



**LAUSD BOARD
APPROVED**



**06/23/20
(BR 359-19/20)
TERM: 2020-2025**

LOS ANGELES UNIFIED SCHOOL DISTRICT

Paul Revere Charter Middle School

A DISTRICT AFFILIATED CHARTER SCHOOL

1450 Allenford Avenue, Los Angeles, CA 90049

Renewal Petition

Submitted

March 11, 2020

TERM OF PROPOSED CHARTER

JULY 1, 2020 TO JUNE 30, 2025

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Paul Revere Charter Middle (also referred to herein as “Revere”, “Revere Middle School”, “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(e)(1); Ed. Code § 220.)
 - Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
 - Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(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. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason,

including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

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

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific "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(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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(c)(5)(A)(ii).)

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

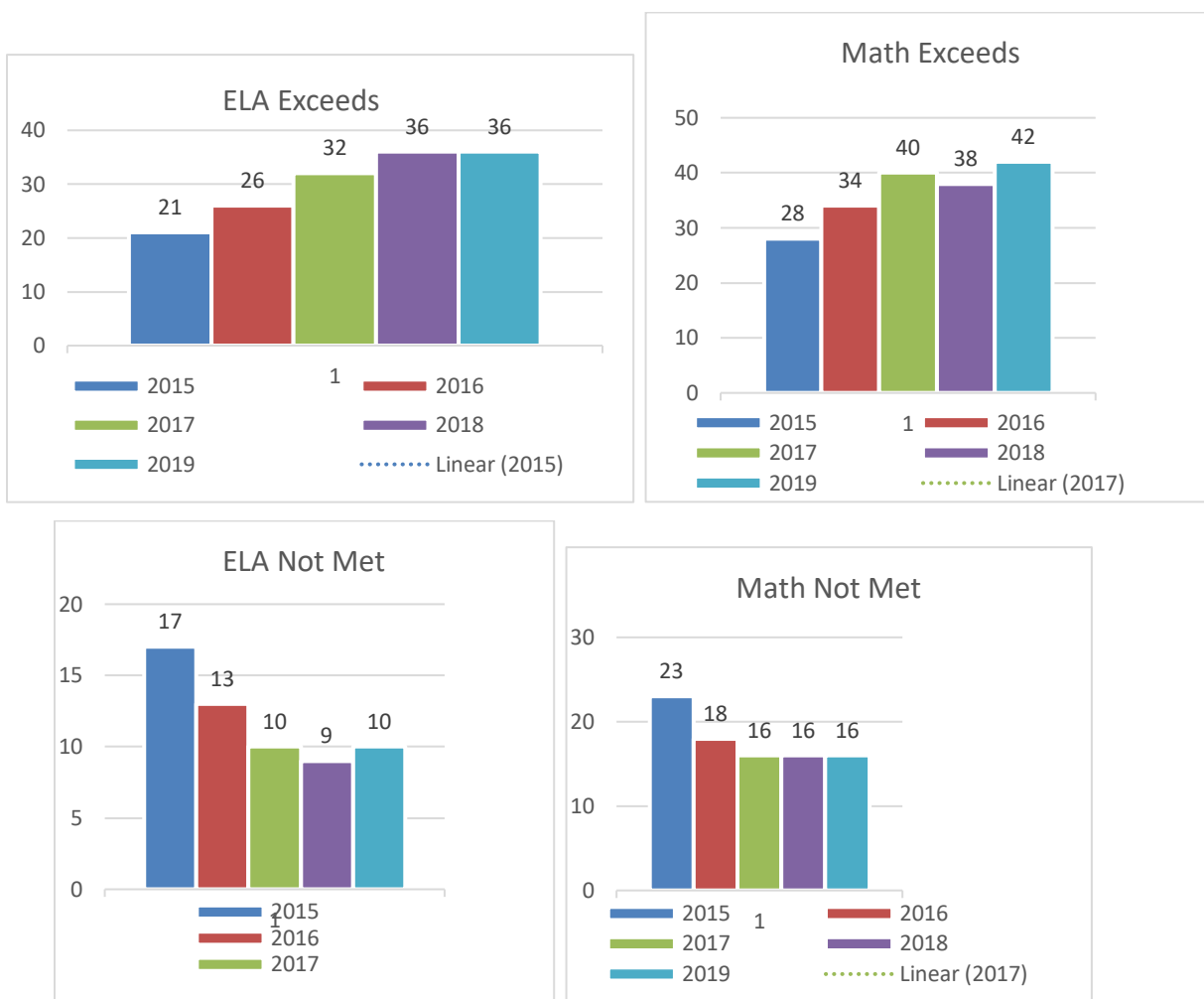
GENERAL INFORMATION

• The contact person for Charter School is:	Tom Iannucci
• The address of Charter School is:	1450 Allenford Ave, Los Angeles, CA 90049
• The phone number for Charter School is:	310-917-4800
• Charter School is located in LAUSD Board District:	4
• Charter School is located in LAUSD Local District:	Local District West
• The grade configuration of Charter School is:	6-8
• The number of students in the first year of this Charter will be:	2100
• The grade levels of the students in the first year will be:	6-8
• Charter School's scheduled first day of instruction in 2020-2021 is:	August 20, 2020
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	2216
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	traditional
• The bell schedule (start and end of day) for Charter School will be:	7:45 am -3:02pm
• The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Since the inception of its charter, Paul Revere Charter Middle (Revere) has established itself as a pillar of strength within its local community and all of LAUSD. As part of LAUSD, Revere's vision is to provide students with a school environment that allows them to become successful life-long learners that are college and career ready. Revere's goals are: Culmination rates of 100%, academic proficiency for all students, 100% attendance, increased parent and community engagement, and total student safety. Revere has become a role model for the successful implementation of the intent of the charter and for affiliated charter schools generally, as well as for providing its community with an academically high-achieving school that meets the needs of all members of its student population.¹ Revere's success is due to:

- Exceptionally high academic achievement, as reflected by its test scores;



¹ Additional information and data reflecting the school's performance, are described in greater detail below in the "Instructional Design" section.

- 6th grade Personalized Learning Environments (PLE);
- Professional development workshops focused on continuous improvement in academic teaching strategies and the social-emotional development of the middle school student;
- Collaborative and distributive leadership among all stakeholders;
- Long standing parent involvement in all areas of Revere's governance, curriculum, professional development, programs, fundraising, and community outreach;
- Successful integration of students from racially, ethnically, and socio-economically diverse backgrounds;
- Award winning English and Physical Education Departments. Awards received by such Departments include The National Pacemaker Journalism Award, and the Dephic League Champions Award.
- Innovative programming with an emphasis on character development; such as Council and FFA (Future Farmers of America).
- Unique elective course offerings, clubs and the Personal Enrichment Programs (PEP) after school program.

Our success in the above-stated areas has served to attract students from over 100 zip codes throughout Los Angeles County. Students are drawn to Revere and many are willing to travel long distances, including across town, to benefit from its exceptional programs. Additionally, Revere's status as a District-Affiliated charter school affords its stakeholders the opportunity to participate in Revere's governance, including assisting in determining how the school manages/budgets the block grant and other fund allocations as well as community donations, in accordance with District policy coordinates professional development, supports curriculum, interviews staff prior to their being selected and recommended to be hired by the District to work at Revere, enrolls students from throughout Los Angeles and surrounding communities, as well as implements new, innovative programs designed to improve student achievement.

Revere is the only public middle school within the communities of Pacific Palisades and Brentwood. To provide a better understanding of Revere's surrounding elementary and middle schools' demographics and performance, we are including LAUSD data from the 2019 CAASPP about the three Middle Schools within LAUSD that are closest geographically to Revere, as well as the five District-Affiliated feeder elementary schools, which provide Revere with one-third of the school's population. ²

Brentwood, Pacific Palisades and the surrounding Westside areas have benefitted greatly due to Revere's commitment to serving the community and to our regular and on-going contributions to the overall well-being of the surrounding neighborhoods, as well as of Revere's student population groups. Examples of such community outreach include:

² Additional information regarding Revere's performance, including comprehensive data and analysis about how the school is meeting the needs of its students and community, is included below in Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by Which Pupil Progress Toward Outcomes Will be Measured.

