



LOS ANGELES UNIFIED SCHOOL DISTRICT

GASPAR DE PORTOLA CHARTER MIDDLE SCHOOL

A DISTRICT AFFILIATED CHARTER SCHOOL
18720 Linnet Street, Tarzana, CA 91356

New Petition

Submitted
March 2019

TERM OF PROPOSED CHARTER

JULY 1, 2019 TO JUNE 30, 2024

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Gaspar De Portola Charter Middle School (also referred to herein as “Portola Charter Middle School” shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, 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(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students 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, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200, and 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. (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon

request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| ● The contact person for Charter School is: | Jennifer Yoo |
| ● The address of Charter School is: | 18720 Linnet Street |
| ● The phone number for Charter School is: | 818-654-3300 |
| ● Charter School is located in LAUSD Board District: | 4 |
| ● Charter School is located in LAUSD Local District: | Northwest |
| ● The grade configuration of Charter School is: | 6-8 |
| ● The number of students in the first year of this Charter will be: | 1747 |
| ● The grade levels of the students in the first year will be: | 6-8 |
| ● Charter School's scheduled first day of instruction in 2018-2019 is: | August 20, 2019 |
| ● The current operational capacity of Charter School is: | 1947 |
| E: 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: | 8:00 AM - 2:59 PM |
| ● The term of this Charter shall be from: | July 1, 2019 to June 30, 2024 |

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Within the southern mid-section of the vast San Fernando Valley, there is a need for a comprehensive middle school that provides a variety of curricular opportunities. Our school's purpose is to serve the diverse population within the residential area as well as the outlying communities. Portola is fortunate to offer numerous academic and specialized programs:

- Honors/GATE
- A full program to serve Students with Disabilities
- An intensive program for English Learners
- A specialized academy for students identified as twice exceptional (identified gifted students with an IEP)
- The only Highly Gifted Magnet middle school in LAUSD
- A full visual and performing arts elective program

Another major purpose of our charter is to provide a level of continuity for students within the community who have attended nearby affiliated charter elementary schools.

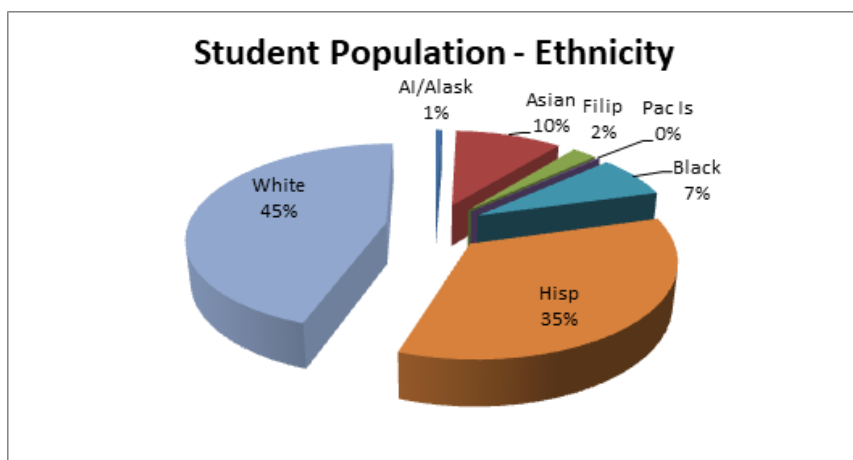
STUDENT POPULATION TO BE SERVED

The current attendance boundaries for Portola Middle School include the communities of Tarzana, Encino and Reseda. The demographic profiles of the communities of Tarzana and Encino are relatively similar. Median household incomes are approximately \$75,000 per year, which is high for the city of Los Angeles. In both communities, Russian and Iranian are the most common ancestries with just over 30% of the population being foreign born. Over 40% of the residents 25 and older in Tarzana and Encino have a four-year degree. In contrast to Tarzana and Encino, Reseda residents have a median household income of \$55,000 per year. Mexican is the most common ancestry, and approximately 43% of residents are foreign born. Only 19% of Reseda residents 25 and older have a four-year degree (U.S. Census, 2010).

In general, Portola serves a highly educated parent population. A survey of parent education levels of Portola's resident school population indicates that 9% are not high school graduates, 20% are high school graduates, 21% have some college, 25% are college graduates, and 15% have graduate/post graduate degrees or training, and 10% have declined to state. A survey of Magnet parent education levels indicates that less than 1% are not high school graduates, less than 1% are high school graduates, 7% have some college, 41% are college graduates, 42% have graduate/post graduate degrees or training, and 10% have declined to state.

Portola currently includes students from both higher socio-economic statuses, and about 53% Title 1 qualifying families. Portola Middle School has a population of 45% white students, with a large Persian population, and 35% Hispanic population. A more detailed pie chart is below (LAUSD MiSIS data)

Of the 1775 student population 55% are Socioeconomically Disadvantaged, 18% are English Learners, 11% are Special Education, 27% are Gifted/High Ability, 13% are Highly Gifted/Highly Gifted Applicable, 46% Female, 54% Male (via ID), and approximately 2% Special Population.



GOALS AND PHILOSOPHY

Mission and Vision

MISSION

Gaspar De Portola Charter Middle School, Highly Gifted Magnet and Academy of Integrated Arts and Technology is a partnership of teachers, staff, administrators, parents, students and the community. Combined, we share the obligation of providing a safe, nurturing and supportive learning environment. We empower students to maximize their academic potential. We will guide our students in developing critical thinking skills, learning personal and social accountability and responsibility, and technological skills to support the 21st Century and prepare them for post-secondary opportunities.

Gaspar De Portola Charter Middle School, Highly Gifted Magnet and Academy of Integrated Arts and Technology will provide all students a rigorous and comprehensive curriculum to foster maximum academic achievement and positive character development in a safe learning environment. Portola Charter Middle School will focus on improving student reading, writing, and mathematical skills across all academic areas.

As part of Portola Charter Middle School's Mission, our learner outcomes state that Portola students will be:

- Effective Communicators
 - Able to communicate effectively, both orally and in writing
 - Able to articulate their points of view respectfully
- Academically Prepared
 - Able to make claims and use evidence to justify their reasoning

- Able to transition to high school and become college and career ready
- Independent Thinkers
 - Able to confidently use their academic and social skills to think critically and solve real-world problems
 - Able to set and achieve personal goals
- Socially Responsible
 - Able to work collaboratively as a member of the Portola community
 - Able to be sensitive to social and cultural differences among individuals and groups

VISION

We envision a charter school, highly regarded for its academics and its student diversity, which empowers students to be independent, determined, and compassionate citizens who think critically, collaborate confidently and work passionately toward a sustainable future in the world they will inherit.

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

An educated person in the 21st century is one who is college and career ready. This person has the knowledge and skills necessary to navigate through a diverse and dynamic global environment, using critical and analytical clear and concise communication and creative and innovative processes to positively contribute to society. Upon culmination, Portola students will be able to:

- Think critically and creatively to synthesize and integrate information to foster divergent thinking
- Develop communication skills to write, speak, read, and listen in a variety of situations
- Utilize technology to compute, analyze, create, and communicate
- Collaborate with peers by developing interpersonal skills to reach a common goal
- Conduct research to access, analyze, and evaluate data

How Learning Best Occurs

The best learning occurs in student-centered classrooms, where lessons take into consideration different learning styles, and offer a variety of interventions and extra-curricular activities to support the instructional program. The focus of Portola’s academic program is designed to foster each student’s capacity for self-development and personal responsibility. Students achieve when they are provided a meaningful, content-rich, thinking-centered, standards-based educational experience.

Portola will ensure the following:

- Each student has access to rigorous curricula and quality instruction that is intellectually challenging.
- Instructional resources are culturally, linguistically, and developmentally appropriate for every student.
- Teachers maintain high expectations for the learning of rigorous content, differentiate instruction for varied learning styles and varied ability levels, and provide students multiple opportunities to learn and demonstrate their learning.
- Students are encouraged to challenge themselves with a variety of learning experiences and within a variety of learning contexts.

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(e).)

| LCFF STATE PRIORITIES | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL #1 | |
| 100% Graduation to support middle school completion | Related State Priorities. <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 x 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 |
| | Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : |
| | Specific Annual Actions to Achieve Goal |
| <ul style="list-style-type: none"> • Use of auxiliary periods to offer Tier 2 during school intervention in Core Classes including ELA, Mathematics, Science, Social Studies, and executive functioning and social emotional learning . This response to Intervention program includes in-school components to provide intensive academic and social-emotional intervention focusing on at-risk students, including English Learners and SWD. Students are identified for intervention through teacher referrals, student marks, formal and informal assessments, and parent referrals. Teacher Auxiliaries will run all year long from (Aug-May). • We carry an Accelerated Mathematics program to support development of mathematics fluency and conceptual development and the varied and high levels of mathematics achievement. • To ensure our at-risk students in middle school are prepared for A-G courses and will be successful in graduating college and career ready from high school, the District has provided | |

funding to Title I middle schools to purchase a Middle School College and Career Coach, along with the accompanying differential to work after the school day. The Coach will collaborate and partner with the local district and school site instructional staff, school personnel, parents, and the community to ensure data-driven, results-based support services and programs are provided for all at-risk students. He/She will primarily be responsible for identifying achievement gaps, utilizing multiple data points for early alert data to inform intervention and support, assisting the roll-out of ELA/ELD, integrating instructional technology and providing a bridge of support as at-risk students transition into high school.

