale students to share their experiences as working artists.

Instructional Excellence Across Programs:

Hale's overall academic excellence can be attributed to a faculty dedicated to delivering rigorous, standards-based content using methods that lead to student success. Some strategies found in all Hale classrooms are close reading, text-dependent questions, Socratic seminars, interdisciplinary project-based learning, essential questions, performance-based assessments, and the incorporation of technology. When the school was forced to adapt to distance learning in 2020, many of our teachers had already been using tools such as Google Classroom and the Google suite of apps, Schoology for lesson delivery, and many of the online apps such as Kahoot, Pear Deck, Edgenuity, and Kami in their live classrooms. They had also been trained in the use of the online versions of school textbooks. This made for a more seamless transition, and a flatter learning curve for both our faculty and our students.

All members of the professional community at Hale will share responsibility for delivering professional development for faculty growth. Teaching faculty and administrators will primarily lead professional development sessions, while classified personnel will conduct professional development that best meets their specific needs. Hale representatives attend monthly meetings of Valley Affiliated Charter Schools and weekly meetings of the Taft Community of Schools. These meetings provide opportunities to share methods that have been successful for us, and to learn new strategies from other schools.

Before and after school, and on Tuesdays outside of the District-mandated professional development days teachers volunteer to meet in specific committees: Special Education Collaborative, Charter Council committees, Department meetings, and grade-level content teams. The committees work together to develop curriculum maps, common assessments, SBAC test preparation questions, writing prompts and rubrics, lesson plans, projects and units. The committees also examine student work, analyze the effectiveness of instruction, align best practices and teaching strategies to heighten effectiveness, and redesign activities and curriculum in response to assessment data.

The Hale teaching faculty's professional development sessions will be directed towards all teachers, grade-level teams, or grade-level, same-subject teams. They will include topics such as:

All Teachers

- Sharing Best practices
- Differentiating instruction for gifted learners
- Differentiating instruction for English learners, SDAIE strategies
- Differentiating instruction for students with special needs
- Sharing opportunities for growth in specific disciplines, including details about upcoming conferences, research opportunities, lecture/seminar series, etc.
- Continual instruction in use of technology in the classroom
- Establishing professional literature/reading groups
- Developing a structure for peer observation and feedback
- Learning how to effectively design and execute field trips
- Improving the instructional program
- Involving parents and community members in student achievement
- Improving parent-teacher communication through use of Jupiter grades
- Community-building
- Department facilitated snapshots of classroom experiences

Grade-level, Same-subject Teams

- Creating common assignments and rubrics for assignments
- Creating common quarterly and semester assignments
- Aligning grading scales
- Creating pacing plans in horizontal teams
- Creating curricular steps and unit plans in vertical teams
- Innovating in the classroom
- Teaching strategies for multiple modalities
- Analyzing student achievement data and analyzing implications of achievement data for instructional methods

Grade-level Teams

- Creating mentoring programs for at-risk students (IMPACT, Big Buddy/Little Buddy, Rachel's Challenge, Above the Line)
- Designing intervention techniques for low-achieving students
- Creating interdisciplinary projects
- Individualized time to develop student specific activities/lessons

In the interest of improving accountability and professionalism, Hale will continue to utilize the current District evaluation process in accordance with collective bargaining agreements.

Teachers, administrators, parents, and staff participate in various research-based professional development sessions, conferences, and training opportunities including:

- Brain-based research – How students learn

- Using Data Effectively and Creating/Maintaining a Culture of Continuous Improvement
- Technology training – Apple Education, Smart Board, Teachstar Online, Future Ready certification,
- CSUN Writing Project, USC Gifted Summer Institute, California Association for the Gifted (CAG) Conference, California Mathematics Council Conference, Los Angeles County Teachers of Mathematics Association Conference, National Science Teachers Association Conference, National Council of Teachers of English (NCTE), California Association of Teachers of English (CATE), and California Association for Health, Physical Education, Recreation, and Dance conferences and workshops
- Character Counts Training
- Stanford History Education Group; Reading Like a Historian
- Local District NW Training - Close Reading, Text-dependent questions, Writer's Workshop
- Thinking Maps' Writing from Beginning and Beyond
- STEAM – Activity-, Project-, and Problem-based curriculum training
- Restorative Justice Training
- STEM conference, CalState Dominguez Hills
- Library of Congress Summer Teacher Institute

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

English learners comprise 3% of Hale's student population. Currently for the 2020-2021 school year, there are 62 English learners. 27 of the English learners are Long-Term English learners (LTELS), 11 are newcomers, and 15 Potential Long-Term English learners. Of Hale's population 245 students are Reclassified Fluent English Proficient (RFEP) and currently monitored for a duration of three years. Hale's current reclassification rate as of the Spring 2021 semester is 15.78 %. This is an ongoing rate which will be finalized at the end of the school year. In the 2019-2020 school year, the final reclassification rate was 34.78%. As discussed previously, Hale's English Language Development Department has developed its educational program to lead students, as they progress towards being fluent English speakers, readers, writers and listeners, with creative critical thinking skills. Our goal is to provide interventions for students in ELA to accelerate English Language Development and Access to the grade level Common Core-aligned content instruction.

The overall achievement of our EL students has declined for the past two years, as measured by a 9% decrease in English learners who are making progress on the ELPAC and Reading Inventory. These declines are the result of a shift in curriculum, assessment, lower population, and requirements for reclassification.

To continue the improvement in the percentage of English learners achieving English proficiency, English learners will be administered the ELPAC and Reading Inventory (RI) during the course of the school year and supported through teacher tutoring before and after school. Professional development will be provided to teachers of English learners - both during and outside the instructional day, on the following: English Language Development Standards, Using Sentence Starters, Small Group Instruction, Socratic Seminar/Literacy Circles, Cooperative Learning and Utilizing Technology to utilize realia visuals and media, as well as increased use and effectiveness of Thinking Maps/Graphic Organizers and Mind Maps. In addition, Hale will provide our LTEL teachers with professional development on how to utilize the LTEL Framework - specifically, Scribe, Readers' Handbook, Write Source and English 3D, as well as on the use of novels to support language development. The progress of English learners will be monitored through state ELPAC and RI testing, as well as class grades. Reclassified students will be monitored through grade reporting and EL coordinator recommendations.