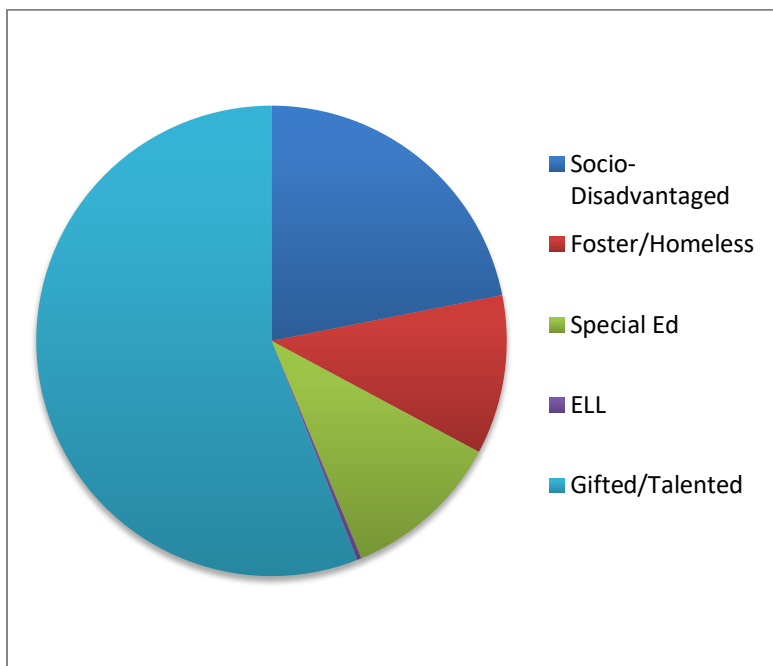
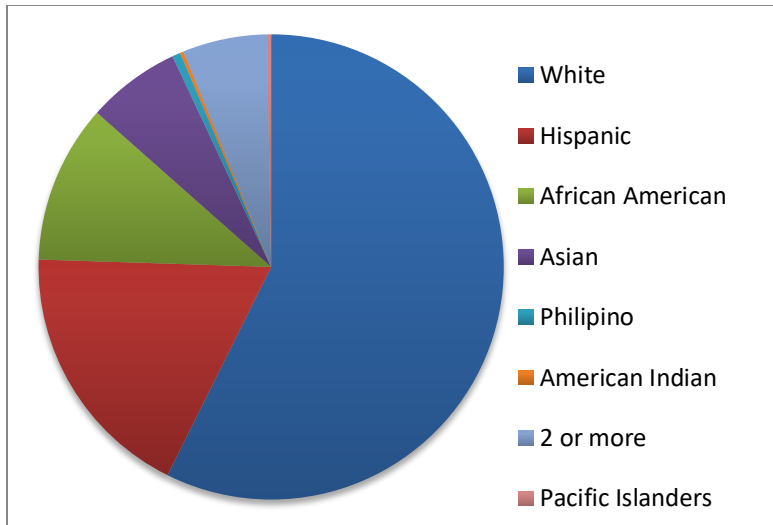
- Serving as a cultural center for community events
- Encouraging and welcoming parent involvement
- Providing a venue for local athletic events and competitions
- Presenting educational opportunities, such as parenting workshops and environmentally conscious programs
- Hosting meetings of the schools comprising the Palisades Complex of Charter Schools, as well as other community events, such as “Town Hall” meetings with District representatives and Board Of Education members
- Enhancing the aesthetic value of the area through our physical plant improvements
Organizing community service projects, such as Thanksgiving Food Drive, Bookies and Cookies, Teen Homeless Shelter in Santa Monica, Pennies for Patients (money donated to Children’s Hospital).

STUDENT POPULATION TO BE SERVED

The Revere Middle School student population includes approximately 2087 students in grades 6-8. Revere’s population closely mirrors the population of the city at large. Areas of residence include: Pacific Palisades, Brentwood and the greater Los Angeles area, including East Los Angeles, Mid City, South Central Los Angeles, Westchester and West Los Angeles.

NEEDS DATA INFORMATION:

The demographic information for Revere illustrates the varied ethnic and racial diversity found on the campus. Approximately 57.35% of our students are Caucasian, 18.15% are Hispanic, 11.03% are African American, 6.49% are Asian, 0.57% are Filipino, 0.24% are American Indian, 5.87% of 2 or more races, and 0.29% are Pacific Islander. Our school population currently includes approximately 18% socio-economically disadvantaged students, which includes foster children and homeless students. 9% of our students are designated Special Education. Approximately 2% are English learners requiring ESL and/or Sheltered instruction. 46% of students at Revere are designated Gifted and Talented, and benefit from Revere’s differentiated classroom instruction, which enhances the curriculum through the dimensions of depth and complexity.



As the only local area middle school, Revere plans and sustains comprehensive educational goals and articulation with the other schools within the Palisades Complex of schools (including Canyon Charter Elementary School, Kenter Canyon Elementary Charter School, Palisades Elementary Charter School, Marquez Charter Elementary School, Topanga Elementary Charter School and Palisades Charter High School).

Large numbers of Revere's students enter our school in 6th grade from the five local elementary schools within the Complex and, thereafter, culminate in 8th grade and move on to the Palisades Independent Charter high school for 9th grade. Looking at the ELA and Math scores projected by the latest academic state testing, it seems clear that Revere has been effective in serving the needs of our students by maintaining an association with the other schools in our local Complex, and ensuring that our educational approaches and

articulation efforts benefit not just our students, but also the District as a whole. Revere articulates with the 5 District-affiliated local elementary schools and serves students in the over 100 zip codes from which we draw, including socio-economically disadvantaged students that live in the surrounding neighborhoods. We promote Revere to all students by sending flyers to elementary schools to attract applicants, by posting announcements and video clips describing and depicting Revere on the school's website, by providing information about the District's Affiliated Charter lottery process, and by conducting monthly tours of Revere from September through April (the dates of which are listed on the school website and mentioned in Revere representative presentations). We also recruit students, including socio-economically disadvantaged students, by sending representatives to attend articulation events at outlying elementary schools.

Coordination and articulation amongst the local area schools takes place through the Palisades Coordinating Council, which includes District representation from the Charter Office staff, Local District West representatives, as well as our Board of Education Member (or representative). The Coordinating Council is comprised of stakeholder representatives from the various local schools, who assist in the coordination of such areas as:

- Scheduling, including specific events such as Back to School Night, Open House, performance-based programs, and professional development.
- Coordinating professional development to maintain an aligned standards-based curriculum and instructional program from Kindergarten through twelfth grade.
- Securing future resources by reaching out to community service groups and potential sponsors, and establishing other partnerships, including to provide support for socio-economically challenged students in all the Complex schools.
- Continuing to identify and implement grants for the mutual benefit of all schools.
- Communicating with the District on issues of joint interest to District-affiliated schools, such as regarding funding, services, and instructional support.

As demonstrated since the inception of our charter, the more involved our school community has become with Revere, the more we have been able to develop successful programs such as; lunch clubs that reflect student diversity and interests, before and after school intervention classes, community service organizations, "Roads to your Future" presentations with the Optimist Club, partnership with the American Legion branch in Palisades, active parent groups participating in school informational events, and community outreach activities that reflect the leadership, skill and talent of our stakeholders and meet the unique needs of our diverse student body. Because we are a District-affiliated Charter School, community and parent involvement at the school site ensures that Revere is accountable and responsive to the local school community.

We seek opportunities to collaborate with the District or, when appropriate, to innovate independently to educate our students in a CCSS-aligned curriculum, based upon their demonstrated needs. As a District-Affiliated charter, Revere is able to provide the resources necessary to prepare our students for the demands of the 21st century. Revere receives our available state and local funds through the District (as a block grant or CPP allocation) and makes decisions regarding the allocation and use of such funds according to the needs of

our students and under the oversight of our Charter Council, which represents the interests of all our stakeholders.

Revere will continue to serve the communities and families identified during the initial years of our charter and enrollment at the Charter School (as distinguished from the Magnet Center) shall continue to come from our traditional attendance boundary areas and, as space permits, students selected through the established District lottery enrollment process.

The historic and continuing success of Revere's educational programs over the past twenty-five years has been based upon the Revere community's ability to work together to create an environment in which all students can learn. Revere will continue to challenge itself to further improve and enhance the educational opportunity for all our children.

GOALS AND PHILOSOPHY

Mission and Vision

School Mission Statement: *Paul Revere Charter Middle School and Mathematics, Science and Technology Magnet is dedicated to the development of critical thinkers and problem solvers for a world that honors the richness of human diversity. Students matriculating from Revere will leave with the academic and social-emotional intelligence that will prepare them for their post-secondary experience. Revere provides a challenging curriculum that emphasizes exploratory and interest-based learning. Above all, Revere strives to foster the development of positive self-esteem, while recognizing student achievement in and out of the classroom. Revere offers a diverse student and teacher population, as well as a caring faculty and administration dedicated to ensuring that each child receives the best possible education in a social and intellectual environment conducive to learning.*

Vision Statement: Revere is committed to promoting and establishing a learning environment that is dedicated to the values of equity, responsibility, compassion and justice

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

As it relates to the Revere Middle School student, an “educated person” in the 21st century is someone who understands the core academic knowledge outlined in the Common Core State Standards and prepares for college and career-readiness. Using this core academic knowledge, students must learn how to think critically, problem solve, communicate and collaborate with their peers and others. Implementation of these skills effectively aligns with college requirements and successful career-readiness planning. As discussed in greater detail below in the section entitled Instructional Technology, because 21st century learners need to be innovative and creative, Revere's students must acquire and maintain the knowledge and skill sets necessary to continue to grow, manage and succeed in this technology-oriented society. They must also be global citizens dedicated to the values of equity, responsibility, compassion and justice.

How Learning Best Occurs

Revere believes that learning best occurs when students are actively engaged and held to high standards in a safe, nurturing environment. Students are provided with standards-based curriculum, and research-based strategies that promote personalizing recognition, criterion-referenced feedback and authentic literacy as identified by researchers Robert Marzano, Debra Pickering, Jane Pollock and Mike Schmoker. Educational decisions are supported by data analysis, and students are provided with the intervention and enrichment needed to ensure learning. Teacher instruction establishes real-life connections in what is taught, while providing authentic and rigorous educational experiences.

Revere students are active participants in the educational process. Through the use of presentation, evaluation and formulization, students demonstrate their mastery of content material. Teachers encourage students to delve deeper into subject matter in order for them to better understand *and* utilize the information in the real world. Teachers, parents, and the administrative staff take pride in their on-going and focused efforts to improve their instructional skills and techniques and to increase grade level advancement and school-wide articulation.

Local Control Funding Formula (LCFF) Requirements

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

LCFF STATE PRIORITIES
GOAL #1

Proficiency for All	Related State Priorities:		
	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
Local Priorities:			
<input type="checkbox"/> :			
<input type="checkbox"/> :			

Specific Annual Actions to Achieve Goal

Funded and hired two additional administrative positions to oversee and implement a school-wide intervention program. Purchased a computer based skill-building program (Lexia and Dreambox) to introduce and explain concepts and skills in clear and direct language; provide scaffolding to assist students in their learning and practice. Hired a psychological social worker to address the social and emotional health for at-risk student populations.