- Portola will have a Social Emotional Learning committee on campus which will target Professional Development and school wide activities to increase student perspective of a positive campus environment and growth mindset to increase student motivation and academic success.
- Teachers will use SDAIE methods, small groups, accountable talk, writing across the curriculum, and nonfiction close reading with students.
- After School and Saturday intervention will be provided academic support to at-risk, EL/SEL to address Study Skills, Reading Comprehension, Math Skills, Academic and Non-Academic Behaviors, and Executive Functioning. After School Intervention programs will incorporate: LightSail, Vantage, Brainpop and other Supplemental Instructional Materials.
- During School elective SEL program to address Study Skills, Academic and Non-Academic Behaviors, and Executive Functioning.
- During School elective reading program to address basic reading and writing deficiencies. LightSail program to be implemented.
- During School elective math program to address basic reading and writing deficiencies. Tenmarks program to be implemented.
- Parent workshops, under the direction of Parent Center Representatives related to: Culmination Requirements – Middle School credit requirements, Academic and Behavioral Expectations – A-G preparation, Discipline Foundation Policy, Positive Behavior Support, Second Step Grade Level Standards and Expectations – California Standards by Grade Level and strategies for parents in supporting their students in coursework. Workshops will take place one Monday and one Wednesday every other month.

Expected Annual Measurable Outcomes

Outcome #1: The school will increase the middle school rate of students eligible for earning a certificate of completion.

Metric/Method for Measuring: Data will be pulled from the school year specifying students that did or did not meet the requirement of 50 credits for their 8th grade year. Data below is showing the % of students that were/are eligible from the total number of students in that category.

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 96% | 96.5% | 97% | 97.5% | 98% | 98.5% |
| English Learners | 100% | 100% | 100% | 100% | 100% | 100% |
| Socioeconomically Disadvantaged Students | 98.7% | 99% | 99.3% | 99.6% | 99.9% | 100% |
| Foster Youth | 100% | 100% | 100% | 100% | 100% | 100% |
| Students with Disabilities | 99.5% | 99.6% | 99.7% | 99.8% | 99.9% | 100% |
| African American Students | 100% | 100% | 100% | 100% | 100% | 100% |

| | | | | | | |
|-------------------------------------------|------|-------|-------|-------|-------|-------|
| American Indian/Alaska Native Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Asian Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Filipino Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Latino Students | 95% | 95.5% | 96% | 96.5% | 97% | 97.5% |
| Native Hawaiian/Pacific Islander Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Students of Two or More Races | 84% | 85% | 86% | 87% | 88% | 89% |
| White Students | 98% | 98.3% | 98.6% | 99% | 99.3% | 99.6% |

| GOAL #2 | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">Proficiency for All:</p> <p>60% of students will achieve proficiency in English Language Arts And 55% will achieve proficiency in Mathematics</p> | <p>Related State Priorities:</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 1 x 4 <input type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-between;"> x 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <p>Local Priorities:</p> <div style="margin-bottom: 5px;"><input type="checkbox"/> :</div> <div><input type="checkbox"/> :</div> |
| Specific Annual Actions to Achieve Goal | |
| <ul style="list-style-type: none"> Classroom interventions, including differentiation of instruction, research-based strategies (Thinking Maps), and student and parent conferencing. Teachers will use SDAIE methods, small groups, accountable talk, writing across the curriculum, and nonfiction close reading with students. Teacher Assistants, working under the immediate supervision of a highly qualified teacher, to assist with instructional reinforcement activities focusing on the most at-risk students. Software License maintenance will be purchased to support existing in-class and after school online intervention programs such The Vantage online program reporting includes usage statistics for teachers and tracks readability levels and scoring for student writing. It provides templates for students to use for the writing process, provides immediate feedback to the students. LightSail provides pre and post assessments with reading practice specifically geared toward individual students at all levels of reading. BrainPop is a software that contains effective preview and review materials and videos to reach at risk students through novelty with classroom assignment options and quizzes. The Discovery Channel software allows teachers to show short targeted video demonstrations and films directed toward any subject to help students visualize abstract concepts. PEG Writing online software program will also be funded to support writing across the curriculum in 6th-8th grade. Use of auxiliary periods to offer Tier 2 during school intervention in Core Classes including ELA, Mathematics, executive functioning and social emotional learning . This response to Intervention program includes in-school components to provide intensive academic and social-emotional intervention focusing on at-risk students, including English Learners and SWD. Students are identified for intervention through teacher referrals, student marks, formal and informal assessments, and parent referrals. We carry an Accelerated Mathematics program to support development of mathematics fluency and conceptual development and the varied and high levels of mathematics achievement. | |

- To ensure our at-risk students in middle school are prepared for A-G courses and will be successful in graduating college and career ready from high school, the District has provided funding to Title I middle schools to purchase a Middle School College and Career Coach, along with the accompanying differential to work after the school day.
- Portola will have a Social Emotional Learning committee on campus which will target Professional Development and school wide activities to increase student perspective of a positive campus environment and growth mindset to increase student motivation and academic success.
- Teachers will use SDAIE methods, small groups, accountable talk, writing across the curriculum, and nonfiction close reading with students.
- After School and Saturday intervention will provide academic support to at-risk, EL/SEL to address Study Skills, Reading Comprehension, Math Skills, Academic and Non-Academic Behaviors, and Executive Functioning. After School Intervention programs will incorporate: LightSail, Vantage, Brainpop and other Supplemental Instructional Materials.
- During School elective SEL program to address Study Skills, Academic and Non-Academic Behaviors, and Executive Functioning.
- During School elective reading program to address basic reading and writing deficiencies. LightSail program to be implemented.
- During School elective math program to address basic reading and writing deficiencies. Tenmarks program to be implemented.
- Parent workshops, under the direction of Parent Center Representatives related to: ELA Content Standards with a focus on Literary and Expository Reading, Understanding the Writing Process – including the use of Thinking Maps to organize writing and concept development, Reading Across the Curriculum – different types of reading across curricular areas and strategies parents can use to support their children. Workshops will take place one Monday and one Wednesday every other month.

Expected Annual Measurable Outcomes

Outcome #1: Increase the points above standard according to the California School Dashboard for the CAASPP/SBAC English Language Arts assessment.

Metric/Method for Measuring: List the points above (+) or below (-) standard for students performing at or above proficiency level on CAASPP/SBAC English Language Arts assessment.

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | +6.8 | +7 | +7.2 | +7.4 | +7.6 | +7.8 |
| English Learners | -63.9 | -63 | -62 | -61 | -60 | -59 |
| Socioeconomically Disadvantaged Students | -26.8 | -26 | -25 | -24 | -23 | -22 |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | -98 | -97 | -96 | -95 | -94 | -93 |
| African American Students | -29.3 | -28 | -27 | -26 | -25 | -24 |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | +93.1 | +93.2 | +93.3 | +93.4 | +93.5 | +93.6 |
| Filipino Students | +68.1 | +67 | +66 | +65 | +64 | +63 |

| | | | | | | |
|-------------------------------------------|-------|-----|-----|-----|-----|-----|
| Latino Students | -43.9 | -43 | -42 | -41 | -40 | -39 |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | +56.4 | +57 | +58 | +59 | +60 | +61 |
| White Students | +24.6 | +25 | +26 | +27 | +28 | +29 |

Outcome #2: Increase the points above standard according to the California School Dashboard for the CAASPP/SBAC in Mathematics.

Metric/Method for Measuring: List the points above (+) or below (-) standard for students performing at or above proficiency level on CAASPP/SBAC Mathematics assessment.

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|-------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | -.2 | +.05 | +1.5 | +2.5 | +3.5 | +4.5 |
| English Learners | -73.8 | -72 | -70 | -68 | -66 | -64 |
| Socioeconomically Disadvantaged Students | -43.3 | -42 | -40 | -38 | -36 | -34 |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | -116.9 | -115 | -113 | -111 | -109 | -107 |
| African American Students | -56.9 | -55 | -53 | -51 | -49 | -47 |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | +107.7 | +107.8 | +107.9 | +108 | +108.1 | +108.2 |
| Filipino Students | +73.3 | +74 | +75 | +76 | +77 | +78 |
| Latino Students | -63.3 | -62 | -60 | -58 | -56 | -54 |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | +56.6 | +57 | +58 | +59 | +60 | +61 |
| White Students | +23.7 | +24 | +25 | +26 | +27 | +28 |

Outcome #3: Increase or maintain the reclassification rate of Limited English Proficient (LEP) Students.