The needs of English learner students will be monitored by teachers, counselors, EL coordinator, and administrators, and will continue to be addressed and met in various ways, including through one or more of the following:

- Before school, after school and lunch tutoring two days a week;
- Intervention elective classes in English/Language Arts and math;
- Meetings with counselors to create and implement an Individual Culmination Plan;
- Language Assessment Team (LAT) Conferences: A team of teachers, administrators and counselors meet and review to monitor the progress of English learners and discuss strategies to promote academic improvement.
- Hale Daily Homework Planner: Every student is provided with a homework planner (agenda book). Students are encouraged to record homework in every class every day and our online grading system, which is open to parental perusal, enables parents to ensure that homework is done.
- English learner teachers meet at grade level to discuss curriculum and strategies to assist such students with their academic challenges.
- Student Support & Progress Team (SSPT) meetings: The California Department of Education recommends the SSPT as an intervention for students who are experiencing serious academic and or social/ emotional problems at school. If English learners continue to be unsuccessful after teachers have implemented interventions, a LAT meeting is held with the student, parents/guardians, teachers,

school counselor and an administrator. The LAT refers students to the SSPT if needed. The team discusses the student's strengths and weaknesses, reviews the interventions that are currently in place, and identifies additional interventions to be implemented at school. A second meeting is held approximately five weeks later to review the student's progress. Additional possible outcomes of the SST meeting may include a referral for assessments for special education services or a Section 504 Plan. This can determine whether limited academic success is due to language assimilation or other disabilities. This determination will assist teachers to approach students with a more individualized program.

- The interventions discussed below in the section entitled “Students Achieving Below Grade Level” are also available to English learners. Our English Learner program is evaluated based on the students’ academic performance in enrolled courses, reclassification rate, performance on all standardized exams including SBAC and ELPAC. Students are enrolled in appropriate English support classes such as ELD 1-4 and Advanced English Learner Development based on their individual needs and progress, according to District policy.

EL Indicators – From California School Dashboard

EL Progress Indicator * (ELPI)												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Pref. Level	Status	Perf. Level	Status			Status Level	Status	Status Level	Status	
English Learner	0	N/A	N/A	N/A	N/A		28	Orange	67.9%	Yellow	48.3%	

Reclassification Rate

School Year	# EL	# Reclassified	% Reclassified
2017-2018	106	50	47.2%
2018-2019	65	34	52.3%
2019-2020	46	16	34.8%

ELPAC

Performance Levels	2017-2018	2018-2019
Well Developed	8	12
Moderately Developed	10	14
Somewhat Developed	6	4
Minimally Developed	6	3
Grand Total	30	33

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

Hale will continue to use federal, state and District-mandated educational services and support for gifted, talented and high-achieving students. Hale also offers a School for Advanced Studies (SAS) program for all grades which offers advanced instruction for gifted students. All students who meet prerequisites have access to Honors/SAS courses. In order to discover and nurture talent across the diverse student population, the challenges for Hale are to find ways to ensure that all students are able to receive a differentiated curriculum, where applicable.

- For Hale's gifted and high-achieving population, the core curriculum is differentiated through changes in pacing, levels of complexity, depth and expectations for student production that are appropriate to individual learning interests, needs and abilities. Teachers are required to plan and participate in training in order to work with these students.
- State-identified gifted students, as well as high-achieving students are both included in the Honors program classes.
- Each year, based on availability of space, Honors classes may also be open to all students who wish to enroll and who excel in core subjects, with a score of Advanced in reading and math on the SBAC.
- Testing for the gifted program will be supplied by Hale, per Gifted and Talented Education ("GATE") funding allocations. The GATE Coordinator in the Counseling Office monitors the progress of GATE students to ensure their needs are being met.

Hale believes that all students are entitled to receive a content-rich, academically rigorous educational experience that prepares them for a multitude of post-secondary school possibilities. With more than one-third of Hale's current student body identified as Gifted and Talented, we are committed to meeting the needs of this special group within the overall student population, so Honors classes are available to students beginning in grade 6. This student population will be identified by many methods, such as SBAC scores, grades, the District's Gifted and Talented Programs Office, and recommendations from counselors and/or teachers.

Because successful college and university applicants often cite having been influenced by exposure to experiences resembling university life and education while in middle school, Hale's outreach to colleges and universities will provide greater possibilities for all students, including our high achieving students. Enrichment opportunities, such as field trips and visits to community and real-world locations to apply learning, will also be available for gifted students.

Gifted population by grade level 2020-21 (from California School Dashboard)

06	193	666	29.0%
07	251	696	36.1%
08	218	639	34.1%

Students Achieving Below Grade Level

The needs of students achieving substantially below grade level expectations will be monitored by teachers, counselors and administrators, and will continue to be addressed and met in various ways, including through one or more of the following:

- Before school, after school and lunch tutoring two days a week
- Intervention elective classes in English/Language Arts and math
- Meetings with counselors to create and implement an Individual Culmination Plan
- Teacher Teaming Conferences: A team of teachers with the same student meet and conference with the student and their parents/guardians to discuss strategies to promote academic improvement.
- Hale Daily Homework Planner: Every student is provided with a homework planner (agenda book). Students are encouraged to record homework in every class every day and parents are encouraged to check the planner to ensure that the homework is done.
- Notice of Unsatisfactory Progress: Teachers are encouraged to either call, mail, or email a Notice of Unsatisfactory Progress to the homes of parents of students who are not doing well in class.
- Schoology is used to give parents and students access to real-time information on student progress and grades
- Teachers have grade level meetings to discuss curriculum and strategies to assist students with their academic challenges.
- Student Support and Progress Team (SSPT) meetings: The California Department of Education recommends the SSPT as an intervention for students who are experiencing serious academic, behavioral, attendance or emotional issues at school. If a student continues to be unsuccessful after teachers have implemented interventions, a team meeting is held with the student, parents/guardians, teachers, school counselor and an administrator. The team discusses the student's strengths and weaknesses, reviews the interventions that are currently in place, and identifies additional interventions to be implemented at school and by the family. A second meeting is held approximately five weeks later to review the student's progress. Additional possible outcomes of the SSPT meeting may include a referral for assessments for special education services or a Section 504 Plan.