“” subgroup not numerically significant at this time*

Expected Annual Measurable Outcomes

Outcome #1:

Growth of student scores on the SMARTER Balanced Assessment For ELA

Metric/Method for Measuring:

CAASPP scores

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	69%	70%	71%	72%	73%	74%
English Learners	28%	28.5%	29%	29.5%	30%	30.5%
Socioeconomically Disadvantaged Students	40%	41%	42%	43%	44%	45%
Foster Youth	50%	50.5%	51%	51.5%	52%	52.5%
Students with Disabilities	49%	50%	51%	52%	53%	54%
African American Students	49%	50%	51%	52%	53%	54%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	79%	80%	81%	82%	83%	84%
Filipino Students	*	*	*	*	*	*
Latino Students	46%	47%	48%	49%	50%	51%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	85%	86%	87%	88%	89%	90%
White Students	82%	83%	84%	85%	86%	87%

Outcome #2:

Growth of Students scores on the SMARTER Balanced Assessment for Mathematics

Metric/Method for Measuring:

CAASPP Scores

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	63%	64%	65%	66%	67%	68%
English Learners	19%	20%	21%	22%	23%	24%
Socioeconomically Disadvantaged Students	38%	38.5%	39%	39.5%	40%	40.5%
Foster Youth	50%	51%	52%	53%	54%	55%
Students with Disabilities	17%	18%	19%	20%	21%	22%
African American Students	24%	25%	26%	27%	28%	29%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	86%	87%	88%	89%	90%	91%
Filipino Students	*	*	*	*	*	*
Latino Students	38%	39%	40%	41%	42%	43%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	72%	73%	74%	75%	76%	77%
White Students	75%	76%	77%	78%	79%	80%

GOAL #2						
100% Attendance	<div style="display: flex; justify-content: space-between;"> <div> <p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> </div> </div> <div> <p>Local Priorities:</p> <div style="display: flex;"> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> </div> </div> </div>					
Specific Annual Actions to Achieve Goal						
<i>School-wide monthly attendance incentive breakfasts: Attendance awards' Assemblies, Parent outreach and counseling program, and individual student counseling programs.</i>						
Expected Annual Measurable Outcomes						
Outcome #1: Reduction in student cronic absenteeism						
Metric/Method for Measuring: MISIS system will act as a guide in tracking student attendance, allowing staff to identify students with chronic absenteeism.						
APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	8%	7%	6.5%	6%	5.5%	5%
English Learners	7.5%	7%	6.5%	6%	5.5%	5%
Socioeconomically Disadvantaged Students	15.3%	15%	14.7	14%	13%	12%
Foster Youth	20%	20%	19.5%	19%	18.5%	18%
Students with Disabilities	13%	12.5%	12%	11.5%	11%	10.5%
African American Students	16.3%	15.5%	15%	14.5%	14%	13.5%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	3%	2.7%	2.4%	2.1%	2%	1.8%
Filipino Students	*	*	*	*	*	*
Latino Students	11%	10%	9%	8%	7%	6%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	8%	7%	6.5%	6%	5.5%	5%
White Students	7%	6.5%	6%	5.5%	5%	4.5%

Outcome #2:

Increased Attendance to proficient level (96% attendance average daily attendance rate)

Metric/Method for Measuring:

MIS/S System will act as a guide in tracking student attendance, allowing staff to identify students with chronic absenteeism.

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	71%	71.5%	72%	72.5%	73%	73.5%
English Learners	70%	71%	72%	73%	74%	75%
Socioeconomically Disadvantaged Students	58%	59%	60%	61%	62%	63%
Foster Youth	37%	37.5%	38%	38.5%	39%	39.5%
Students with Disabilities	64%	65%	66%	67%	68%	69%
African American Students	56%	57%	58%	59%	60%	61%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	90%	91%	92%	93%	94%	95%
Filipino Students	*	*	*	*	*	*
Latino Students	69%	70%	71%	72%	73%	74%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	71%	71.5%	72%	72.5%	72.75%	73%
White Students	70%	71%	72%	73%	74%	75%

GOAL #3						
Parent/Community/Student Engagement	<div style="display: flex; justify-content: space-between;"> <div> <p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> </div> <div> <p>Local Priorities:</p> <div style="display: flex;"> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> </div> </div> </div>					
Specific Annual Actions to Achieve Goal						
<i>Monthly parent/staff meetings, parent community liason, parent center, outreach using Schoology, Website information, Blackboard Connect announcements, eblasts, Charter council monthly meetings, ELAC monthly meetings, parent educational seminars, montly campus beautification programs, and multiple after-school programs in sports and accademics.</i>						
Expected Annual Measurable Outcomes						
Outcome #1: Increase participation in the District School Experience Survey-Parents/Guardians						
Metric/Method for Measuring: School will monitor activity sign ins, Schoology log in rates, number of families signed up for weekly Eblast to identify family participation rates in the above activities and counsels.						
APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	45%	50%	55%	60%	65%	70%
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #2:

Increase participation in the District School Experience Surevey-Students

Metric/Method for Measuring:

School will use summary information on student participation provided by school district to track increase or decrease in participation

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	73%	75%	78%	83%	86%	89%
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3:

Increase participation in the School Experience Survey-teachers

Metric/Method for Measuring:

School will use summary information on student participation provided by school district to track increase or decrease in participation

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	60%	63%	66%	69%	72%	75%
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

GOAL #4						
Ensure School Safety	<div style="border: 1px solid black; padding: 5px;"> Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
<i>Installation of camera security system, hiring of additional campus aide, teacher training in CPR and First Aid. Creation of a traffic safety committee, monthly participation in practice emergency drills, purchase of Palasadian Patrol. PTA donation of emergency supplies for each classroom (ie,first aid kits)</i>						
Expected Annual Measurable Outcomes						
Outcome #1: Paul Revere Charter Middle School will provide a safe school environment for all students						
Metric/Method for Measuring: The percentage of parents/guardians that positively rate school safety on an annual survey.						
APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	84%	86%	88%	90%	92%	94%
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #2:

Reducing Campus Wide Bullying and fostering a positive school climate where all students feel welcome, respected and safe

Metric/Method for Measuring:

The percentage of students/parents/guardians that positively rate the school's efforts to address bullying on an annual survey

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	69%	70%	71%	72%	73%	74%
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3:

Developing Safe and Productive Learning Environments for all students.

Metric/Method for Measuring:

The percentage of students/parents/guardians that positively rate overall school safety on an annual survey

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	71%	72%	73%	74%	75%	76%
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

GOAL #5						
<i>Provide and Maintain Basic Services and Facilities</i>	<div style="border: 1px solid black; padding: 5px;"> Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
<i>Funded additional buildings and grounds worker, overtime provided for maintenance of facility, annual SARC inspections, monthly campus beautification projects, fundraising for campus improvements and student recognition for maintaining clean campus.</i>						
Expected Annual Measurable Outcomes						
Outcome #1: Maintain exemplary rating for overall campus/facility environment-satisfaction with campus physical plant.						
Metric/Method for Measuring: Overall growth will be measured by the school annual School Accountability Report Card which provide information to the community to allow public comparison of schools for student achievement, environment, resources & demographics.						
APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	86%	88%	90%	92%	94%	96%
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

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. Revere undertakes various means to achieve this goal including, but are not limited to:

- 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 control through the Council Program.
- 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 interest-based electives and clubs such as: journalism, Leadership, yearbook, music, choir, horticulture, sports, FFA, Gay/Straight Alliance, world languages, and computer science.
- Teaching basic skills that open up the possibilities for students to conduct research in areas of interest, as well as to experiment with concepts and utilize competent approaches to problem solving.

INSTRUCTIONAL DESIGN

Revere's framework for instructional design is based on the Common Core State Standards (CCSS). As stated above, we prepare students to be high school, college and career ready, with rigorous content instruction and the application of knowledge through high level thinking. The instructional framework is also aligned with the needs of our students, as recognized by various means including, but not limited to, data analysis, teacher recommendations, academic performance, counselor assessments, parent referral and student self-referrals. All of our teachers are credentialed and highly qualified in the subjects they are teaching.

Instruction by teachers allows for differentiation of lessons (Kaplan, Benjamin), as well as remediation appropriate to grade levels. The other main methodologies include, but are not limited to: Text dependent questioning (Fisher and Fry), cooperative learning (Kagen), inquiry-based learning (Brooks), experimentation, intervention (Dufour), performance

activities, technology-based instruction and projects. Data-driven professional development and continuous improvement sessions support teaching strategies and methodologies.

Many of our teachers use Backward lesson Design (Wiggins and McTighe). By establishing essential questions as student learning objectives and connecting the CCSS to real world issues, teachers develop common assessments that evaluate student learning of the standards and the essential questions. They also develop and structure units/lessons in ways that best prepare the students for these assessments.

In addition to the general approaches noted above, Revere utilizes many more instructional strategies including, but not limited to, the following:

- The use of technology in the classroom - for both information delivery and independent student mastery of concepts and project completion;
- Project-based instruction;
- Common grade-level assignments, assessments and rubrics for assignments;
- Intervention techniques for low-achieving students, such as teacher tutoring and intervention math class; 6th grade intervention elective.
- Differentiated instruction for gifted learners;
- Differentiated instruction for English learners;
- Differentiated instruction for all special populations and targeted student population.
- Interdisciplinary projects across core disciplines;
- Integrated instruction between classroom teaching and experiential learning, such as field-trips and assemblies;
- Independent research projects, independent study units and extension activities;
- Curricular steps and unit plans created by vertical teams;
- Strategies for multiple modalities, including for visual, kinesthetic, and auditory learners;
- Analysis of student achievement data with students, and discussion of implications for student learning and goals;
- Modeling/emulating study skills and habits of highly effective students;
- Peer feedback and partner/small group work in the classroom;
- Reciprocal teaching in partner teams and whole class discussions;
- Socratic seminar.