Metric/Method for Measuring: List the reclassification rate of LEP students.

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| English Learners | 39% | 40% | 41% | 42% | 43% | 44% |

| GOAL #3 | |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 80 % of All Students will achieve 100% Attendance | Related State Priorities: |
| | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 x 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 |
| | Local Priorities: |
| <input type="checkbox"/> : <input type="checkbox"/> : | |

Specific Annual Actions to Achieve Goal

- Portola will have a Social Emotional Learning committee on campus which will target Professional Development and school wide activities to increase student perspective of a positive campus environment and growth mindset to increase student motivation and academic success.
- Response to Intervention program that includes in-school, after-school, and Saturday School components to provide intensive social-emotional intervention focusing on at-risk students. Students are identified for intervention through teacher referrals, student marks, formal and informal assessments, and parent referrals.
- The program includes three tiers of intervention: Tier 1 interventions include the implementation of Second Step, classroom interventions, including differentiation of instruction, research-based strategies, student and parent conferencing, and paraprofessional support. Tier 2 interventions include after-school SEL programs and student monitoring through the counseling office. Tier 3 interventions include structured after-school or Saturday programs in SEL with Restorative Justice, enrollment in study skills/personal development elective courses during the school day, and pull-out programs during the school day .
- PSA Counselor will provide services to students and parents for students who have excessive absenteeism by providing parents with necessary support to improve attendance rates and academic achievement. Works with students who experience difficulties in achievement due to social and emotional issues. Uses evidence-based strategies, meets with multi-disciplinary teams to assess students, and implements strategies and activities to increase student attendance and reduce suspensions.
- Parent workshops will be provided under the direction of the Parent Center Coordinator related to: School wide Academic and Behavioral Expectations. Students who know the clear expectations will be better able to meet expectations. School wide Positive Behavior Support Program to increase positive student behaviors at school and home. Conflict Resolution and Stress Management to boost our positive school environment as well as at home. Workshops will take place one Monday and one Wednesday every other month. The community rep will provide parent workshops on regular school attendance and present attendance data to parents. The community rep will coordinate incentives and rewards for student attendance promotion.

• Expected Annual Measurable Outcomes

Outcome #1: To achieve or maintain school attendance rates that support student learning.

Metric/Method for Measuring: The percentage of students attending 173-180 days each school year (96% attendance rate).

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 70% | 72% | 74% | 76% | 78% | 80% |
| English Learners | 52% | 54% | 56% | 58% | 60% | 62% |
| Socioeconomically Disadvantaged Students | 63% | 65% | 67% | 69% | 71% | 73% |
| Foster Youth | 56% | 58% | 60% | 62% | 64% | 66% |
| Students with Disabilities | 53% | 55% | 57% | 59% | 61% | 63% |

| | | | | | | |
|-------------------------------------------|------|------|------|------|------|------|
| African American Students | 31% | 33% | 35% | 37% | 39% | 41% |
| American Indian/Alaska Native Students | 50% | 52% | 54% | 56% | 58% | 60% |
| Asian Students | 89% | 91% | 93% | 95% | 97% | 99% |
| Filipino Students | 83% | 85% | 87% | 89% | 90% | 91% |
| Latino Students | 66% | 68% | 70% | 72% | 74% | 76% |
| Native Hawaiian/Pacific Islander Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Students of Two or More Races | 73% | 75% | 77% | 79% | 81% | 83% |
| White Students | 69% | 71% | 73% | 75% | 77% | 79% |

Outcome #2: Decrease chronic absenteeism at Portola Middle School.

Metric/Method for Measuring: Percentage of students missing 16 days or more each year.

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|-------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 9% | 7% | 5% | 3% | 1% | 0.5% |
| English Learners | 48% | 46% | 44% | 42% | 40% | 38% |
| Socioeconomically Disadvantaged Students | 12% | 10% | 8% | 6% | 4% | 2% |
| Foster Youth | 17% | 15% | 13% | 11% | 9% | 7% |
| Students with Disabilities | 15% | 13% | 11% | 9% | 7% | 5% |
| African American Students | 12% | 10% | 8% | 6% | 4% | 2% |
| American Indian/Alaska Native Students | 25% | 23% | 21% | 19% | 17% | 15% |
| Asian Students | 2% | 1.8% | 1.6% | 1.4% | 1.2% | 1% |
| Filipino Students | 7% | 5% | 3% | 1% | 0.09% | 0.07% |
| Latino Students | 11% | 9% | 7% | 5% | 3% | 1% |
| Native Hawaiian/Pacific Islander Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Students of Two or More Races | 7% | 5% | 3% | 1% | 0.09% | 0.07% |
| White Students | 9% | 7% | 5% | 3% | 1% | 0.09% |

| GOAL #4 | |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase Parent, Community, and Student Engagement with 95% of parents feeling welcome at the school | Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 x 5 <input type="checkbox"/> 8 x 3 x 6 |
| | Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : |
| Specific Annual Actions to Achieve Goal | |

- Provide Community Representative(s), working under the direction of the Parent Center Administrator, to support parent engagement, communication, and parent education.
- Portola will have a Social Emotional Learning committee on campus which will target Professional Development and school wide activities to increase student perspective of a positive campus environment, student belonging, and growth mindset to increase student motivation and academic success.
- Students, Staff, Parents will be able to communicate through the website's e-mail, information, and contact numbers, Schoology, calling in through the main office, newsletters through counseling, SSC and ELAC meetings, the Parent Center, and letters sent home for events and information. ELAC and SSC meetings will take place at least 6 times in different months throughout the school year.
- Parent workshops, under the direction of the Parent Center Coordinator related to: Mindful Parenting, Adolescent Issues, Impulsivity & Attention, Anxiety & Depression, Executive Functioning, Self Esteem, Effective Home/School Communication, Workshops will be held 1 Monday and 1 Wednesday every other month.

Expected Annual Measurable Outcomes

Outcome #1: Increase parent engagement at Portola Middle School

Metric/Method for Measuring: Percentage of parents who feel like welcome at the school per the School Experience Survey.

| APPLICABLE GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|-------------------|----------|-----------|-----------|-----------|-----------|-----------|
| Schoolwide | 91% | 91% | 92% | 93% | 94% | 95% |

GOAL #5

Ensure School Safety: To sustain or reduce the low number of student suspensions while providing for targeted reductions in student subgroups.

Related State Priorities:

- | | | |
|----------------------------|----------------------------|----------------------------|
| <input 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 | x 6 | |

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

- Portola will have a Social Emotional Learning committee on campus which will target Professional Development and school wide activities to increase student perspective of a positive campus environment, student belonging, and growth mindset to increase student motivation and academic success.
- Response to Intervention program that includes in-school, after-school, and Saturday School components to provide intensive social-emotional intervention focusing on at-risk students. Students are identified for intervention through teacher referrals, student marks, formal and informal assessments, and parent referrals. The program includes three tiers of intervention: Tier 1 interventions include the implementation of Second Step, classroom interventions, including differentiation of instruction, research-based strategies, student and parent conferencing, and paraprofessional support. Tier 2 interventions include after-school SEL programs and student monitoring through the counseling office. Tier 3 interventions include structured after-school or Saturday in SEL with Restorative Justice, enrollment in study

skills/personal development elective courses during the school day, and pull-out programs during the school day.

- RTI program that includes in homeroom attendance specific positive behavior support will be implemented.
- Provide Parent workshops under the direction of the Parent Center Coordinator related to: School wide Academic and Behavioral Expectations. Students who know the clear expectations will be better able to meet expectations. School wide Positive Behavior Support Program to increase positive student behaviors at school and home. Conflict Resolution and Stress Management to boost our positive school environment as well as at home. Workshops will take place one Monday and one Wednesday every other month.

Expected Annual Measurable Outcomes

Outcome #1: Decrease the number of days students are suspended to under 0.02%

Metric/Method for Measuring: Portola will maintain suspension rates below an incident rate of 1 per 1000 calculated as number of days lost to suspension divided by total number of instructional days.