Socioeconomically Disadvantaged Students/Low Income Students

Hale ensures that our socio-economically disadvantaged students come to school well-prepared to learn and able to succeed in their academic goals. Hale provides them, and their families with access to academic, social, psychological and other community resources. We conduct family surveys to determine their areas of greatest need. By partnering with local agencies and community resources, and The California State University system, Hale offers channels for these students, their parents and family members to gain access to resources that can assist them with their areas of greatest need, including food and shelter, access to higher education, technical and job skills training, parenting classes, counseling and family support services. These partnerships include the following:

CSU Northridge Summer Writing Program – Young Writer’s Program
Valley Coordinated Services
Our House - Grief Support Group
West Valley Food Pantry
Van Nuys Rotary Club
Community Market Place

Hale will continue to meet the needs of socio-economically disadvantaged students through the following programs:

- The Intervention program provides tutoring and academic services to all students.
- Parent education sessions are offered on a monthly basis. Topics include research-based studies on child behavior, including helping parents to improve their communication and relationships (and successfully interact) with their middle school-aged child.
- Parents participate in campus volunteer work by first receiving clearance through the District Volunteer Policy guidelines, assisting staff in lunchtime or other supervision, as well as in the Attendance and Nurse’s offices, and offering general support to the Hale faculty and staff on an as needed basis. Parents on campus not only assist Hale’s staff but also increase adult connections for students. This helps meet the needs of students of low socio-economic status by providing more adult to child interactions and assistance.
- Incentive awards are offered for improved attendance, citizenship, participation, academics and character. Awards are given for individual and group successes (such as 100% on time attendance by an entire homeroom class). Students, faculty and staff share in the awards through official presentations, awards nights, announcements and special activities.
- College Bound activities, trips, and events are available for all students on the campus. During the month of October, College Recognition Thursdays support the college theme and encourage students to research different colleges

across the nation.

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools.

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

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The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e., school-based, NPA, or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

The referral process shall include Student Support and Progress Team (SSPT) meetings to review prior interventions, accommodations, and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions

regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School; the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter

School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is 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 District affiliated charter schools are required to utilize MiSiS.

Students in Other Subgroups

With its diverse student population, Hale's significant subgroups include many different ethnicities including Latino, African-American, Asian and several others. These subgroups benefit from access to all the different programs and interventions listed previously. In addition, all of Hale's teachers have been trained in Culturally and Linguistically Responsive Pedagogy, using the 9 domains to create a school and classroom learning environment that is multi-cultural and that builds on the student population's prior knowledge, diverse backgrounds and experience. Restorative Justice is a program adopted by the District to promote and strengthen positive school culture. In addition, many enrichment activities are offered to affirm the value and experiences of our students' many different backgrounds.

Hale includes smaller subgroups that include our homeless youth and foster students. Although it is currently a group of fewer than 10, our administration, counselors and teachers monitor the academic and social progress of these students and, as previously mentioned, are able to provide them with access to resources in addition to ensuring that they benefit from the intervention programs Hale uses to ensure their overall well-being. In addition, homeless and foster students are provided with a District designated counselor to address their individual needs.

"A TYPICAL DAY"

A typical day at George Ellery Hale Charter Academy includes numerous opportunities for students to engage in a highly academic and rigorous instructional program challenging students to master the California Common Core State Standards within a safe, cooperative, communicative environment. The faculty challenges students by involving them in many

engaging and differentiated activities requiring the ability to synthesize, analyze, critique, and integrate higher-level thinking ensuring all are able to reach their greatest potential. Evidence of student engagement will be visible to all school visitors.

Each day begins with students arriving, on foot, by car, bicycle, public transportation, or school bus prior to our 8:00 am start time. Once at school, students are able to visit their individual lockers to drop off books or pick up supplies needed for the day and then proceed to their first class, Advisory. Advisory is the time allotted for the Pledge of Allegiance and daily announcements led by Leadership students providing reminders regarding current school clubs and activity opportunities, and to disseminate any important communications for students and staff alike. In addition to watching the CNN daily news, participating in silent sustained reading or practicing effective study habits, character building programs, such as “Above the Line” and “Second Step” are addressed during Advisory, highlighting the importance of kindness and compassion, and how to diminish bullying on and off campus. Leadership, Yearbook and AVID are examples of specific-interest Advisories, which are able to address the needs of the school.

The Leadership Class assists with daily announcements, fundraising for local, national, and international charity organizations, and providing the chance for positive peer and community interactions. These are the students who lead parent tours throughout the year, run the WEBprogram, where 7th and 8th grade students volunteer to mentor our incoming 6th graders, and encourage school pride by providing students opportunities to participate in numerous lunchtime and afterschool events.

Our AVID (Advancement Via Individual Determination) class is a research based, college readiness program providing a support system to increase school-wide learning and performance, which serves all, but focuses on the most underserved students, the academic middle. Through the AVID Advisory and elective, teachers, as well as college student tutors, specifically trained in AVID strategies, provide opportunities for students to become better equipped and knowledgeable of the requirements and demands of higher education making college accessible to all students alike.