Curriculum and Instruction

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

Common Core State Standards:

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

Teachers at Revere Middle School have been trained in, and follow the philosophies of Culturally Relevant and Responsive Education (CRRE). Teachers use students' cultural knowledge, prior experience, frames of reference, and performance styles in order to make learning experiences and curriculum more relevant and effective for students. Additionally, all of our teachers use SDAIE teaching strategies to effectively address the needs of our English learners.

The scope of skills taught along grade levels and content areas include, but are not limited to: reading comprehension, inferences, critical thinking, problem solving, communication, social development, emotional well-being, deductive reasoning, skill application, inductive reasoning, cooperative learning, quantitative and qualitative analysis, and the use of appropriate technology throughout the instructional day. Through the distribution of District-provided/school maintained iPads to the entire student population, in addition to computer elective classes; development of technology-related skills is provided on a daily basis for all students. This will also ensure that students will be prepared to take computer-based state standardized assessments.

The master schedule includes challenging college/career prep courses, defined by high expectations and quality academic standards. The school offers a wide range of classes to meet the diverse needs of our students. Revere also has 6th grade and Magnet Personal Learning Environments (PLEs). All students who meet state-mandated requirements have access to Honors courses. At Revere, 17 academic classes and 16 elective classes have been established, meeting District and State requirements, as described in the "Revere Middle School Program" section, below.

English Language Arts

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

such as Revere's prestigious Literary Anthology, its award-winning student newspaper *The Town Crier*, and a lunch clubs focused on writing short stories.

English Language Development

The English Language Development/English as a Second Language arm of the English Language Arts Department of Revere 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 California English Language Development 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. Students present findings and their research in content areas through programs such as Google Classroom and iMovie. Enabling students to be competently bilingual is the ultimate goal of this program.

Mathematics

Revere Middle School has had an exceptional mathematics program for many years, and it intends to maintain its high level of achievement in instruction by embracing the CCSS through the adoption of standards-aligned instructional materials, which provide accessibility of the curriculum to all learners. The school's Algebra and Geometry students continue to score above the 90% proficient or above mark on the CAASPP, and the faculty members have devised innovative strategies to scaffold instruction to meet the needs of English learners and students with disabilities. Using Kagen Cooperative and learning strategies, the Revere faculty continues to expand student participation and use of academic language to improve learning. In addition, they are adapting the MARS Mathematics Assessment Project, that focuses on important concepts, problem solving and mathematical reasoning. Over the last five years, Revere scores on the CAASPP demonstrates continued improvement and mastery. The faculty intends to provide rigorous mathematics instruction to prepare students for high school, college and the future.

Science

The mission of Revere Middle School's Science Department is to engage students in a meaningful understanding of the concepts and principles of science and engineering. The core ideas of middle school science progress from simple ideas to more complex forms of understanding. Through investigations, inquiries, and conceptual modeling, students discover the technological and scientific importance of interconnected scientific principles as they apply to culture and society. These interconnected and crosscutting science concepts will deepen the students' understanding of real world science applications as stated in NGSS. The scientific knowledge and process skills they acquire will translate to

critical thinking skills that students will use to analyze scientific issues, past and present. Performance expectations, based on students' demonstrations of what they can do with their acquired knowledge, will be emphasized. Developing science literacy in middle school students is key to preparing students for high school, college, career and citizenship. Revere's science teachers and supporting staff are dedicated to promoting science literacy to all students. Both science literacy and a solid understanding of core scientific principles prepare students to become responsible, productive citizens in a society that is increasingly technologically focused.

Social Studies

In the Social Studies Department, Revere students are instructed to think, read and write like a historian (Stanford History Education Group). Students use primary and secondary sources to answer document-based questions, to research and prove a thesis statement, or to establish a claim. Students work in cooperative groups (as teams of two or more) to "close read" (i.e., annotate and analyze) primary and secondary sources. Students also use available technology to research and enhance presentations, both on an individual basis and in cooperative groups, using iPads and applications such as Keynote, Pages, Notability and iMovie. All instructional content will be based on the California Common Core State Standards and the English Language Arts & Literacy for History/Social Studies standards.

Physical Education

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

Electives

Revere Middle School offers a number of elective programs as part of its curriculum - aligned with District and state requirements, which include classroom instruction, project-based learning, and leadership experience. Some of these electives include classes in:

- Music;
- Art and digital media;
- Orchestra, band, and choir;
- Digital imaging, in which students learn and use the Photoshop and Illustrator programs;
- "Coding," as well as iPad application and game-creation; and
- Agriculture and horticulture.

The Music Program at Revere has enjoyed a strong tradition of successful performances from the opening of the school in 1955. We have three full time music teachers (one choral,

two instrumental), and many part time music coaches. Our music programs regularly participate in District music festivals as well as outside events, in which we traditionally distinguish ourselves as one of the top middle school music programs in Los Angeles.

Revere Middle School Program

THE REQUIRED 6TH GRADE PROGRAM CONSISTS OF:

♦ CC English	2 semesters
♦ CC World History: Ancient Civilizations	2 semesters
♦ CC Math 6	2 semesters
♦ CC Science/Health	2 semesters
♦ Physical Education	2 semesters
♦ Elective*	2 semesters

* The 6th Grade elective is either a full year of Music OR 3 separate classes to which students are randomly assigned on the “Exploratory Wheel” (from the elective courses: Agriculture, Shakespeare, Banking, Geography, Drafting/Advertising).

THE REQUIRED 7TH AND 8TH GRADE PROGRAMS CONSIST OF:

7TH		8TH	
♦ CC English 7AB	2 Semesters	♦ CC English 8AB	2 Semesters
♦ CC Math 7AB or CC Algebra 1	2 Semesters	♦ CC Math 8AB or CC Algebra 1 or CC Geometry AB	2 Semesters
♦ CC World History: Medieval & Modern World	2 Semesters	♦ US History AB	2 Semesters
♦ CC Science /Health	1 Semester	♦ Physical Science AB	2 Semesters
♦ Physical Education	2 Semesters	♦ Physical Education	2 Semesters
♦ Elective**	2 Semesters	♦ Elective	2 Semesters

****7th and 8th Grade Elective Offerings:**

General Art	Intro to Spanish
Chorus	Photography
Glee	Career Readiness Worker <i>(8th grade only)</i>
Choir	Computer Programming
Band	Journalism
Orchestra	Yearbook

Horticulture
Environmental Studies(one
semester)

Leadership
Media(one semester)

MATRICULATION REQUIREMENTS FOR GRADES 6-8

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

Textbooks

Revere will continue its longstanding high level of achievement and exceptional instructional program by selecting the appropriate state-adopted textbooks for our targeted population, to support the delivery of instruction.

TEXTBOOK LIST****

Grade 6

Subject	Title	Publisher
English	Timeless Voices, Timeless Themes (copper)	Prentice Hall
	Supplemental Literature Books	McDougal Littell

Math	Common Core Math 6	Holt McDougal
Science	California HMH Science Dimensions	Houghton, Mifflin, Harcourt
History	History Alive! The Ancient World	Teacher's Curriculum Institute
Math	***Mathematics Grade 6	Holt McDougal

Grade 7

Subject	Title	Publisher
English	Timeless Voices, Timeless Themes (bronze)	Prentice Hall
	Supplemental Literature Books	
Math	Common Core Math 7	Holt McDougal
Algebra	Common Core Algebra 1	McDougal Littell
Science	California HMH Science Dimensions	Houghton, Mifflin, Harcourt
History	History Alive! The Medieval World & Beyond	Teacher's Curriculum Institute
Math	***Mathematics Grade 7	Holt McDougal

Grade 8

Subject	Title	Publisher
English	Timeless Voices, Timeless Themes (silver)	Prentice Hall
	Supplemental Literature Books	
Math	Common Core Math 8	Holt McDougal
Algebra	Common Core Algebra 1	Holt McDougal
Geometry	Common Core Geometry	Pearson/Prentice Hall
Science	California HMH Science Dimensions	Houghton, Mifflin, Harcourt
History	Creating America	McDougal Littell

***Common Core Holt McDougal Math textbooks are used in grades 6-8.

****Content teachers review State-adopted textbooks with vendors, discuss and evaluate their options, then make their selection in Department meetings. (State-adopted textbooks are available for parental perusal prior to selection by academic departments.)

Learning Environments

Revere supports the concept of smaller schools within a larger campus through the personalized learning environments, by grade level. On the campus, the 6th grade cores (and 6th grade lockers) are located in contiguous space. All 6th grade classes are cored with English/Social Studies and Math/Science. Charter School students are placed in the same homeroom for 7th thru 8th grades. In our Mathematics, Science, and Technology Magnet Center, students in 6th, 7th and 8th grades are “teamed”. The “teaming” of students offers small learning environments, continuity of counseling, class structure, and teacher collaborative designs promote personalization. In addition, to ensure continuity and greater ease with transitions, counselors follow grade levels until the students’ matriculation to high school.

Math/Science/Technology Magnet

Paul Revere Charter Middle's Math, Science and Technology Magnet Center's program offers students a rigorous, yet holistic, education. Students are challenged to exceed their highest expectations, while being supported to grow into their fullest self. It is our aim to create a community of learners, in which all stakeholders (teachers, students, parents and support staff) work cohesively to nurture great students and outstanding individuals.

As students matriculate through Revere's Magnet Center program, they are engaged in our STEAM Curriculum - a platform whereby students are engaged in project-based, Common Core-aligned learning opportunities infused by our Magnet Center's **Science, Technology, Engineering and Math** theme.

The **STEAM Curriculum** has four major components:

1. **Field Trips** – each grade level is taken on two theme-related trips per year. Students then engage in project-based activities derived from their field trip experiences.
2. **Workshops/Lectures/Discussions/Group Activities/Presentations** – students participate in STEAM-based workshops and attend lectures by STEAM professionals and educators.
3. **STEAM Lab** – led by Revere's Technology Instruction Coordinator, students participate in Common-Core, project-based STEM lab lessons and activities which infuse technology into both the outcome and process of our students' educational experience.
4. **Digital Portfolio** – To participate in culmination, Revere's Magnet Center students must complete a Digital Portfolio detailing their participation in the STEAM curriculum. The digital portfolio features the projects, papers, activities and documentation of the student's participation in the Revere Magnet Center's STEAM Curriculum.