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|-------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 0.02% | 0.018% | 0.016% | 0.014% | 0.012% | 0.01% |
| English Learners | 0.08% | 0.06% | 0.04% | 0.02% | 0.008% | 0.006% |
| Socioeconomically Disadvantaged Students | 0.03% | 0.01% | 0.009% | 0.007% | 0.005% | 0.003% |
| Foster Youth | 0% | 0% | 0% | 0% | 0% | 0% |
| Students with Disabilities | 0.07% | 0.05% | 0.03% | 0.01% | 0.009% | 0.007% |
| African American Students | 0.07% | 0.05% | 0.03% | 0.01% | 0.009% | 0.007% |
| American Indian/Alaska Native Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Asian Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Filipino Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Latino Students | 0.02% | 0.018% | 0.016% | 0.014% | 0.012% | 0.01% |
| Native Hawaiian/Pacific Islander Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Students of Two or More Races | 0% | 0% | 0% | 0% | 0% | 0% |
| White Students | 0.03% | 0.01% | 0.009% | 0.007% | 0.005% | 0.003% |

GOAL #6

Provide for Basic Services:

- Teacher Assignments and Credentialing: The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.
- Access to Instructional Materials: The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

Related State Priorities:

☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

☐ :
☐ :

| | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| <ul style="list-style-type: none"> Facilities Maintenance: The school will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities. | | | | | | |
| Specific Annual Actions to Achieve Goal | | | | | | |
| <ul style="list-style-type: none"> Teacher assignments based on student need, preference sheets, credentials, and authorizations. Textbook clerk keeps track of textbook and instructional material inventory, alerting administrators of any possible deficits in time to locate replacements. Plant manager works through district clean safe and functional standards checklist in conjunction with Assistant Principal. | | | | | | |
| Expected Annual Measurable Outcomes | | | | | | |
| Outcome #1: The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations. Metric/Method for Measuring: Run the School Based Assignment Monitoring Report. | | | | | | |
| APPLICABLE GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| Schoolwide | 88% | 90% | 92% | 94% | 96% | 98% |
| Outcome #2: Access to Instructional Materials: The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. Metric/Method for Measuring: Data compiled from annual school site Williams Compliance Report. | | | | | | |
| APPLICABLE GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| Schoolwide | 100% | 100% | 100% | %100 | 100% | 100% |
| Outcome #3: Facilities Maintenance: The school will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities. Metric/Method for Measuring: Find evidence through the School Facility Conditions and Planned Improvements portion of the School Accountability Report. | | | | | | |
| APPLICABLE GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| Schoolwide | Exemplary | Exemplary | Exemplary | Exemplary | Exemplary | Exemplary |

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 based instructional strategies. Portola undertakes various means to achieve this goal including, which include the following:

- Providing students with differentiated instruction, within educational activities and assessments.
- Allowing students opportunities to inter-relate subject matter taught in each class.
- Providing supplemental materials that expand on resources provided by the basic curriculum.
- Encouraging self-awareness and self-control through Restorative Justice.
- Experiencing real-life events through field trips, guest speakers, coaches, performances, and viewing presentations via streaming video on approved educational websites, and assuring that students have learning experiences beyond classroom instruction.
- Participating in electives such as: Leadership, Yearbook, music, theater, world languages, visual arts and digital imaging
- Teaching basic skills that open up the possibilities for students to conduct research in areas of interest, as well as to experiment with

INSTRUCTIONAL DESIGN

Instruction is rooted in academic rigor, use of data to drive instruction, and the structure of personalized learning environments which includes the resident school, gifted program, and program for English Learners and a Special Day Program. Our instructional design is based on research based pedagogy which includes Culturally Relevant and Responsive Education (CRRE) and Carol Ann Tomlinson's work on Differentiation.

Teacher recommendations, assessments, academic performance, and parent or student referrals place students in the proper academic setting to address their diverse needs. Students are placed in highly gifted, honors, regular, or sheltered classes for each of their academic content areas. Students with disabilities are supported in their academics through resource assistants, collaborative co-taught classes and special day classes. English Learners are supported by teacher assistants.

In addition to a rigorous academic program, Portola has an extensive elective department, which includes the visual and performing arts as well as Career Technical Education electives. Rounding out the instructional framework is a physical education program that strives to promote lifelong physical fitness and the relationship between a healthy mind and body.

Portola teachers are dedicated professionals who continually refine their skills through the application of current educational research and best teaching practices which impact teaching and learning. Portola teachers utilize 34 meetings throughout the year to discuss curriculum, instructional practices and assessment data.

Portola relies upon research-based programs which include examination of data, current use of established methodologies, and research published in educational journals. Prior to the beginning of the instructional year, Portola examines SBAC data to determine the

strengths and weaknesses of the student population including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, gifted and talented, subgroups by ethnicity, and those with Section 504 plans). Research based practices are applied, which include but are not limited to the ELD Master Plan framework, critical thinking strategies, scaffolding techniques, and differentiation of instruction. These practices are grounded in CRRE and Tomlinson's work on Differentiation.

Portola continues to expand its use of higher-level critical thinking skills through the integration of Depth of Knowledge (DOK) questioning techniques. Higher level thinking skills are applied in our classrooms as students discuss literature, apply mathematical principles, review writing samples, participate in science exploration, relive history, experience the arts, and create assigned projects that combine state standards with these higher-level skills. DOK questioning complements the acquisition and application of higher-level thinking through s levels of questioning, which progress from simple to more complex.

Teaching Methodologies:

Utilizing Culturally Relevant and Responsive Education, Portola teachers utilize many instructional practices including differentiation to address the needs of their students. Methodologies include but are not limited to:

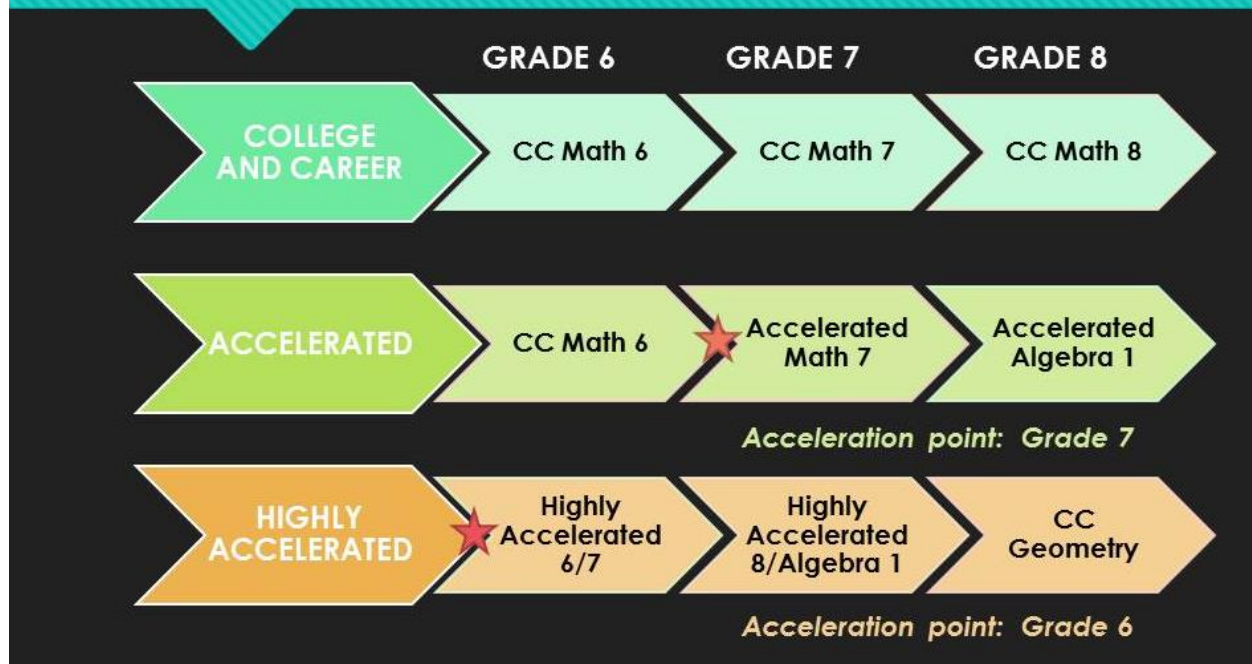
- Collaborative learning. Students are provided the opportunity to work together to complete specific tasks such as to solve problems, discover information and complete projects.
- Cues, prompts and questions. Teachers use cues to activate prior knowledge as well as teach something new. Questions guide the students' understanding of what they are expected to learn. Higher level questions produce deeper learning.
- Inquiry based learning, including Socratic Seminars. Questions are posed to students. Students also pose questions to their peers.
- Experimentation. Students develop and test hypotheses.
- Cross-curricular Instruction. Teachers work together to prepare lessons and projects that are interdisciplinary.
- Student Choice. Teachers will provide students with project choices that address multiple learning styles such as oral presentations, technology-based presentations, written projects and nonlinguistic presentations.