Following Advisory, students travel throughout the day guided by their individual programs of core subjects – English Language Arts, Mathematics, Science and Social Studies – developing skills in collaboration, perseverance, reasoning, and providing evidence to support conjectures. Hale teachers are committed to providing their students with a rigorous academic program often including thought-provoking as well as fun experiments, discussions, activities, or projects as evidenced by our science classes. Our science program encourages students to make hypothesis, conduct laboratory investigations, record and analyze data all while making use of inquiry-based learning resulting in published and shared findings. As one walks the campus, he or she may witness this via a 6th grade science class using the warming of noodle soup to demonstrate convection currents or discovering the epicenter of an earthquake based upon real seismographic data from a variety of seismometer stations. The incorporation of technology, concrete measurement skills, and critical thinking is helping to move our students toward their future.

The depth of knowledge demanded by the California Common Core State Standards is clearly evident when entering our math classrooms. Students engaging in vigorous discussions as to why the product of two negative integers will result in a positive integer and proving it through the use of algebra tiles, or the possibility of seeing some mathematicians determining the area and perimeter of their classroom by measuring the unique dimensions of their room bringing the content area to life. In addition, students in our special day math classes are accessing the curriculum through the use of Apple TV and iPads thereby providing the means for all students to work to their greatest potential.

Hale students may travel through time in their Social Studies classes and have their “passports” to show for it. As they visit Ancient Pompeii and Rome, not only are they acquiring an understanding of the economic, political and cultural significance of each civilization, they receive a stamp in their “passport” along the way. Bridging the way between the ancient and modern world, 7th grade students use their smart phones to explore Mayan civilizations by scanning QR codes to reveal the significant influence of this culture and people on modern life.

In any 7th or 8th grade English Language Arts class, students are deeply engaged in using various colored sticky notes to annotate their current novel or complex text. Often times, you will see them reading and dissecting historical documents in their English classes and learning about the significance of that same document in their Social Studies class. Teachers illustrate to students the interconnections between content areas, engaging in cross curricular activities to create a greater intellectual experience.

A complete education requires a healthy mind and body. Whether it be a cool January morning or a warm October afternoon, Hale students, dressed in their Hale P.E. clothes, participate in the Physical Education curriculum described by the California State Standards. During physical education, students set cardiovascular goals, learn about sportsmanship, develop their gross and fine motor skills, take part in team and individual sports, culminating in healthy interclass competitions at the close of our sports units. Our students participate in racquetball, soccer, flag football, basketball, archery, volleyball, softball, track and field among other sports and fitness activities.

In addition to the four core academic areas of study and physical education, Hale students have the opportunity to explore other areas of interest through our elective classes. Electives range from orchestra to horticulture to advanced art to forensic science and youth law. Throughout their three years at Hale, having experiences in various elective courses, students may find an area of interest that is the start of a lifelong journey.

Our award-winning instrumental music program begins early in the morning, every day at 7:00 am, and continues beyond the afternoon dismissal bell. Once SB-328 is enacted in 2022, Hale’s Charter Council may have to revisit this start time. Students enthusiastically learn about musical genres from jazz to classical. For students whose instrument is their voice, our choral program will teach them how to harmonize with others as well as show personal growth as an individual vocalist.

Hale has a well-known and esteemed drama program where students take the stage to engage in public speaking and creative expression. Students in art class create stained glass masterpieces using construction and tissue papers, following traditional Shibori techniques to dye wearable art, and study how to view art as text. You could potentially come across a novel written by a future award-winning author in our creative writing elective. Hale students have numerous opportunities to explore a wide range of elective courses thereby allowing them to experience something they may not have even heard of before arriving at Hale.

At Hale, we want all of our students to reach their greatest potential and therefore offer several support groups to help students through difficult times. "Our House" is a grief program for students who have experienced the death of a parent, close relative, or friend in the past three years. We also provide Impact groups to support students who may be dealing with family issues such as divorce, abuse, or anxiety amongst other things. The staff at Hale is committed to helping the whole child in order to provide the best environment in which to thrive, and to provide the foundation necessary for high school and beyond.

A positive educational environment includes extracurricular activities, which keep students excited and interested throughout the entire school day and beyond. There are many lunchtime clubs available to students giving them a place to eat, socialize, and engage others with similar interests such as the Poetry Club, Dance Club, Dr. Who Club, and CJSF. The California Junior Scholarship Federation is for students in 7th and 8th grade and requires a certain level of academic performance to join. It fosters pride in scholastic achievement and there is a required community service component which promotes the value of service to the school and community as a whole. The Pythagoreans Club is composed of math enthusiasts who enjoy nothing more than spending their lunchtime delving deeper into geometric proofs and rigorously debating mathematical practices. Since many of these clubs and organizations have high school counterparts, these are great ways for students to get a taste of high school here on our middle school campus.

Learning opportunities do not start and end with the tardy and end of class bells. Every Monday, Wednesday, and Thursday there is an hour of after school tutoring, facilitated by a math and English teacher, available to all students in the Library. On Tuesdays, Professional Development Days, homework help is offered in one of our classrooms and is assisted by our Special Education Aides. Should students arrive to school early, there are tutoring opportunities beginning at 7:15 am. In addition, many teachers make themselves available in their classrooms during either Nutrition or Lunch to offer additional assistance to students.

Hale has several opportunities throughout the year for students to showcase their hard work and successes. In the fall and spring semesters, each of our music programs produces their own evening performances to highlight the incredible talent of our students and to witness their growth over time. The advanced drama classes put on original productions twice a year as well, involving dialogue, song, and dance. Furthermore, the dance and drill team classes perform their student-choreographed routines proudly for the community at various activities and performances throughout the year.

All staff members have the chance to show off their students' accomplishments to the entire community at Open House. This evening has shifted from the traditional series of classroom visits, to an essential event that unites the whole community, featuring student performances and organizations, as well as local businesses, and high schools, answering questions and showing their support of the school. To introduce Hale families to area high schools, we have an annual High School Night. Over 25 local high schools and educational programs come to our campus to offer parents and students the chance to see what is available to them after they leave Hale.