Intervention Programs School-wide:

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

- Teacher/Parent/Student Conference
- Counselor meets with student
- Conference with Counselor and Parents

- Weekly Progress Reports
- Counselor focus groups
- Tutoring and other Academic Interventions
- SSPT Team
- Intervention Coordinator
- Doctor Verification
- 504 Plan
- Assessment
- Special Education Placement

Revere launched the Road to Culmination pilot program, which offers teacher/counselor mentors to 8th grade students with the most academic and social needs. The students are assigned to pods, which are groups of 3-5 students that meet on a regular basis with their assigned pod leader. The pods meet during homeroom to review study skills and the importance of getting good grades. The pods are also monitored closely for weekly progress, and provided with progressive interventions based on their academic and behavioral success. Parents are contacted monthly to discuss student progress, successes and challenges. Revere will expand this program to include more students each year, in order to lower the number of students with Ds or fails in core academic classes. In the Magnet Center, Revere has the Coordinator's Crew, which is open to 6th - 8th grade students. While similar to the Road to Culmination, the Coordinator's Crew specifically targets our magnet students. Both of these programs involve regular parent communication and off-campus events to increase parent engagement.

Revere currently offers an after school intervention program twice a week called the Homework Help Club, in which students are provided with tutoring by teachers in all subjects. Revere also offers tutoring in math before school and at lunch. Lastly, Revere will be piloting a peer tutoring program, which will include students from throughout the school who will receive individual support in math and/or science from Revere honor students (drawn from 8th graders) during the nutrition and lunch periods.

Students with social/emotional issues are supported and assisted on an individual basis by counselors, PSW, and support staff. They take advantage of District mental health resources, and an outside agency, when necessary. We currently also have MOU partnerships with Help Group for students who require school-based mental health counseling. In addition, we have the "Our House" Grief Support group for students who have lost loved ones. This group meets for 10 weeks and is facilitated by a representative from Our House and a Revere counselor.

The Ojai Foundation Council Program, facilitated by Council-trained teachers and counselors, provides a forum for students to express their feelings in a trusting and respectful environment. Students respond to prompts and share personal stories with their

classmates. This program helps students to build self-esteem, improve communication skills, clarify their personal values and develop cultural tolerance.

Council is not counseling. It is open to all students, and provides them with the opportunity to sit together in a circle to celebrate important events, make significant decisions, explore conflict resolution, find answers to questions, and connect with one another.

The Council Program is a communication tool, deep listening practice, and a way for students to share their stories with their classmates. As part of its commitment to honor and respect all voices on campus, Revere has incorporated the use of the Council Program in classrooms, staff meetings, student activities, and in a variety of other meaningful and interactive ways.

Council can easily be tied into the curriculum for any class. Council offers the school an “open feedback system” for processing changes, crises, conflicts, and for celebrating achievements. Council provides all the stakeholders in the school community a way for their voices to be heard.

We also believe that Positive Reinforcement is the best way to motivate our students. In order to ensure that students have opportunities for achieving success, students benefit from the following incentive programs:

- **Student of the Month:** Each month, teachers nominate students for “Most Improved” and “Outstanding Student” awards. Awardees are given a small prize and their names are read aloud over Revere’s PA system.
- **Attendance Incentive Program:** This program is designed to reward classrooms and individual students for outstanding attendance. On a monthly basis, the top homerooms in each grade win a reward and get a trophy. Students with perfect attendance each month get a certificate, and their names are listed in *The Town Crier*. Students with perfect attendance for three years get a medal during 8th grade Awards Night.
- **Superstar Program:** The Superstar program encourages students to take responsibility for their academics, to be more socially-conscious citizens, and to show great character. Teachers and Staff members are given “Revere Superstar” cards to issue to students each month. Student names are drawn in a raffle 3 times a week, announced over the school PA system, and the students are given a prize.
- **Rising Riders:** The Rising Riders program recognizes students who have shown marked improvements in behavior, academics and social/emotional growth throughout the school year. Students receive tickets for a monthly drawing and if selected, they receive rewards and commendation for their efforts.

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.



LOS ANGELES UNIFIED SCHOOL DISTRICT **SINGLE-TRACK INSTRUCTIONAL SCHOOL CALENDAR 2020-2021**

JULY

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER

MO	TU	WE	TH	FR
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY

MO	TU	WE	TH	FR
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL

MO	TU	WE	TH	FR
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

07/03/20 Independence Day Observed	01/11/21 Second Semester Begins
08/18/20 First Day of Instruction	01/18/21 Dr. Martin L. King Birthday
09/04/20 Admission Day	02/15/21 Presidents' Day
09/07/20 Labor Day	03/26/21 Cesar E. Chavez Birthday Observed
11/11/20 Veterans Day	03/29 - 04/02/21 Spring Recess
11/26 - 11/27/20 Thanksgiving Holiday	05/31/21 Memorial Day
12/21/20 - 01/08/21 .. Winter Recess	06/10/21 Last Day of Instruction

LEGEND:

	First Day/Last Day of Instruction
	Legal/Local Holidays
	School Recess
	Unassigned Day (schools not in session)
	Pupil Free Days *
	Second Semester Begins

Instructional Days

Fall Semester.	80
Spring Semester.	100
Total.	180

* Scheduled pupil free days are Monday, August 17, 2020 and Friday, June 11, 2021.

If a school selects Monday, January 11, 2021 as a pupil free day, then Friday, June 11, 2021 becomes an instructional day.

Board Approved
December 12, 2017

PAUL REVERE CHARTER MIDDLE SCHOOL

MATHEMATICS, SCIENCE & TECHNOLOGY MAGNET CENTER

BELL SCHEDULE 2020-2021

Breakfast in the Classroom will take place during Homeroom daily.

SILENT SUSTAINED READING (SSR) Mondays, Wednesdays, & Fridays				TEACHER TEAM PLANNING TIME SCHEDULE <i>Tuesdays & Thursdays</i>			
			Minutes				Minutes
Homeroom/SSR	7:55	8:32	(37)	Homeroom	7:55	8:17	(22)
Period 1	8:38	9:29	(51)	Period 1	8:23	9:07	(44)
Period 2	9:35	10:26	(51)	Period 2	9:13	9:57	(44)
Nutrition	10:26	10:41	(15)	Nutrition	9:57	10:12	(15)
Period 3	10:46	11:37	(51)	Period 3	10:17	11:01	(44)
Period 4	11:43	12:34	(51)	Period 4	11:07	11:51	(44)
Lunch	12:34	1:09	(35)	Lunch	11:51	12:23	(32)
Period 5	1:14	2:05	(51)	Period 5	12:28	1:12	(44)
Period 6	2:11	3:02	(51)	Period 6	1:18	2:02	(44)
<u>Minimum Days</u> October 16, December 18, February 12 March 12, April 23, June 10				<u>*Professional Development Schedule</u> <u>Special Tuesdays</u> August 25, September 15, September 22, October 6, October 20, November 3, November 17, December 8, January 12, January 26, February 2, February 16, March 2, March 16			
			Minutes				Minutes
Homeroom	7:55	8:15	(20)	Homeroom	7:55	8:17	(22)
Period 1	8:21	8:54	(33)	Period 1	8:23	9:02	(39)
Period 2	9:00	9:33	(33)	Period 2	9:08	9:47	(39)
Period 3	9:39	10:12	(33)	Nutrition	9:47	10:02	(15)
Lunch	10:12	10:29	(17)	Period 3	10:07	10:46	(39)
Period 4	10:35	11:08	(33)	Period 4	10:52	11:31	(39)
Period 5	11:14	11:47	(33)	Lunch	11:31	12:03	(32)
Period 6	11:53	12:26	(33)	Period 5	12:08	12:47	(39)
				Period 6	12:53	1:32	(39)

Late Buses are Mondays and Thursdays for students that are eligible for LAUSD transportation.

Mathematics Placement Act

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

WASC Accreditation

If Charter School serves students in grades 9-12, 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.

Professional Development

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

Professional development for faculty growth and to achieve higher level core expertise will be delivered by all members of the professional community at Revere. Teaching faculty and administrators will primarily lead professional development sessions for administrative and teaching faculty, while classified personnel will conduct professional development that best meets *their* specific needs.

On Tuesdays and Thursdays outside of the District-mandated professional development days, teachers meet in specific committees: Special Education Collaboratives, Charter Council committees, Department meetings, and content teams. The committees work together to develop curriculum maps, common assessments, SBAC test preparation questions, writing prompts and rubrics, lesson plans, projects and units. The committees also examine student work, analyze the effectiveness of instruction, and redesign activities and curriculum in response to assessment data.

The Revere teaching faculty's professional development sessions for the first year of this renewal and subsequent years will include and combine topics such as:

- Best practices;
- Creating common assignments and rubrics for assignments;
- Creating common quarterly and semester assignments;
- Aligning grading scales;
- Designing intervention techniques for low-achieving students;

- Differentiating instruction for gifted learners;
- Differentiating instruction for English learners, SDAIE strategies;
- Using technology in the classroom;
- Creating interdisciplinary projects;
- Creating pacing plans in horizontal teams;
- Creating curricular steps and unit plans in vertical teams;
- Innovating in the classroom;
- Teaching strategies for multiple modalities;
- Analyzing student achievement data and analyzing implications of achievement data for instructional methods;
- Creating mentoring programs for at-risk students;
- Community-building;
- Sharing opportunities for growth in specific disciplines, including details about upcoming conferences, research opportunities, lecture/seminar series, etc.;
- Establishing professional literature/reading groups;
- Developing a structure for peer observation and feedback;
- Learning how to effectively design and execute field trips;
- Developing assemblies and performances for students;
- Improving the instructional program;
- Involving parents and community members in student achievement; and
- Improving parent-teacher communication.