Scope and Sequence and Different Subjects the School Plans to Teach:

The following subjects are taught as required within the California State Content Standards. Course sequence from Grades 6-8 are listed in the table below. Portola has a specialized math pathways program for students to move ahead based on their abilities.

| Subject | Grade 6 | Grade 7 | Grade 8 |
|------------------|----------------------|-------------------|--------------------|
| English | ENGLISH 6 | ENGLISH 7 | ENGLISH 8 |
| Honors English | H ENGLISH 6 | H ENGLISH 7 | H English 8 |
| History | WHG: ANC CIV | WHG: MED/MOD | US HIST G&C |
| Honor History | H WHG: ANC CIV | H WHG: MED/MOD | H US HIST G&C |
| Science | INTEGR SCIENCE 6 | INTEG SCIENCE 7 | INTEGR SCIENCE 8 |
| Honor Science | H INTEG SCIENCE 6 | H INTEG SCIENCE 7 | H INTEGR SCIENCE 8 |
| Accelerated Math | H Acc Math/Algebra 1 | Geometry | Algebra 2 |

Middle School Math Pathways



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.

Portola assures that the school will adhere to the Common Core State Standards and administer the Smarter Balanced Assessments, both within LAUSD established guidelines. State adopted textbooks are aligned to the CCSS and LAUSD approved.

Currently, all ELA and teachers utilize their classroom Chromebook cart to implement their curriculum. Within the first three years of the Charter, all other core content teachers will have a Chromebook cart in each of their classrooms. These Chromebooks provide students the opportunity to interact with technology on daily basis, which in turn will prepare them to take the computer based state standardized exams.

English Language Arts - The English department at Portola has structured its **StudySync** curriculum in accordance with the California Common Core Standards to develop the critical thinking, creative and innovative talents required to be successful both in school and in life.

Students collaborate using texts as guides to enhance their critical reading and problem solving skills to develop their persuasive, informational and narrative writing abilities. Students work autonomously, with partners, and as part of a larger team, requiring them to read closely, think deeply, raise questions, communicate clearly and develop connections between and among texts and the real world. Students use technology the way it is used in the workplace: as a tool of production, an aid in presentations, for information gathering and to publish their work in a variety of formats.

English Language Development Department

The English Language Development component of the English Language Arts Department of Portola Middle School 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. Standards that correlate with the California CCSS. The 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.

Math - The math department at Portola has structured its **California Math** program in accordance with the California Common Core Standards for Mathematics: students will engage in guided discovery lessons to gain a conceptual understanding of the seven mathematical practices. The direct instruction model will work hand in hand with the guided discovery instructional model in order to lead students to a clear understanding of the traditional algorithms and will ultimately lead them to procedural fluency. Additionally, students will engage in open-ended tasks that are rooted in real life contexts. In order to develop the analytical and reflective thinking as well as the persistence necessary to solve these types of tasks, an iterative approach will be used that will allow students multiple opportunities to show mastery in the various math practices.

Portola adheres to LAUSD's middle schools math pathways program (above) which allows for proper placement and also the opportunity for advancement based on student ability.

Science - The new NGSS standards are structured within a three dimensional model of learning, to provide students a more meaningful and deeper experience to make sense of the world around them. Students are given a phenomena, then engage in a process to ask questions, develop and use models, plan and carry out investigations, analyze and interpret data, use math to compute thinking, construct explanations for science and design solutions for engineering, engage in argument from evidence, and communicate information. With the adoption of the Integrated Model of NGSS, students will build knowledge in all three disciplines of life, earth, and physical science. Our science department devotes time planning units that foster an environment in which students are genuinely engaged, work

together to share ideas, evaluate ideas, critique one another, and reach a consensus model to explain a real world science phenomena or engineering problem.

Health – The seventh grade health curriculum will address all six of the health content areas recommended by the California Health Framework: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Injury Prevention and Safety, Alcohol, Tobacco and Other Drugs, Mental, Emotional and Social Health, and Personal and Community Health. The curriculum allows students to comprehend essential concepts related to enhancing health and engage in goal setting regarding health choices. Additionally, they will demonstrate through project based learning the ability to analyze internal and external influences on health and demonstrate the ability to access and analyze health information products and services. A student centered approach to instruction will allow the growth of interpersonal communication skills as students engage in academic conversations around issues related to the health curriculum.

History - Social Studies instruction will focus on student-centered strategies which encourage and support student discovery and experiential learning as they address essential questions in history. Instructional strategies will include simulations, role-playing, debates, and the use of curriculum like the **DBQ Project** (Document Based Questions units). Instruction will address the College, Career and Civic Life Framework for Social Studies State Standards. Academic literacy will be fostered through the use of discussion protocols and strategies that support content literacy. The CCSS aligned textbook that has been adopted to ground the work of History teachers is McGraw Hill's **Impact: California Social Studies**.

Spanish 1 and Spanish 2 - The purpose of this course is to develop a basic proficiency in the Spanish language according the cultural practices of countries and regions like Spain, Mexico, Puerto Rico, Central America and South America. Students will engage in speaking, listening, reading and writing. Students will engage in listening and speaking through real world communication experiences in small group, whole group, and presentation situations. Students will decode and comprehend authentic text stressing factual comprehension.

Electives – Portola Charter Middle School offers a wide variety of electives that support the active learning philosophy, including our award winning music and theater programs where students are actually responsible for all aspects of production including lighting, sound, costume design, and set building.; in the art classes students create pieces that incorporate their personal histories, literature, and art history; in dance class students collaborate and create their own choreography and perform for the student body; In general, elective teachers collaborate with core teachers to design experiential lessons that help students create products that integrate their various talents and allow them to develop a deeper understanding of the relationship between the core content and the arts. Our electives include: **Introduction to Art, Advanced Art, Animation, Digital Imaging, Coding, Filmmaking, Strings, Winds, Orchestra, Play Production, Theater, Yearbook and Leadership**.

Physical Education - The physical education 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 Portola 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.

Students are continually monitored by PE teachers throughout the year in an effort to ensure all students pass the State FitnessGram. All of the activities are aligned to build and develop the following:

- Cardiovascular Endurance.
- Muscular Strength.
- Muscular endurance.
- Flexibility.
- Body Composition.

Instructional Materials:

6th Grade

| Subject | Title | Publisher |
|---------|------------------------------------------|---------------------|
| English | <i>StudySync, Grade 6</i> | Bookhead Learning |
| Math | <i>California Math, Course 1</i> | McGraw Hill |
| Science | <i>Earth Science</i> | Holt |
| History | <i>Impact: California Social Studies</i> | McGraw Hill |
| ELD | <i>Inside, Vol. 1</i> | National Geographic |

7th Grade

| Subject | Title | Publisher |
|-----------|------------------------------------------|---------------------|
| English | <i>Study Sync, Grade 7</i> | Bookhead Learning |
| Math | <i>California Math, Course 2</i> | McGraw Hill |
| Algebra 1 | <i>Big Ideas: Algebra 1</i> | Big Ideas |
| Science | <i>Life Science</i> | Holt |
| History | <i>Impact: California Social Studies</i> | McGraw Hill |
| ELD | <i>Inside, Vol. 2</i> | National Geographic |
| Health | <i>Teen Health</i> | Glencoe |

8th Grade

| Subject | Title | Publisher |
|----------|------------------------------------------|---------------------|
| English | <i>StudySync, Grade 8</i> | Bookhead Learning |
| Math | <i>California Math, Course 3</i> | McGraw Hill |
| Geometry | <i>Core Connections: Geometry</i> | CPM |
| Science | <i>Physical Science</i> | Holt |
| History | <i>Impact: California Social Studies</i> | McGraw Hill |
| ELD | <i>Inside, Vol. 3</i> | National Geographic |
| Spanish | <i>Realidades</i> | Prentice Hall |

How the Teaching Methodologies and Instructional Program Address the Needs of the Targeted Student Population:

The teachers of Portola will use current research and student data such as interim assessments and department assessments, to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Standard methodologies include:

- **Academic Rigor**—Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.
- **Clear Expectations**—Teachers clearly define and articulate state standards in student-friendly language to ensure academic goals are attained.
- **Collaborative Groupings**—Teachers create small groups in order for students to interact with their peers. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.
- **Criteria Charts/Rubrics**—These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives.
- **Direct Instruction**—Teachers use carefully planned direct instruction to teach standards-based lessons.
- **Guided & Independent Practice**—We provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.
- **Small Group Instruction**—Teachers create small groups to target students who need extra instructional time as well as preview and review.
- **Differentiated Instruction**—Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.
- **Higher-level Thinking**—Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of DOK questioning.
- **Integration of the Arts**—Portola incorporates drama, dance, music and visual arts to enhance students' thinking and learning experiences beyond the core subjects.
- **Experiential Learning**—Students learn by doing. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students process, analyze, and conceptualize the experience.