Even when they are not on campus, parents always have access to student grades and attendance through Schoology. Parents are able monitor their child's progress on a regular basis and spearhead any interventions necessary prior to any given reporting period thereby alleviating any surprise or lack of understanding. Students are not only able to access their individual grades and progress, but are now fully engaged in online assessments and assignments that provide instant feedback.

Once students have been dismissed for the day, 2:59 pm Monday, Wednesday, Thursday, Friday and 1:29 on Tuesdays, they have choices. Many go home for the day, but there are a great number of students who remain on campus with our Boys and Girls Club or Beyond the Bell programs. Both provide a safe and supervised activities for students until they are picked up or able to go home.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

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. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

It is Hale's goal to meet the District's Performance Meters including 100 percent graduation, academic proficiency for all students, 100 percent attendance, improved and increased parent and community engagement, and school safety. Hale also has as a goal, for all students to master the Common Core State Standards, as measured by the California Assessment of Student Performance and Progress (CAASPP). CAASPP includes the Smarter Balanced Assessments of English/Language Arts (ELA) and Math, the CST 8th grade Science Assessment, the Alternate Assessments, District Interim Assessments, and additional formative assessments.

Since the last charter, Hale has achieved positive outcomes toward many of our LCFF State Priorities. Based on 2018-19 scores which were the most recent available for the Smarter Balanced Assessment, Hale students achieved a schoolwide 40 point increase in ELA scores, and 22 points in math. English Learners reclassified at a rate of 35%. Schoolwide, 77% of students achieved the district's goal of 96% attendance based on 2017-18 numbers. Only 9% of students were considered chronically absent. Attendance data was heavily influenced by the teachers strike in 2019-20, and the pandemic in 2020-21.

In addition to our school-wide goals, Hale also has goals for improvement among members of our student subgroups listed in the eight (8) state priorities of the Local Control and Accountability Plan (LCAP) goals in Element 1. Specifically, Hale will focus on improvements that exceed school-wide academic progress (as measured by CAASPP) for our Foster youth, Low income students, Latino students, African-American students, Reclassified Fluent English Proficient (RFEP) students, Students with Disability, and English learner populations. Hale would also like to see improvement in other areas, such as increased parental involvement and increased student attendance, and to achieve 0% suspension rates.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

At the beginning of each year, Hale's staff collects all of our academic achievement performance outcomes, as measured by the CAASPP, from the CDE, My Data and other District-provided resources, to analyze our yearly progress. Data sources will include local measures, District interim assessments and SBAC benchmark scores. This Data is disaggregated and used to establish Hale's yearly progress on a school-wide basis and for our focused subgroups, as well as to develop yearly goals and plans for achievement. Using this information, teachers work with grade-level teams to examine results, and plan instruction to address the specific needs indicated in the data.

Overall School-wide Growth and Improvement

During the most recent two years of SBAC testing (2018 and 2019) Hale's students have demonstrated increased scores, measuring above the state average, in both ELA and Math and in the Green performance level as measured on the CA School Dashboard.

ELA and Math CAASPP benchmark scores for 6th – 8th grade in 2018 and 2019

In 2018 and 2019 students at Hale participated in the SBAC testing and have achieved the following benchmark scores. It is the goal of Hale to increase these scores by 1% in the standards met and exceeded categories. Hale's focus will be on the subgroups of students with disabilities, foster youth, and English learners. Additionally, Hale's goal is to move all subgroups into blue or green performance levels.

For the period of 2018 and 2019, among our sub-groups, only students with disabilities demonstrated scores in the Red performance band in ELA or Math. Through targeted intervention, by 2019, we were able to move this sub-group from Red to Yellow in ELA and from Red to Orange in Math. In both years, in both ELA and math, Hale's students with disabilities outperformed the state average.

Similarly, between 2018 and 2019 we were able to move our socio-economically disadvantaged students from Yellow to Blue in ELA and from Orange to Green in Math, and our African-American students from Yellow to Green in ELA and Orange to Yellow in math. And once again, in both years, both groups outperformed the state average in both subjects.

ELA – From CA School Dashboard 2018-19

Ethnicity	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# with Scores	# Tested
AMERICAN INDIAN/ALASKA NATIVE	25%		25%	25%	50%	75%	4	4
ASIAN	19%	7%	12%	38%	43%	81%	221	221
BLACK	43%	23%	20%	40%	17%	57%	113	113
HISPANIC	42%	19%	23%	38%	20%	58%	545	546
WHITE	27%	10%	17%	39%	34%	73%	1,002	1,003
FILIPINO	22%	5%	16%	42%	36%	78%	92	92
PACIFIC ISLANDER	50%		50%		50%	50%	6	6
TWO OR MORE	26%	10%	16%	43%	31%	74%	91	91
Overall	31%	12%	18%	39%	30%	69%	2,074	2,076

Report ID: AGG28AS.3.ELA

ELA												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	2,108	Green	30.2	Orange	-6.0	Higher	2,056	Green	40.6	Green	-2.5	Higher
English Learner	198	Yellow	-42.8	Yellow	-47.1	Higher	182	Yellow	-32.6	Yellow	-45.1	Higher
Foster Youth	2	No Color	--	Red	-79.2		--	--	--	Orange	-71.9	
Homeless	10	No Color	--	Yellow	-51.0		15	No Color	14.3	Yellow	-46.7	
Socioeconomically Disadvantaged	721	Yellow	-3.7	Yellow	-34.7	Higher	802	Blue	13.1	Yellow	-30.1	Higher
Students with Disabilities	284	Red	-74.8	Red	-95.5	Higher	266	Yellow	-63.6	Orange	-88.1	Higher
African American	117	Yellow	-13.1	Orange	-51.8	Higher	106	Green	3.8	Yellow	-47.6	Higher
American Indian or Alaska Native	5	No Color	--	Orange	-36.8		4	No Color	--	Orange	-34.1	
Asian	197	Blue	63.2	Blue	62.4		219	--	74.4	Blue	64.8	Higher
Filipino	72	Blue	53.6	Green	44.0		98	Blue	60.6	Blue	46.7	Higher
Latino	546	Green	1.5	Yellow	-31.3	Higher	552	Green	11.7	Yellow	-26.6	Higher
Native Hawaiian or Pacific Islander	7	No Color	--	Orange	-21.3		6	No Color	--	Orange	-19.5	
White	1,071	Green	40.4	Green	27.7	Higher	988	Green	50.1	Green	30.7	Higher
Two or More Races	93	Blue	46.4	Green	28.6		83	No Color	51.5	Green	30.3	Higher