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

Teachers, administrators, parents and staff participate in various research-based professional development sessions, conferences, and training opportunities including, but not limited to:

- Brain-based research – How students learn.
- Using Data Effectively and Creating/Maintaining a Culture of Continuous Improvement – Facilitated by Dr. Jim Cox.
- Technology training – “Ignite”, Apple Education, United Streaming, Smart Board, and Carolyn White PEP Grant.
- UCLA Writing Across the Curriculum, USC Gifted Summer Institute, California Association for the Gifted (CAG) Conference, California Mathematics Council Conference, Los Angeles County Teachers of Mathematics Association Conference, and National Science Teachers Association Conference.
- Council Training through the Ojai Foundation and IMPACT training.
- Character Counts Training - Josephson Institute.
- CSUN Science instructional Technology use workshop.
- MARS mathematics project.
- Stanford History Education Group; Reading Like a Historian.
- Greybill: Socratic Practices (Seminar).

- ESC West Training, Close Reading, Text-dependent questions, Writers' Workshop.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

English learners comprise 2.3% of Revere's student population, and 57% of the school's EL populations are Long Term English learners (LTELs). As discussed previously, Revere's English Language Development Department 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. Our goal is to provide interventions for students in ELA to accelerate English Language Development and Access to the grade level Common Core-aligned content instruction.

English Program components will be offered via Designated and Integrated EL Instruction (right placement of students in EL classes attending to EL level determined by ELPAC assessment); and monitored by cooperation of EL Designee, administrators, and counsellors (SSPT/LAT involved in EL progress monitoring as well).

Our placement options for EL's are LLEAP (Language and Literacy in English Acceleration Prog) and ALP (accelerated Learning program) for LTELs. Information about other options in LAUSD is offered to parents in our informational meetings to EL parents at enrollment and through ELAC. New unidentified students whose Home Language Survey indicates they speak a language other than English will be identified using INITIAL ELPAC (scored using LST) and, if not IFEP (Initial Fluent English Proficient), they'll be given the right placement in Designated EL instruction classes.

Monitoring of EL students progress: All ELs will take annual ELPAC and RI (reading Inventory) in their progress toward reclassification. EL Designee will monitor progress by analyzing EL data (via ELPAC scores, ELA scores, MISIS ELD data, MyData), and cooperate with teachers of ELs in meetings organized for that purpose. EL designee and teachers of EL's will monitor progress to reclassification and support needed by ELs to show progress (profiles analyzed) and EL students ready to reclassify. SSPT and ELAC will also be involved in monitoring progress towards reclassification and reclassification processes. ELs, at risk LTELs (from now on, long Term English Learners) and LTELs monitoring will be done following Master Plan guidelines. EL designee will cooperate with teachers and counsellors to provide right action and/or intervention. Intervention programs like Lexia are currently being used in our school to provide intervention and linguistic support to our EL's.

Students on a current IEP will be monitored via IEP as well. Monitoring of our EL programs will be done following Master Program guidelines. EL designee will monitor EL students' progress, also RFEP ones for 2 years after reclassification. Data analysis will be ongoing and shared in monthly meeting of EL designees by our school designee. Our Designated instruction will be provided in classes taught by credentialed teachers and students grouped attending to their EL level (identified by ELPAC). Annual ELPAC results will be used to determine right placement and participation in intervention program when needed.

The overall achievement of our EL students has improved for the past two years, as measured by an % increase in AMAO (Annual Measurable Achievement Objectives) 1 and a % increase in AMAO 2. This positive outcome is the result of the work developed by a team of EL designee, teachers of ELs and counsellors, SSPT, ELAC and administration. Our team of educators has been working together with the common goal of fostering ELs' progress. We have been following Master Plan guidelines by assigning right placement of EL students, providing quality Designated and Integrated instruction administered by credentialed teachers, and monitoring ELs progress as well as providing the intervention to ELs when needed. All these practices will be ongoing to continue the improvement in the percentage of English learners achieving English proficiency.

Teachers of English Learners have been receiving and will continue to receive Professional Development to address the needs of their targeted population, ELs. School provides mandatory Designated and Integrated EL training to all teachers, also ELPAC training to examiners. EL professional development will address topics like English Language Development Standards and EL best practices to be applied during EL Designated and Integrated instruction. Among these practices PD to teachers of ELs will include frontloading vocabulary prior to lesson presentation, Using Sentence Starters in reading and writing , providing Small Group Instruction, using Conversational practices and protocols, organizing debates in Socratic Seminar/Literacy Circles, use of Cooperative Learning, Use of Technology, Use of Visuals and Media to foster vocabulary, as well as use of Thinking Maps/Graphic Organizers to support writing among others. In addition, Revere will also provide PD to teachers of ELs to foster the progress of LTELs , PD to gain knowledge on the LTEL Framework - specifically, Scribe, Readers' Handbook, Write Source and English 3D. All teachers receive PD on the use of reading materials (like Lexia and Commonlit) and the use of platforms like Lexia to support language development providing differentiated instruction.

The needs of English learner students 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;
- Language Assessment Team (LAT) Conferences: A team of teachers, administrators and counselors meet and review to monitor the progress of English learners and discuss strategies to promote academic improvement.

- Revere Daily Homework Planner: Every student is provided with a homework planner (agenda book). Students are encouraged to record homework in every class every day and our online grading system, which is open to parental perusal, enables parents to ensure that homework is done.
- Teacher of Els meet to discuss curriculum, best practices and strategies to assist such students with their academic challenges.

Student Support and Progress Team (SSPT) meetings: The California Department of Education recommends the SSPT as an intervention for students who are experiencing serious academic problems at school. If a student is having challenges in his progress towards reclassification after having received EL Designated and Integrated instruction and Tier 1 interventions, a SSPT meeting is held with the student, parents/guardians, teachers, school counselor and an administrator. The team discusses the student's strengths and weaknesses, reviews the interventions that are currently in place, and identifies additional interventions (tier 2-3) to be implemented. A follow-up meeting is held approximately five weeks later to review the student's progress. Tiers 2 and 3 interventions are provided as needed based on student assessments, work samples, and teacher observations. Progress monitoring occurs more frequently and intervention is more intensive and specific.

- Additional possible outcomes of the SSPT meeting are a referral for assessments for special education services or a Section 504 Plan. This can determine whether limited academic success is due to language assimilation or other disabilities. This determination will assist teachers to approach students with a more individualized program.

The interventions discussed below in the section entitled "Students Achieving Below Grade Level" are also available to English learners.

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.

Gifted and Talented – Honors Program Revere will continue federal, state and District-mandated educational services and support for gifted, talented and high-achieving students. In order to discover and nurture talent across the diverse student population, the challenges for Revere are to find ways to ensure that all students are able to receive a differentiated curriculum, where applicable. For Revere's gifted and high-achieving population, the core curriculum is modified and differentiated through changes in pacing, levels of complexity, depth and expectations for student production that are appropriate to individual learning interests, needs and abilities. Teachers are required to plan and participate in training in order to work with these students. Gifted/Talented students, those students identified by school psychologists, or SBAC scores, as well as high-achieving students are both included

in the Honors program classes. Each year, based on availability of space, Honors classes may also be open to in-coming 6th grade students who have all 4's in core subjects, with advanced in reading and math on the SBAC in 5th grade. Testing for the gifted program will be supplied by Revere, per Gifted and Talented Education ("GATE") funding allocations. The GATE Coordinator in the Counseling Office monitors the progress of GATE students to ensure their needs are being met. Revere believes that all students are entitled to receive a content-rich, academically rigorous educational experience that prepares them for a multitude of post-secondary school possibilities. With almost one-third of Revere's current student body identified as Gifted and Talented, we are committed to meeting the needs of this special group within the overall student population, so Honors classes are available to students beginning in grade 6. This student population will be identified by many methods, such as SBAC scores, grades, the District's Gifted and Talented Programs Office, and recommendations from counselors and/or teachers. Because successful college and university applicants often cite having been influenced by exposure to experiences resembling university life and education while in middle school, Revere's outreach to colleges and universities will provide greater possibilities for all students, including our high achieving students. Enrichment opportunities, such as field trips and visits to community and real-world locations to apply learning, will also be available for gifted students

Students Achieving Below Grade Level

The needs of students achieving substantially below grade level, based on academic performance, SBAC scores, and teacher recommendations, 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;
- Roads to Culmination and Coordinators' Crew programs;
- 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.
- Revere Daily Homework Planner: Every student is provided with a homework planner (agenda book). Students are encouraged to record homework in every class every day and parents are encouraged to check the planner to ensure that the homework is done.
- Notice of Unsatisfactory Progress: Teachers are encouraged to either call the parents or mail a Notice of Unsatisfactory Progress to the homes of parents of students who are not doing well in class.
- Teachers have grade level meetings to discuss curriculum and strategies to assist students with their academic challenges.

Student Success Team (SSPT) meetings: The California Department of Education recommends the SSPT as an intervention for students who are experiencing serious academic and/or behavior problems at school. If a student continues to be unsuccessful

after teachers have implemented interventions, a team meeting is held with the student, parents/guardians, teachers, school counselor and an administrator. The team discusses the student's strengths and weaknesses, reviews the interventions that are currently in place, and identifies additional interventions to be implemented at school and by the family. A second meeting is held approximately five weeks later to review the student's progress. Additional possible outcomes of the SSPT meeting are a referral for assessments for special education services or a Section 504 Plan.