Research-Based Evidence for Proposed Instructional Program has been Successful with Similar Student Populations and/or will be Successful with the Charter's Targeted Population:

Developing the right mindset early on is crucial for a full, successful life. When students learn that putting forth effort and using the right strategies can make them smarter, they try harder and achieve more. When they know their brains are capable of growing, achievement levels rise.

Professor Carol Dweck argues that students have beliefs about their own abilities and potential. These beliefs are part of their mindset which is so powerful it can fuel behavior and predict success.

In her research at Stanford University, Dr. Dweck identified two different types of mindsets. Growth mindset occurs when we believe our intelligence and abilities can be improved upon with effort and the right strategies. Characteristics associated with growth mindset include a willingness to confront challenges, viewing failure as a springboard for growth, and a passion for learning. Not surprisingly, this type of mindset is strongly linked to greater happiness and achievement in life.

Alternatively, those with a fixed mindset believe their intelligence and abilities cannot be altered in a meaningful way. As a result, mistakes are seen as failures rather than opportunities to grow and learn. When stuck in a fixed mindset, students may fear new experiences, avoid risks, and shun opportunities to achieve.

During Homeroom, we will implement a Growth Mindset curriculum. Each session will provide a variety of activities and resources, as well as suggested scripts to facilitate critical discussions with students.

In conjunction with the Growth Mindset model, teachers at Portola have begun to implement the Mastery Learning and Grading instructional program. This is a growth-mindset approach to K-12 teaching and learning, based on the expectation that everyone can learn when provided with the right conditions and support. It offers all students and teachers an alternative to traditional instruction and grading.

By refocusing classroom grading, assessment, instruction, and lesson planning on clear learning targets, and by implementing research-based systems honoring individual variation in learning styles, Mastery Learning and Grading allows more students to succeed academically and ultimately to take charge of their own learning.

Transitional Kindergarten

Charter School shall comply with all applicable legal 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.

School calendar: Portola Middle School will adhere to the traditional calendar as set forth by LAUSD. We will have a total of 369 minutes on Monday, Wednesday, Thursday and Friday. We will have a total of 279 minutes on Tuesday. There will be 7 minimum days of 267 minutes. Portola Middle School assures that the school will offer, a minimum of 62,160 number of minutes of instruction set forth in Education Code S47612.5.

With the bell schedule listed below, all courses – history, language arts, mathematics, science, physical education, and electives, are offered during each period for seventh and eighth graders. Sixth graders will take their core academics periods one through four and electives and physical education will be offered periods five and six. Period one in our bell schedule incorporates an additional eleven minutes for the Breakfast in the Classroom program.

| 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 | 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 | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 7 | Select Y/N | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 8 | Select Y/N | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 9 | Select Y/N | | | | | | | | | 0 | 64800 | 0 | -64800 |
| 10 | Select Y/N | | | | | | | | | 0 | 64800 | 0 | -64800 |
| 11 | Select Y/N | | | | | | | | | 0 | 64800 | 0 | -64800 |
| 12 | Select Y/N | | | | | | | | | 0 | 64800 | 0 | -64800 |

Portola Middle School



| Mon | | <i>Tues</i> | | Wed | | Thur | | Fri | |
|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|
| HR | 8:00 8:21 | HR | 8:00 8:21 | HR | 8:00 8:21 | HR | 8:00 8:21 | HR | 8:00 8:21 |
| 1 | 8:27 9:19 | 2 | 8:27 9:04 | 3 | 8:27 9:19 | 4 | 8:27 9:19 | 5 | 8:27 9:19 |
| 2 | 9:25 10:17 | 3 | 9:10 9:47 | 4 | 9:25 10:17 | 5 | 9:25 10:17 | 6 | 9:25 10:17 |
| Nutrition | | | | | | | | | |
| 10:17 - 10:32 | | 9:47 - 10:02 | | 10:17 - 10:32 | | 10:17 - 10:32 | | 10:17 - 10:32 | |
| 3 | 10:38 11:30 | 4 | 10:08 10:45 | 5 | 10:38 11:30 | 6 | 10:38 11:30 | 1 | 10:38 11:30 |
| 4 | 11:36 12:28 | 5 | 10:51 11:28 | 6 | 11:36 12:28 | 1 | 11:36 12:28 | 2 | 11:36 12:28 |
| Lunch | | | | | | | | | |
| 12:28 - 1:03 | | 11:28 - 12:03 | | 12:28 - 1:03 | | 12:28 - 1:03 | | 12:28 - 1:03 | |
| 5 | 1:09 2:01 | 6 | 12:09 12:46 | 1 | 1:09 2:01 | 2 | 1:09 2:01 | 3 | 1:09 2:01 |
| 6 | 2:07 2:59 | 1 | 12:52 1:29 | 2 | 2:07 2:59 | 3 | 2:07 2:59 | 4 | 2:07 2:59 |

Mathematics Placement Act

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

High School Exit Examination

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

WASC Accreditation

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

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.

Portola Middle School will provide professional development opportunities by supporting collaboration among the whole staff, departments, and teams. Professional development efforts will be aligned with student-centered, data-based instruction. It will promote the practice of providing high-quality, effective instruction to all students across all educational arenas: academic, social-emotional, and behavioral. There is a district-wide emphasis on the problem-solving model that utilizes and builds on:

- The work of educators who work in teams to increase student engagement, motivation, and achievement
- The building of culturally proficient learning environments
Reading/Writing/Mathematics across the curriculum
- Standards-based content knowledge and access strategies to support the achievement of diverse learners: English Learner (EL) and Standard English Learner (SEL) students, Gifted/High Achieving students, and Students with Disabilities (SWD)
- The analysis of multiple sources of data
- Project-based Learning/ Performance Tasks
- Standards and evidence-based instruction and intervention matched to student needs

In accordance with District policy and the UTLA collective bargaining agreement, professional development (PD) and common planning meetings occur on minimum days, Pupil Free Days and every Tuesday for our Banked Time PD time. The District determines Fourteen PD topics. Our school determines the remaining Tuesday PD times with the input of our staff. With teacher input and administrative discretion, a PD calendar for the following school year is developed before the end of the school year. This calendar provides the

faculty with a schedule of department, grade level/team, staff, and faculty meetings and the topics to be covered.

The PD schedule is in alignment with the district's mandated 14 PD topics and the deadlines for particular PDs set forth each year by the District. The PD schedule includes topics that will address the established LCAP and SPSA goals in addition to areas of instructional need as determined by grades and test data. In addition, delivery of the PD topics and agendas are addressed by the department chairs, instructional staff, and administrators. A team of teachers, representing different committees, may deliver PD within their department, or grade level, or to the entire staff. Funding for professional development is appropriated in the school's budget and allocated in the SPSA to ensure that teachers have the opportunities to attend training to improve and enhance curriculum in English, math, science and social studies.

The purpose of professional development (PD) is to increase our staff's knowledge and share best practices to affect student achievement. The administrative team and the support staff monitor the implementation of the PD sessions through student work samples, classroom observations, and the types of assignments being assigned. Daily discussions the staff members have with each other, the level of academic language being used by our students, the rigor in the Depth of Knowledge questions being posed by our teachers, and the common assessments being assigned, are other means of how the teachers collaborate to support student achievement. Of course SBAC assessment data is a key measure, but the administrative team looks for multiple measures for the effectiveness of PD.

Beginning in Year One, professional development will include CRRE and differentiation. The Portola staff recognizes that our Students With Disabilities and our English Learners do not perform as well on the SBAC as our overall student population. Additionally, our PD will continue to include the integration of technology in the classroom through our Instructional Technology grant.

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*.

As a District affiliated charter school, Portola shall implement the provisions of the District's Master Plan for English Learners and comply with all applicable federal and state laws, District policies and procedures related to the implementation of the English Master Plan.

Portola currently follows the LAUSD Master Plan for the Education of English Language Learners (ELL) as a guide to provide opportunities for non-English speaking students to become proficient in English. Based on parents' responses to the Home Language Survey

at the time of enrollment, parents are informed that their child's English proficiency will be assessed using the English Language Proficiency Assessment for California (ELPAC) to determine identification and eligibility for EL services. ELL students are placed into a double block schedule to maximize their time to acquire the English Language, using the district adopted High Point Curriculum.

Students placed in Preparation for Reclassification Program (PRP) English classes and sheltered academic classes are taught by teachers who have been trained and authorized to teach English Learners using Specially Designed Academic Instruction in English (SDAIE) techniques and state-adopted texts. A bilingual Teacher Assistant provides primary language support for beginning EL students. During the school day, intervention is offered to support EL students on a pull-out basis as needed.