Math – From CA School Dashboard 2018-19

Ethnicity	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# with Scores	# Tested
AMERICAN INDIAN/ALASKA NATIVE	50%	25%	25%	25%	25%	50%	4	4
ASIAN	20%	8%	12%	16%	64%	80%	221	221
BLACK	61%	27%	35%	21%	18%	39%	113	113
HISPANIC	55%	27%	28%	23%	21%	45%	546	546
WHITE	35%	14%	21%	25%	40%	65%	1,001	1,002
FILIPINO	23%	5%	17%	28%	49%	77%	92	92
PACIFIC ISLANDER	33%		33%	17%	50%	67%	6	6
TWO OR MORE	44%	12%	32%	18%	38%	56%	91	91
Overall	40%	17%	23%	23%	37%	60%	2,074	2,075

Report ID: AGG28AS.3.MATH

MATH												
Subgroup	# of Stud.	2018		2019		Status Comparison to State Average	# of Stud.	2018		2019		Status Comparison to State Average
		School	State	School	State			School	State	School	State	
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	2,104	Green	7.0	Orange	-36.4	Higher	2,051	Blue	22.2	Orange	-33.5	Higher
English Learner	197	Yellow	-68.5	Orange	-69.9	Higher	181	Yellow	-51.4	Orange	-68.6	Higher
Foster Youth	2	No Color	--	Red	-114.0		--	--	--	Orange	-107.2	
Homeless	10	No Color	--	Orange	-81.0		15	No Color	-33.2	Orange	-77.7	
Socioeconomically Disadvantaged	719	Orange	-32.5	Orange	-67.4	Higher	801	Green	-12.0	Yellow	-63.7	Higher
Students with Disabilities	282	Red	-118.9	Red	-125.3	Higher	263	Orange	-99.8	Orange	-119.4	Higher
African American	116	Orange	-55.1	Orange	-91.5	Higher	106	Yellow	-28.2	Orange	-87.9	Higher
American Indian or Alaska Native	5	No Color	--	Orange	-73.0		4	No Color	--	Orange	-69.6	
Asian	197	Blue	61.9	Blue	56.7	Higher	219	Blue	81.2	Blue	59.8	Higher
Filipino	72	Green	28.0	Green	13.1	Higher	98	Blue	53.5	Green	18.0	
Latino	545	Yellow	-29.2	Orange	-65.8	Higher	550	Green	-20.6	Yellow	-62.2	Higher
Native Hawaiian or Pacific Islander	7	No Color	--	Orange	-52.0		6	No Color	--	Orange	-49.8	
White	1069	Green	20.1	Yellow	-1.0	Higher	986	Blue	34.8	Green	1.4	Higher
Two or More Races	--	--	--	Green	1.9		82	Green	23.9	Green	2.5	Higher

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

Assessment of student progress is a valuable tool for the measurement of teacher and student growth for school-wide improvement. To ensure that all students meet statewide performance standards, and to validate continued evidence of student learning, Hale shall conduct testing pursuant to the State of California's Education Code, as well as through the ongoing development of its own assessment and evaluation processes. Teachers will use a variety of assessments to measure student achievement and progress, and will also individualize programs of instruction, and validate and improve teaching methodology to foster student learning.

The District's Interim Assessments (currently provided by the District twice a year) will be implemented and used as formative assessments to improve Hale's instruction and academic achievement until such time as Hale completes the altered/new assessments. Overall student performance will be evaluated every five to seven weeks, via progress reports or report cards, and teaching methods/staff development informed, based on the following measures:

1. Comparison of disaggregated median data with the established baseline
2. Evaluation of State, District and Hale Department-designed assessments, to track trends and guide future professional development to improve student learning
3. Comparison of the matriculation rate of students eligible for culmination, on an annual basis
4. Performance by the various student groups and sub-groups on the District Interim Assessments and any alternate Hale Department-designed interim assessment that matches the rigor of the CCSS
5. Classroom observation by administrators and/or teachers.

Additional, non-academic progress will be measured in different ways. Hale's progress towards achieving its Attendance and Safety goals will be assessed using monthly MiSiS data. Parent and student engagement will be measured using the School Experience Survey. This data will also help set goals for improvement in Hale's Safe Schools Plan, Discipline Foundation School-Wide Positive Behavioral Plan, and the School Attendance and Dropout Prevention Plan.

DATA ANALYSIS AND REPORTING

Hale's Instructional Leadership teams collect, analyze, and review data on a monthly basis. These teams plan and deliver meaningful professional development sessions for the entire faculty and staff. CAASPP, SBAC, ELPAC and CAA scores are presented in a timely manner at the beginning of each school year. Information from the CDE and the District's *My Data*, *Whole Child*, and *Focus* online data systems assists with disaggregation of data and interpretation of the scores. Progress reports, report cards and intervention statistics provide data on student academic achievement.

The Instructional Leadership teams review the data and examine the areas that suggest the need for instructional improvements. Departments study student work and examine individual lessons, by subject area and grade levels. The teams present "best practices," analyze the characteristics of successful content area programs, and establish criteria for the evaluation of assessments, units, lessons and projects. Stakeholder groups are

provided with the data on a regular basis and also have the opportunity to participate in Hale's development of plans for improvement.