Socioeconomically Disadvantaged Students

Revere aims to enhance the education of our students with low socio-economic status, those students who qualify for free and reduced meal programs. To ensure that these students come to school well-prepared to learn and able to succeed in their academic goals, Revere makes every effort to provide them (and their families) with access to academic, social, psychological and other community resources. By partnering with local agencies and community resources, adult schools, occupational centers and community colleges, Revere offers channels for these students, their parents and family members to gain access to resources that can assist them with their areas of greatest need, including food and shelter, access to higher education, technical and job skills training, parenting classes, counseling and family support services.

By partnering with school and community resources such as; District-provided social workers, academic counselors, intervention specialists, and Child Protective Services Revere supports the needs of students of low socio-economic status to be met by the following programs:

- Parent donations provide support for Revere's after school enrichment program - PEP (Personal Enrichment Programs), which works in tandem with the Tutoring and Intervention Programs. Students participate two times a week in activities that range from sports, computer, drama, study hall, cultural immersion, cooking, mural painting and other classes. All students are encouraged to participate in these after-school activities and late transportation is provided on Mondays and Wednesdays for Revere's traveling students.
- The Intervention program provides tutoring and academic services to all students.
- Parent education sessions are offered on a monthly basis. Topics include research-based studies on child behavior, including helping parents to improve their communication and relationships (and successfully interact) with their middle school-aged child.
- Parents participate in campus volunteer work, assisting staff in lunchtime or other supervision, as well as in the Attendance and Nurse's offices, and offering general support to the Revere faculty and staff on an as needed basis. Parents on campus not only assist Revere's staff but also increase adult connections for students.

- Parents started the Revere Cares program, which provides resources that Revere can offer to families that its staff knows and/or identifies as being in need.
- The Council Program offers students the opportunity to discuss and review their personal decision-making skills within groups, led by specially-trained staff members and parents.
- Incentive awards are offered for improved attendance, citizenship, participation, academics and character. Awards are given for individual and group successes (such as 100% on time attendance by an entire homeroom class). Students, faculty and staff share in the awards through official presentations, awards nights, announcements and special activities.
- College Bound activities, trips and events are available for all students on the campus. College Recognition Mondays support the college theme and encourage students to research different colleges across the nation.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

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

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

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

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

b. Transferring Students

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

c. Assessments

The referral process shall include Student Support and 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.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education

Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

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

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

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

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

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

Students in Other Subgroups

With its diverse student population, as identified by the Los Angeles Unified School District, through the MSIS program, Revere's other significant subgroups include a high number of Standard English Learners, with many different ethnicities including Hispanic, African-American, Asian and several others. These subgroups benefit from access to all the different programs and the interventions listed previously. In addition, all of Revere's teachers have been trained in Culturally Relevant and Responsive education, using the State Educational Framework to create a school and classroom learning environment that is multi-cultural and that builds on the student population's prior knowledge, diverse backgrounds and experience. In addition, many enrichment activities are offered to affirm the value and experiences of all of the students' different backgrounds.

Revere also has small subgroups that include our homeless youth and foster students. Although it is currently a group of less than 10, our administration, counselors and

teachers monitor the academic and social progress of these students and, as previously mentioned, are able to provide them with access to resources in addition to ensuring that they benefit from the intervention programs Revere uses to ensure their overall wellbeing

“A TYPICAL DAY”

Revere’s rigorous academic program thrives, largely due to the emphasis the faculty places on challenging students to analyze, critique, integrate and synthesize instructional information. Teachers implement numerous strategies to engage students in higher-level thinking. In each academic discipline, students are involved in differentiated activities designed to achieve this goal. Classroom visitors can see evidence of students being engaged and challenged to think.

A typical day at Revere starts out the same as at elementary school, with students arriving at school in the morning, either on foot or by carpool, public bus or school bus. Students who arrive early can spend time inside Revere’s climate-controlled Library on hot or cold mornings, where they can borrow a book to read, print a report or conduct research on the Library computers for an upcoming project.

The day ends in the afternoon with students either leaving campus right after school in the same way as they arrived, or participating in a variety of after school enrichment activities and learning on Revere’s campus until 4:30 pm (or until 6:00 pm for students attending the District’s Beyond the Bell program).

All students have individual lockers to house their lunch, books and supplies. After drop off, some students go to their lockers before the first class, which is typically homeroom. Others go straight to their homeroom and visit their lockers at nutrition or lunch. Phone usage is not allowed from the time the students come onto campus until school ends. If students need to call a parent, they can use the Main Office phone during non-instructional time.

Over 2000 Revere students begin their day at 7:55 am in Homeroom. On Mondays, Wednesdays and Fridays, for a majority of students, 25 of the 35 minutes are spent reading for pleasure during SSR – Silent Sustained Reading and individualized skill building activities. Each student reads a novel, magazine, newspaper or other reading material of his/her choosing. Students can also use their technology devices to read, research or practice a skill (i.e., typing). Tuesdays and Thursdays are common planning days, with an 11 minute Homeroom. Other than on scheduled Professional Development or Minimum Days, Revere’s school day ends at 2:02 pm on Tuesdays and Thursdays, and at 3:02 pm on Mondays, Wednesdays and Fridays.

Some 7th and 8th grade students choose a Homeroom with a special interest. Emphasis on honing skills in specialized music classes like Jazz Band, Chamber Orchestra or Madrigals Choir are some examples. The Go-Green Homeroom focuses on campus beautification and responsible recycling and environmental issues. The Community Service Club Homeroom focuses on expanding community awareness, whether on or off campus, through project participations. Such projects can consist of collecting basic everyday items

for the homeless or passing out Peace grams or participating in larger scale fundraising projects to help fund clean water in Third World countries. The Leadership Club is the essence of student involvement on Revere's Campus. These students focus on peer involvement and the spirit of pride associated with Revere. Their projects include publicizing upcoming special events that are open for all students to attend on campus - usually during lunch. As the most vocal student group on campus, Leadership Club students wear their Leadership shirts or sweatshirts proudly while leading parent groups on campus tours, and are often the ones who are most likely to be engaged in public speaking.

After a student-led Pledge of Allegiance, PA announcements are made during Homeroom. Members of Student Council, as well as of various clubs and sports teams, then make reports and provide reminders and information about school events. "Super Star", and "Rising Riders" announcements are made at the end of Homeroom on Mondays, Wednesdays and Fridays. This school-wide program recognizes students exhibiting good character, doing a good deed or demonstrating academic achievement and improvement.

During most of the school day, students participate in learning activities designed to develop the skills they will use to be successful in high school and beyond. Their core classes – English Language Arts, Math, Science (NGSS) and Social Studies – are Common Core and California State standards-based. In an 8th grade science class, one might see students building bridges so that they can better understand the laws of physics. 7th grade math classes focus on developing, understanding and applying proportional relationships; understanding rational numbers; and instruction in linear equations. A 6th grade history class may be working on innovative projects such as creating an Egyptian sarcophagus, obelisk or pyramid, or using their iPads to learn about Ancient Civilizations and the beginning of man.

In the Fall and Spring, 6th graders participate in Spirit Series programs to showcase their theatrical and vocal abilities, as another way of learning history, such as in the "Buddha Walks" play. 7th grade history students may delve even deeper into the Middle Ages, by simulating daily life in medieval Asian civilizations, possibly creating a road map during this time period in China. In English Language Arts, 7th grade students may be working on a composition showing how Herman Hesse effectively uses a literary device in Siddhartha. An 8th grade English class may be reviewing a collection of classic American short stories for archaic language passages, and an 8th grade geometry class might be summoned to learn about proofs with the teacher moon dancing and chanting "raise the proof," a take on a popular song, which serves as a device to grab students' attention.

All students participate in a daily Physical Education program that develops their physical body and skills, and that also involves a Community Service component. During PE, all students dress in Revere PE clothes. Students are encouraged to participate in and strive for goal-driven special shirts named after Super Heroes, such as Superman, Ironman and Wonder Woman, which are presented by the PE coaches to reward students who achieve certain levels or accomplishments as part of the PE program, such as the "under 6 minute mile" or 5 miles in less than 40 minutes. Students who achieve these levels are proud to wear the shirts denoting their accomplishments.

“A bend in the road is not the end of the road...unless you fail to make the turn.”

Helen Keller

Along with wanting to ensure that its students develop healthy bodies and positive attitudes towards physical fitness, Revere seeks to inspire students to participate in meaningful ways to accomplish positive changes in the world at large. To demonstrate that they are prepared to assume a share of responsibility for improving their community, Revere students are asked to volunteer at least 5 hours of personal time during the school year on community service projects of their choosing, such as participating in Heal the Bay's annual Beach Clean-up Day, helping out at monthly "Garden Days" on Revere's campus, volunteering at a non-profit animal shelter, or helping charitable organizations, like OneVoice or the Westside Food Bank, put together packages for families in need during the holidays. Students submit verification forms attesting to their hours, which can be accomplished on projects undertaken with friends or other family members. Seeing Revere students fulfill this goal – often while wearing their Revere T-shirts - confirms the power of community.

Revere students participate in various enrichment classes as part of their daily schedule. Some of the available electives include instrumental band or Orchestra and choral music. For those who do not want to participate in Music, at either a beginning or a more advanced level, there are plenty of other electives, including visual arts, Adobe Creative Suite digital imaging and digital high tech photography, journalism, yearbook, agriculture, film, robotics, and Intro to Spanish.

During an "Elective" period, the Jazz Band might be grooving to the tune of Van Morrison's "Moon Dance," while the Orchestra works through Beethoven's "Ode to Joy." In the auditorium, the Show Choir may be choreographing a routine to go with the words to a song. Down the hall, the journalism class is discussing graphic design and layout for the next edition of *The Town Crier*, a completely student-run newspaper that won grant funding through parent support for new iMacs for their media center. (Samples of the paper, showing various student activities and demonstrating the sophistication of the reporting, can be accessed on Revere's website at <http://www.paulreverems.com/Page/1633>.)