Students identified as English Learners are constantly monitored by the ELD Coordinator and counselors to ensure that they are making adequate yearly progress toward reclassification and achievement. Data to be used for monitoring includes Reading Inventory (RI) scores and grades. Monitoring takes place throughout the year at each mark reporting period, after ELPAC reports, and at the final mark reporting period in the spring. If students are not meeting requirements for reclassification, conferences are held with parents, teachers, and counselors to make referrals or recommendations for further support.

For our English Learners, SDAIE is a teaching approach intended for covering various academic content (such as social studies, science or literature) by carefully designing instruction (content, connections, comprehensibility, and interaction) that allows students to access the grade level standards. The instruction is carefully prepared so the student can access the English language content supported by material in their primary language and carefully planned instruction that strives for comprehensible input. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material and in using English.

The charts below show the current and historical number of English Language students at Portola along with the reclassification rate of these students. As can be seen from the data, the number of EL students has decreased from year to year. The decreasing reclassification rate is due in part to the declining number of EL students.

For the first two years after reclassification, the EL Coordinator and counselors frequently monitor the Reclassified Fluent English Proficient (RFEP) students to ensure that they are continuing to make adequate yearly progress toward proficiency and advanced in both ELA and Math on their SBACs as well as being successful in all their academic classes. Additional support and intervention are offered for students who are not making adequate progress, including during school intervention.

Portola shall comply with all applicable laws (federal and state), policies and procedures set forth in the District's English Learner Master Plan, as it may be changed from time to time, including but not limited to English Learner (EL) identification, parent notification, assessment, progress monitoring, and reclassification.

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.

Portola has a large, identified GATE population, as well as a Highly Gifted Magnet program. Students who are identified gifted are placed in honors classes to provide them with a curriculum that has additional complexity, novelty and depth. Portola emphasizes higher-level thinking skills by providing students with many opportunities to study the rigorous academic program consisting of the core curriculum with increased depth, complexity and novelty.

Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration of the curriculum when appropriate. Students are encouraged to demonstrate their learning in creative and innovative ways which reflect the 21st century learner. Technology is used to help extend the curriculum with classroom computers, three computer labs and classroom and Highly Gifted Magnet's laptop carts. Additional higher-level learning opportunities include Algebra II, independent and small group projects and investigations, and independent subject groups, wherein students work with challenging and above grade level materials.

All gifted students are monitored by the Gifted Coordinator/Counselor, who pulls a list of underachieving students every grade reporting period. The coordinator then meets regularly with these students, and collaboratively, they establish a progress monitoring plan with input from parent.

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.
- 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 completed

- Daily Behavior Report: Issued by Dean who monitors students with behavior issues on a daily basis.
- Notice of Unsatisfactory Progress: Teachers are encouraged to either call the parents or mail 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 Success and Progress Team (SSPT) meetings: 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 SST meeting may include a referral for assessments for special education services or a Section 504 Plan.

To address underperforming students, the school implements RTI which includes interventions at various tiers. For Tier 1, teachers are engaged in a Cycle of Continuous Improvement through their departments. Teachers meet to analyze data and develop plans for in-class intervention and reteaching.

For Tier 2, teachers and the counseling staff discuss out of classroom intervention opportunities such as Saturday school Homework Club or a specific elective class designed for academic intervention.

All Tier 3 students are brought up through weekly COST meetings. Thereafter, for those who are not making progress, they are referred for an SSPT.

Socioeconomically Disadvantaged Students

Students are identified as socio-economically disadvantaged based on whether they qualify for free or reduced-priced lunches through the federally-funded School Lunch Program. The needs of the socio-economically disadvantaged students will be monitored by the counselors and all program coordinators. The following programs provide support and equal access to socioeconomically disadvantaged students:

- The academic 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.
- 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).

- Specialized activities, trips, and events are available for all students on the campus.

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 meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

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.

The District Affiliated Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

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. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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 MCD 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 or the Modified Consent Decree.

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.

***Modified Consent Decree Requirements**

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

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data
- The standard file including District ID.
- Norm day
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires all District authorized schools, including District affiliated charter schools, 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. Upon affiliated charter school's full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Students in Other Subgroups

Portola has several relevant subgroups for which there is a persistent achievement gap as demonstrated by the data. They include Latinos, African Americans, Foster Youth, homeless youth and Standard English Learners (SELs) as identified by analysis of MiSiS data and SBAC scores. These subgroups benefit from access to all the different programs and interventions offered at Portola, including during-the-school day intervention and after school classes or tutoring sessions. The Assistant Principal over Counseling serves as the designee for foster and homeless youth.

In addition, all of Portola's teachers have been trained in culturally relevant and responsive education strategies to create a school and classroom learning environment that is culturally sensitive. Culturally Responsive Education builds on the students' prior knowledge, diverse backgrounds, and experience.

Portola is fortunate to have an active Parent Center with bilingual support that offers workshops and assistance for parents of students in these subgroups. Homeless and foster students are provided with district-designated social workers and counselors to address their individual needs. In addition, our administrators and counselors monitor the academic and social progress of these students. We provide them with access to various resources in an effort to support both their academic and social success.

“A TYPICAL DAY”

A visit to Portola on any given day may begin with a friendly staff at the front gate eager and willing our front gate to assist. The serene, immaculate and open campus welcomes visitors. Students may be seen standing on the 8th grade lawn and stage, talking and reading. Students may be seen sitting in the cafeteria pavilion area, studying or discussing homework assignments. On any grassy area outdoors, a class may be working on a science or math project, or preparing a play to perform on the outdoor stage. The beautiful, fully stocked library is inviting to students and guests. Teachers bring their classes to access computers, books and journals for research projects.

The Multi-Purpose Room is constantly in use between drama and music productions, clubs, award ceremonies, speakers, class projects and the youth service after school program.

The fully equipped gym with weight machines, exercise bikes, dance revolution and climbing wall are extremely popular with the students. The physical education teachers work with students on basic sports skills, rules of the game, teamwork, nutrition, cardiovascular activities and hand-eye coordination.

Classroom teachers meet weekly in grade levels, by department and cores/teams to assess data in order to lesson plan and work on differentiated instructional strategies.

Classroom visitors see students engaged in learning. In every classroom students can be seen engaged in different learning modalities which include group discussion, student led discussions, peer tutoring and small group activities. Teacher assistants, under the direction of the classroom teacher, can be seen assisting with instruction and promoting student learning on a daily basis.

Additionally, visitors will frequently see many students utilizing technology to demonstrate mastery of concepts in their core content classes. These include the use of Chromebooks to access the StudySync curriculum in ELA as well as the use of iPads in science classrooms to conduct virtual experiments.

Students also utilize technology to analyze primary and secondary source documents in History classes to make claims and justify their findings. Furthermore, students in our AIAT classes frequently utilize technology to create projects and to develop informational presentations.

Students are engaged in rigorous, standards-based instruction with teachers who explicitly define and articulate the state and national standards that students are expected to meet

and exceed. Descriptive criteria, rubrics, and models of work that illustrate these standards are displayed in every classroom. Students participate in evaluating their own work and in setting learning goals for themselves. The curriculum encourages students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement through the learning process.

The Resource Support Program (RSP) teacher offers further support to students with special needs. In the Learning Center, the intervention teacher supports students who require additional assistance in meeting grade level standards. The Special Day Program (SDP) teachers provide students with learning disabilities a safe and nurturing classroom environment with additional support to assist.

At nutrition and lunch, students can be found in the library, reading and studying as well as participating in a variety of sports activities on the PE field. Music on the quad is very popular on Fridays, where students are invited to dance on the 8th grade stage.

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

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

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

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(c)(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), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

(Refer to chart in Element 1 "Local Control Funding Formula Requirements")

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Each year, Portola sets targets of maintaining SBAC scores above the state target and strives to increase the previous year's scores. Students will be prepared to perform on the SBAC exams in the spring of each year. Results of the SBAC are analyzed by teachers and administrators to identify the strengths and weaknesses of our students in English Language Arts (ELA) and Mathematics. With this specific student information, teachers collaborate at grade levels to share results, plan instruction, design follow-up, and review teaching strategies utilizing all additional curricular resources to promote student growth in meeting and exceeding the standards. Historically Portola is one of LAUSD's highest performing middle schools with its highly gifted magnet as the highest performing middle school magnet.

Analyzed SBAC data (LAUSD's MyData system) from 2015-2016, 2016-2017, and 2017-2018 shows the following: Over three years, many of our scores have remained at a constant level with only slight increases or decreases over time. In terms of our math data, results show that all math claims increased slightly last year. Specifically, the percentage of students that met/exceeded standards was 49% in the 2015-16 school year, remained at 49% in the 2016-17 school year and increased to 51% in the 2017-18 school year. English claims, however, have declined one percentage point each year going from 57% of our students' scores at meeting/exceeding the standard in 2015-16 to 56 % in 2016-17 to 55% in 2017-18. This is a trend that we must continue to work on and address. The SBAC data clearly shows that our English Learners and our Students with Disabilities perform well below the overall student population. To address these gaps, the instructional team will work with teachers to identify the students early on in these subgroups and to develop individualized monitoring plans.