The internal assessment data that is utilized are periodic assessments, teacher created unit tests and chapter tests.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

The charter school has a separate charter school Governing Council The Hale Charter Council:

A. Hale Charter Council (HCC)

The Hale Charter Council (HCC) serves as the on-site governance council for HCA. HCC shall serve as a representative democracy. Hale Charter Academy shall abide by Article XXVII of the LAUSD – UTLA CBA regarding the composition, functions, elections and deliberations of the SSC and applicable laws. The number of members of the HCC is determined in accordance with the table set forth in Article XXVI. 50% of the Council shall be comprised of the UTLA Chapter Chair and certificated employees elected by the certificated bargaining unit employees at the site; the other 50% shall be comprised of the principal, elected parent/community representatives, and an elected non-certificated employee representative. HCC's 16 members will include eight certificated staff including the UTLA Chapter Chair, five parents, the principal, and two non-certificated employees. Representatives are elected specifically to serve on the HCC.

The HCC serves the governing function of the SSC. The mandate of the Charter Council, consisting of stakeholders of HCA, is to oversee the implementation of the guiding mission, vision, strategic plan and school-wide goals

If a Charter Council position is vacated before the representative's term expires, the alternate from the same constituency who was elected at the same time as the representative will fill that position for the remainder of the vacated member's term.

B. The Charter Council oversees four categories as follows:

Categories	Areas of oversight
Student Services	School site specific policies
Academic Support	Instruction, curriculum and assessments Professional development Class scheduling and the “banking” of time for professional development
Community Outreach	Enrollment processes
School Operations	School-site budgeting Reduce class sizes below District norms, where possible

Charter Council has the authority to create additional Ad Hoc committees on an as needed basis.

D. Charter Council Committees

Each Charter Council Committee addresses issues in the areas it has been tasked to oversee and makes recommendations based on input received from stakeholders. Since all stakeholders should have representatives on each Committee, the various constituencies can be assured that their concerns and new ideas will be focused on and addressed in Committee and, as needed, raised with and addressed in Charter Council.

Standing Committees:

- Instructional Leadership (Professional Development)
- School-site Budgeting
- Hale Staff Selection Committee (HSSC)
- School Climate (Formerly Health, Safety & Discipline)
- Technology
- Student Support and Progress Team

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School's Governing Council, members of school committees and other councils, and school

administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School's Governing Council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and local regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, 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 notify parents, guardians, and staff 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.

STAKEHOLDER INVOLVEMENT

Broad-based involvement by different stakeholder groups at Hale has been, and continues to be crucial to its leadership, management and governance. The enhancement of Hale student learning experiences, campus amenities and environment as well as the improvement in overall student achievement are due, in large part, to the stakeholders' continuing commitment to the school.

The school engages stakeholders (parents, teachers, staff, administrator, and students) in developing its LCAP first through informational meetings to share the previous year's goals, and reflect on the school's progress. The LCAP is made public, and presented at multiple venues including Coffee with The Principal, faculty meetings, and at the HCC. In developing the new LCAP, the above groups along with focus groups of parents are consulted, and provide input into the new document.

Each year, the school conducts the district's School Experience Survey to collect information from all stakeholders in multiple areas. Parent and teacher responses to the

survey provide insight into their impression of many aspects of the school including the educational program. Throughout the year, beginning with Orientation, and Back-to-School Night, the school holds multiple parent meetings to inform parents of the details of the educational program, and provides venues for parents to offer input into the program. The Counseling Office holds regular Q & A meetings during which parents can pose questions to members of the Hale staff and administration, and give feedback on their experience at Hale. Hale faculty meet regularly by department, grade level, and in teams to collaborate on reviewing and updating the educational program.

Hale uses its website as a main source of communication to all stakeholders. All aspects of school operations are represented on the site including attendance, counseling, enrollment, governance, the educational program, support, intervention, and a calendar of events. Stakeholders can find information about all aspects of the school, including multiple ways to get involved in the school, at whatever level or area they choose.

On-going and consistent stakeholder involvement in policies and activities supporting the school-wide community will enable Hale to continue to implement its educational mission, vision, strategic plan and school-wide goals in accordance with its governance structure. Hale will continue to encourage parents/guardians and members of its extended community to participate in Hale's governance as well as to be involved in school activities that impact the broader Hale community including, membership in the Charter Council and its standing committees.

Day-to-day participation by Hale stakeholders in its governance helps maintain the school-wide community's attention to and focus on educational initiatives affecting the school. Such stakeholder involvement will also ensure that new ideas, programs and initiatives are thoroughly evaluated, investigated and considered by Charter Council Committees and Charter Council itself. Furthermore, the accountability of Hale's Charter Council, Committee members, Administration, certificated and classified staff to the school-wide community encourages all stakeholders to keep informed of, and perhaps become actively involved in Hale's governance.

Communication to stakeholders about Hale and their representatives' involvement in governance and the work undertaken by the Charter Council, and its standing committees will keep the various constituencies' members motivated and involved. Stakeholder representatives to the Charter Council will communicate with their constituents in several ways to ensure Hale's compliance with the Brown Act, Public Records Act and various other applicable laws, regulations and District policies. Communications methods will include information disseminated via U.S. mail, email, Hale website, or in-house mail to various constituents, e-blasts of general meeting announcements or information, meeting minutes, announcements through Connect Ed, marquee listings, letters or flyers sent home with students, audio announcements at the school site, announcement boards outside Hale's Main Office, announcements in the school newspaper, flyers on campus and/or in the main office, regular reporting at Town Hall meetings, as well as via constituent-specific mailings and meetings. This will include having certificated and classified representatives communicate to their fellow employees through their membership leaders, having members

of the Student Leadership Class present regular reports to members of the student body or listing Professional Development days/topics on Hale's website and calendar.

Having Hale's consensus-based decision-making process at the heart of its governance structure will continue to increase participation by all stakeholder constituency groups in the local school-site governance process and solidify its effectiveness, particularly when coupled with the positive impressions within the school-wide community of Charter Council's major role in facilitating the implementation and/or approval of successful educational and operational policy initiatives. Hale's constituencies remain involved in and dedicated to a school-wide community which strives to continue to improve, by all measurable criteria, while maintaining compliance with the District's overall policies, regulations, legal commitments and applicable laws.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the District's Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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 shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

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.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent or designee

Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available or when an administrative transfer is necessary as determined by the Local District administrator (e.g.,

in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School 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 administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

SUICIDE PREVENTION

As a District affiliated charter school, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Student Recruitment

Hale recruits and reaches out to all students including those with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities by utilizing Informational flyers, brochures, phone messages, emails, District-distributed information sheets and District-organized middle school fairs. Hale communicates the rules of the lottery process to all interested parties and potential

applicants. Hale also communicates the information via visits to local feeder schools to meet with current 5th grade students and their parents/guardians, as well as during the Parent Tours that are conducted at Hale on a monthly basis from the start of the academic school year through April.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries² of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD’s Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**

- **Siblings**

Prospective students who (a) are siblings of students enrolled in grades 6-7 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **second** admission preference.

- **Other LAUSD Students**

All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **third** admission preference.

² For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

- **California Students**

- Siblings

- Prospective students who (a) are siblings of students enrolled in grades 6-7 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

- Other California Students

- Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

During the month of February, after receiving the list of interested applicants from Unified Enrollment, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website and made readily available in the main office.

Charter School shall hold its lottery in the auditorium/multi-purpose room, or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, We will run separate lotteries for each priority category of student in each grade. We will use a random sequence generator (Random.org) to generate a random number sequence. This will be overlaid on the rosters of applicants, and sorted by number to determine the order of the lottery. We will post the results of the Lottery on the school website by Unified Enrollment application number. These results are unofficial, until parents receive a selection letter from the district. Selection letters will be sent to parents by the district in mid-March. Parents must either Accept or Decline the offer in the selection letter.

Parents of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission within one month following the lottery, and will be provided three weeks to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are

received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

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. Charter School shall comply with all applicable federal and state laws and related District policies and procedures 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.

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, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or

as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

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

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.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

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

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

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior

to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, 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 sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Students 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 student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures or seek enrollment at another charter public school pursuant to applicable law and the terms of that school’s charter.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

As a District affiliated charter school, all administrators, faculty, and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

Charter School agrees to resolve any claim, controversy, or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Local District and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of any Dispute shall be made 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 District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:

George Ellery Hale Charter Academy
c/o Christopher Perdigao – Principal
23830 Califa Street
Woodland Hills, CA 91364

To District:

LAUSD
Attn: Director, 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 Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place 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 Charter School. 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 the date of delivery to the address of the person to receive such notice if delivered by 5: 00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education 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.

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or 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.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

ADDENDUM

Assurances, Affirmations, and Declarations

George Ellery Hale Charter Academy (also referred to herein as “Hale Charter”, “District Affiliated 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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy

of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School 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.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the

requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

CURRICULUM AND INSTRUCTION

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements and District policy 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.

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. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

MATHEMATICS PLACEMENT

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

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.

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement required District policies and procedures related to staff professional development.

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

GIFTED AND TALENTED STUDENTS AND STUDENT ACHIEVING ABOVE GRADE LEVEL

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

STUDENTS WITH DISABILITIES

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools.

Conversion Affiliated Charter

2. District Affiliated Charter School's Special Education Responsibilities

e. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

f. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e., school-based, NPA, or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with federal and state law and District policies and procedures.

g. Assessments

The referral process shall include Student Support and Progress Team (SSPT) meetings to review prior interventions, accommodations, and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter

School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

h. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School; the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

f. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

h. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

i. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all

appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is 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 District affiliated charter schools are required to utilize MiSiS.

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

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

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

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. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System

(CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD's Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURABLE PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

If the charter school has a separate charter school Governing Council [if applicable, outline composition of that board and those duties here, if not insert **N/A**]

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School's Governing Council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School's Governing Council.

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LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and local regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, 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 notify parents, guardians, and staff 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

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and the District’s Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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 shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

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.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent or designee.

CERTIFICATED PERSONNEL

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available or when an administrative transfer is necessary as determined by the Local District administrator (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

CLASSIFIED PERSONNEL

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School 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 administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

SUICIDE PREVENTION

As a District affiliated charter school, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in

compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School's former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School's former attendance boundary to gain enrollment prior to the school's conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School's lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

APPLICATION PROCEDURES

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries³ of Charter School ("resident students") shall have *first* admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD's Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process

LOTTERY PREFERENCES AND PROCEDURES

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**

³ For all District affiliated charter schools, which are conversion charter schools, the term "former attendance boundaries" includes those sending areas designated under the District's PWT and CAP programs.

- Siblings
Prospective students who (a) are siblings of students enrolled in grades [insert school's grade span minus the highest grade served, e.g., for a school that serves K-5, insert "K-4"] at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **second** admission preference.
- Other LAUSD Students
All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **third** admission preference.

- **California Students**

- Siblings
Prospective students who (a) are siblings of students enrolled in grades x-y at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.
- Other California Students
Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

During the month of February, after receiving the list of interested applicants from Unified Enrollment, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website and made readily available in the main office.

Charter School shall hold its lottery in the [insert on-campus location, e.g., auditorium, multipurpose room, etc.], or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [insert description of how the school will conduct the lottery]

Parents of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission within one month following the lottery, and will be provided three weeks to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on

the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

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. Charter School shall comply with all applicable federal and state laws and related District policies and procedures 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.

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, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set

forth in Section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

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

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.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

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

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

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education

programs and services at an appropriate interim educational placement, to be determined in coordination with the LAUSD Division of Special Education.

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

- 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 Section 504?

NOTIFICATION STUDENT’S DISTRICT OF RESIDENCE

Upon the expulsion of any student, 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 sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District’s Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School's administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Students 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 student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school's charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student's school district of residence in accordance with applicable law and that school district's policies and procedures or seek enrollment at another charter public school pursuant to applicable law and the terms of that school's charter

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

As a District affiliated charter school, all administrators, faculty, and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education 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.

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or 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.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services

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).)