The plans will include specific performance expectations and timelines for progress. Teachers will review data on a biweekly basis to ensure progress is being made. Appropriate interventions based on the tiered RTI model will then be implemented.

In addition to the use of district interim assessments, the teachers within the ELA and math departments will develop more frequent common formative assessments, administered approximately every three weeks. This data will be analyzed during department PD time. Reteaching strategies will be developed and best practices will be shared.

As this data is being collected, it will also be shared with our parents stakeholders for the purpose of accountability and to solicit feedback and to address questions.

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, and 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.

Portola Charter Middle School shall determine the development, implementation or use of interim assessments according to the needs of its students, within the limits permitted by the Education Code. Portola Charter Middle School may choose to use District formative assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District. Interim Assessments will be administered according to the district calendar.

The number of assessments varies by subject area. Departments will meet a minimum of two times a year to analyze interim assessment data and engage in instructional planning. At the beginning of the year, teachers will meet by department and analyze current year students' prior year data and identify areas of strength and weakness. After each Interim Assessment, new data will be examined for evidence of growth. Interim Assessments will be administered in English Language Arts, mathematics, and social studies. If and when the district prepares an interim assessment for science it will be administered in science as well.

DATA ANALYSIS AND REPORTING

Data gathered from the CAASPP/California Department of Education website (caaspp.cde.ca.gov) indicate that students at Portola exceed the state and district averages for both ELA (English-Language Arts) and Math for 6th, 7th and 8th grade in terms of students who met/exceeded standards. As a representative sample, the percentage of our

8th graders in 2018 who met/exceeded the standards in ELA was 55.5% compared to 39.59% for LAUSD as a whole and 49.12% for the state of California.

In terms of the math percentages of students who met/exceeded the standards, Portola's percentage was 47.97% compared to 28.28% for LAUSD as a whole and 36.88% for the state. The two subgroups that show a decline in overall SBAC scores are students with special needs and English Learners. These are two subgroups that we continue to analyze and work with in order to show growth for our students. The data below shows the 2018 overall achievement numbers/percentages for Portola students in terms of ELA and math standards.

Smarter Balanced Results

| 2018 ELA Overall Achievement | | | | | | | |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|--------|
| Achievement Level | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | All |
| of Students Enrolled | N/A | N/A | N/A | 565 | 639 | 649 | 1,853 |
| of Students Tested | N/A | N/A | N/A | 557 | 629 | 636 | 1,822 |
| of Students With Scores | N/A | N/A | N/A | 557 | 629 | 636 | 1,822 |
| Mean Scale Score | N/A | N/A | N/A | 2535.3 | 2559.9 | 2572.4 | N/A |
| Standard Exceeded: Level 4 | N/A | N/A | N/A | 25.67% | 26.23% | 19.65% | 23.77% |
| Standard Met: Level 3 | N/A | N/A | N/A | 27.11% | 29.25% | 35.85% | 30.90% |
| Standard Nearly Met: Level 2 | N/A | N/A | N/A | 23.34% | 18.28% | 20.13% | 20.47% |
| Standard Not Met: Level 1 | N/A | N/A | N/A | 23.88% | 26.23% | 24.37% | 24.86% |
| 2018 Math Overall Achievement | | | | | | | |
| Achievement Level | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | All |
| of Students Enrolled | N/A | N/A | N/A | 566 | 639 | 649 | 1,854 |
| of Students Tested | N/A | N/A | N/A | 563 | 633 | 641 | 1,837 |
| of Students With Scores | N/A | N/A | N/A | 562 | 633 | 640 | 1,835 |
| Mean Scale Score | N/A | N/A | N/A | 2562.8 | 2563.8 | 2572.7 | N/A |
| Standard Exceeded: Level 4 | N/A | N/A | N/A | 33.45% | 32.07% | 29.38% | 31.55% |
| Standard Met: Level 3 | N/A | N/A | N/A | 22.60% | 16.90% | 18.59% | 19.24% |
| Standard Nearly Met: Level 2 | N/A | N/A | N/A | 24.56% | 21.96% | 19.84% | 22.02% |
| Standard Not Met: Level 1 | N/A | N/A | N/A | 19.40% | 29.07% | 32.19% | 27.19% |

Analysis and research show that our biggest gain, which was in Math across the board, was likely due to a Math PLC on campus set up to meet and utilize a cycle of inquiry. As such, we are encouraging other departments to set up PLCs. Our Math PLC is teacher driven, and as a result, it empowers them to create their agendas and to look at how to instruct our students best.

Additionally, our data show that socioeconomically disadvantaged, non-white/Asian, and LEP students are not performing at the same level as other students. In the past, the counselors have tracked and offered interventions for students that are not on track. The previous interventions included after-school tutoring and Saturday school. This year the counselors and the College and Career Coach are tracking as many of those students as they can, by offering the same interventions addressing each student's area of need, including math, English, social-emotional learning and executive functioning; as well as intervention electives during the school day. We do not currently have data to support how many students these interventions have helped; however, we have put systems in place to collect data for this year from the intervention classes.

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(b)(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: **Not Applicable.**

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 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

Stakeholders include teachers, parents, students and classified staff. Communication to stakeholders about Portola and their representatives' involvement in governance and the work undertaken by School Site Council will keep the various constituencies' members active and involved. Stakeholder representatives to School Site Council will communicate with their constituents in several ways to ensure Portola's compliance with the Brown Act, Public Records Act and various other applicable laws, regulations and District policies.

On the agenda of every stakeholder meeting, the most current data will be presented. We will solicit the feedback of our stakeholders to elicit additional insight on the path to progress. Parents will be informed of the most current data through the English Learner Advisory Council (ELAC) meetings and during School Site Council. Teachers will be notified during the monthly Instructional Leadership Team (ILT) meetings, which is composed of department chairs, administrators and teacher leads.

Communications methods will include one or more of the following: specific information disseminated via U.S. mail, email, Portola website, or in-house correspondence to various constituents, e-blasts of general meeting announcements or information, meeting minutes, announcements through ConnectEd, marquee listings, letters or flyers sent home with students, audio announcements at the school site, announcement boards outside Portola'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.

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 Portola's website and calendar.

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.

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

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

COURT-ORDERED INTEGRATION

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

Charter School 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 REQUIREMENTS

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

Portola will recruit and reach 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.

Portola staff, including administrators, counselors and coordinators, will actively attend evening parent meetings at our nearby and outlying elementary schools, including those

with a high percentage of socioeconomically disadvantaged students, to promote the school and describe all of our academic and extracurricular offerings.

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 boundaries¹ 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.

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.

¹ 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. Pursuant to Crawford, “former attendance boundaries” also includes students who are placed pursuant to the magnet process.

- **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.

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 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, names will be selected.]

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.

Charter School shall admit all students who wish to apply subject to the above requirements to serve students from the former attendance boundary and lottery procedures. Students who qualify for the Highly Gifted Magnet program and the AIAT program will be placed in the programs pursuant to the respective selection processes. Students who do not qualify for the Highly Gifted Magnet program and the AIAT program are eligible to pursue admissions and enrollment in the Charter School according to the procedures established in Element 8.

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, 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.

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(b)(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(b)(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(b)(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(b)(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(b)(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(b)(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: Portola Charter Middle School
c/o School Principal
18720 Linnet Street
Tarzana, CA 91356

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(b)(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(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, 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.

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

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

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Gaspar De Portola Charter Middle School (also referred to herein as “Portola”, “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(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, 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(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students 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, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200, and 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. (Ed. Code § 47605(d)(2)(B).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

Local Control Funding Formula (LCFF) 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(e).)

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 legal 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 Act

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

High School Exit Examination

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

WASC Accreditation

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

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 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.

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 meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

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 adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

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. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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 ProgressTeam (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 MCD 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 or the Modified Consent Decree.

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.

***Modified Consent Decree Requirements**

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

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data
- The standard file including District ID.
- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires all District authorized schools, including District affiliated charter schools, 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. Upon affiliated charter school's full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

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

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

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

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(c)(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), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

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.

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(b)(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.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and 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.

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

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

COURT-ORDERED INTEGRATION

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

Charter School 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 REQUIREMENTS

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

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 [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.

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.

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, 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.

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(b)(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(b)(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 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(b)(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(b)(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(b)(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(b)(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:

- 4) 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: [Enter name of school here.]
c/o School Principal
[Enter street address of school here.]
[Enter city, state, and zip code here.]

To District: LAUSD
Attn: Director, Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

- 5) 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.

- 6) 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(b)(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(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, 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.

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).)