A little further away from the center of campus, Revere students at the Outdoor Learning Environment might be recording observations and drawing conclusions about their recently-planted seedlings. This outdoor area is utilized for Council Homeroom and has amphitheater style seating and staging that allows for open forum discussions. It is situated on one of the last few garden areas left in the District, which includes over 2 acres of farm and agricultural areas that are worked on and studied by students as part of the popular Agriculture elective. The Agriculture area has a vineyard, orchard, native garden, pond, greenhouse, composting center and hiking trail, and now also houses the beginning of a Monarch Butterfly Waystation and Garden, thanks to parent support.

Throughout the day, career awareness workers may be seen providing extra help for their particular class or in an office, and showing responsibility and resourcefulness for their class and teachers. Students might also be seen taking pictures for the yearbook or newspaper,

or honing their professional photography skills and techniques for Photography class. Student reporters can be seen at events or during breaks- either interviewing students, teachers and staff members or doing surveys prior to writing up a story for the student newspaper. Volunteer parents serving on committees can also be seen on campus helping out in the library, or conducting or participating in meetings.

Recycling containers are in use throughout the campus, including in classrooms and in offices. Members of Go Green, the environment and ecology club, regularly maintain and promote Revere's recycling program, the importance of which is reflected in a large hand painted mural in the cafeteria area. Other school-wide programs and clubs involve students and staff in the creation of an environment of tolerance, acceptance and inclusion. During nutrition and lunch, there are numerous opportunities for students to participate in lunch clubs, many of which were first started by students, and to engage socially with other students of similar interests. Each club has a teacher as a sponsor, and students run the club with their support. Clubs include, Go Green, Community Service, AcaDeca, Hebrew, Gay Straight Alliance, Circle of Friends, Comic Book, CA Junior Scholarship Federation, and many more.

Visitors to Revere will see students involved in a variety of hands-on, minds-on learning activities. Their access to, and the inclusion of, technology in the educational framework broadens and enriches students' learning experience, particularly now that they all get to use an iPad and/or other technological tools that support and enhance specific aspects of the standards-based curriculum, and reinforce their areas of interest.

Faculty and staff are committed to providing students with a varied and rich learning environment that promotes and supports the acquisition of knowledge, the development of understanding, and the skills to communicate that understanding to others effectively. Teachers provide students with the opportunity to learn how to use relevant technology devices in effective and appropriate ways.

Learning opportunities continue after school with the Homework Help Club (HHC). Students who self-enroll in HHC have the opportunity to complete work and to get assistance from a grade level teacher or a peer. Students can also participate in the Personal Enrichment Programs (PEP), which include various afterschool sports and enrichment classes. Some are Delphic League sports programs, where students compete against other public and private middle schools in Los Angeles. Others are on campus programs, including tennis, lacrosse, track and field, volleyball, basketball, flag football, wrestling, surf and golf. Other PEP classes include paper art, Minecraft movie making, dance team, theater, fashion camp, creative writing, yoga and PEP Symphony.

This snapshot of Revere's instructional program demonstrates the commitment, passion and ingenuity of the faculty, staff, administrators, students and parents. Many programs at Revere have been made possible, and continue to improve and, even, expand in depth and number each year. This has occurred due to support from Revere parents and the community, in addition to the work and support of Revere's faculty, staff and administration. Their dedication truly provides for the highest quality intellectual experience. Charter

Council, a group of elected and volunteer faculty and parent members (many of whom also serve on standing subcommittees) make it a priority to seek out opportunities for educators and parents to continuously improve upon Revere's already high level of instruction. They are committed to fulfill their mission to provide an environment that enriches and supports student learning and personal development. The faculty participates in regular activities, such as Professional Development workshops, educational conferences and Department meetings, during which teachers collaborate, evaluate and share their best differentiated teaching practices.

Revere's goal to actualize high level critical thinking skills over the past years has been demonstrably successful. Revere's commitment to continuous improvement remains strong. As exemplified by its typical day, the Revere community nurtures the development of agile and technologically-savvy minds and caring, responsible individuals who will be capable of understanding and solving the problems facing our world in 2020 and the coming years

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 subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

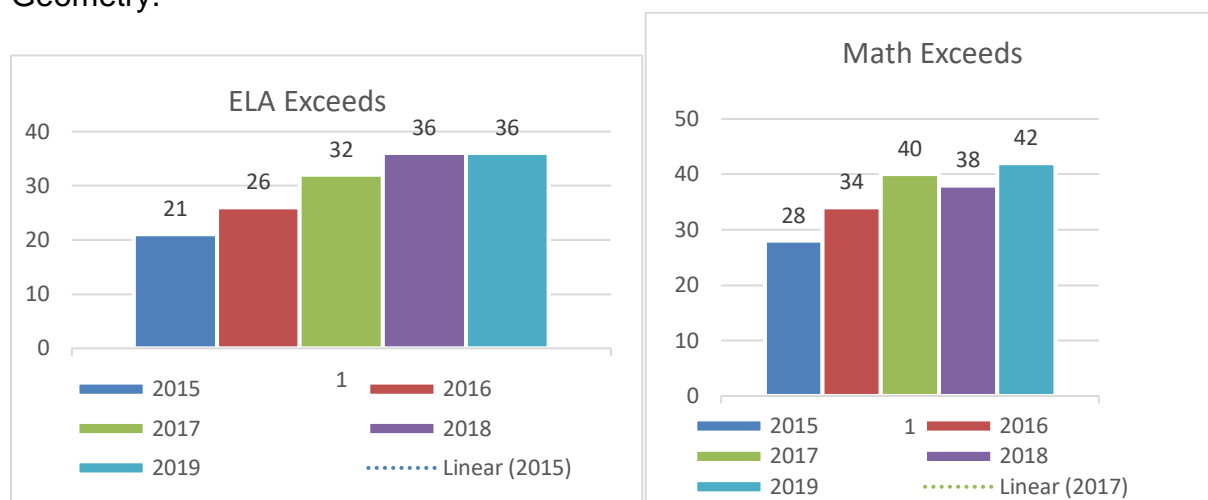
Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout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

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

It is Revere’s goal to have its students meet the District’s Performance Metric including, but not limited to: 100 percent graduation, academic proficiency for all students, 100 percent

attendance, improved and increased parent and community engagement, and school safety. Revere also has as a goal, its students' mastery of the Common Core State Standards, as measured by the California Assessment of Student Performance and Progress (CASPP). CASPP includes the Smarter Balanced Assessments of English/Language Arts (ELA) and Math, the CASSPP 8th grade Science Assessment, the Alternate Assessments, District Interim Assessments, and additional formative assessments.

(Mastery of the standards is a goal of the California State Educational Standards legislation and is evidenced by the percentage required through the state's California School Dashboard. The target proficiency rate for 2020 was 89.2% proficient and advanced in English/Language Arts, and 89.5% proficient and advanced in Mathematics. The goal under the new testing system is to exceed these numbers and, eventually, to reach 100% proficient and advanced, as delineated by the California Department of Education (CDE). The following charts demonstrate the overall growth in percentages of Revere students who are proficient and above in English/Language Arts and Mathematics, including Algebra 1 and Geometry.



In addition to our school-wide goals, Revere also has goals for improvement amongst members of our student subgroups listed in the 8 state priorities of the Local Control and Accountability Plan (LCAP) goals in Element 1. Specifically, Revere would like to focus on improvements that exceed school-wide academic progress (as measured by CASPP) for our Foster youth, Low income students, Latino students, African American students, Reclassified Fluent English Proficient (RFEP) students, Students with Disability, and English learner populations. Revere would also like to see improvement in other areas, such as increased parental involvement and increased student attendance, and to reduce the current 2.5% suspension rate, eventually achieving the District's goal of 0%.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

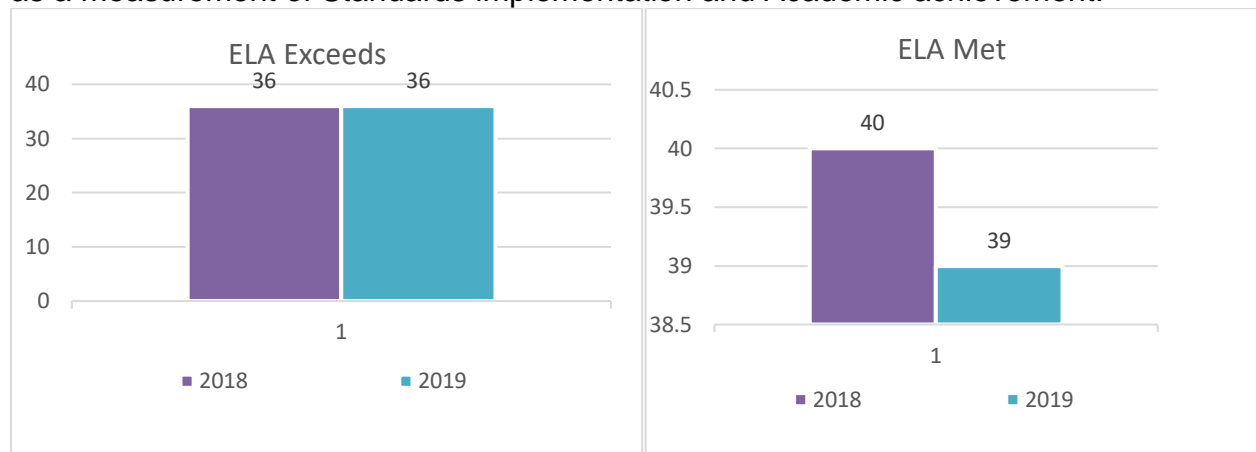
At the beginning of each year, Revere's staff collects all of our academic achievement performance outcomes, as measured by the CASPP, from the CDE, My Data and other District-provided resources, to analyze our yearly progress. This Data is disaggregated and used to establish Revere's yearly progress on a school-wide basis and for our focused subgroups, as well as to develop yearly goals and plans for achievement. We will use local measures and District interim assessments as our data source.

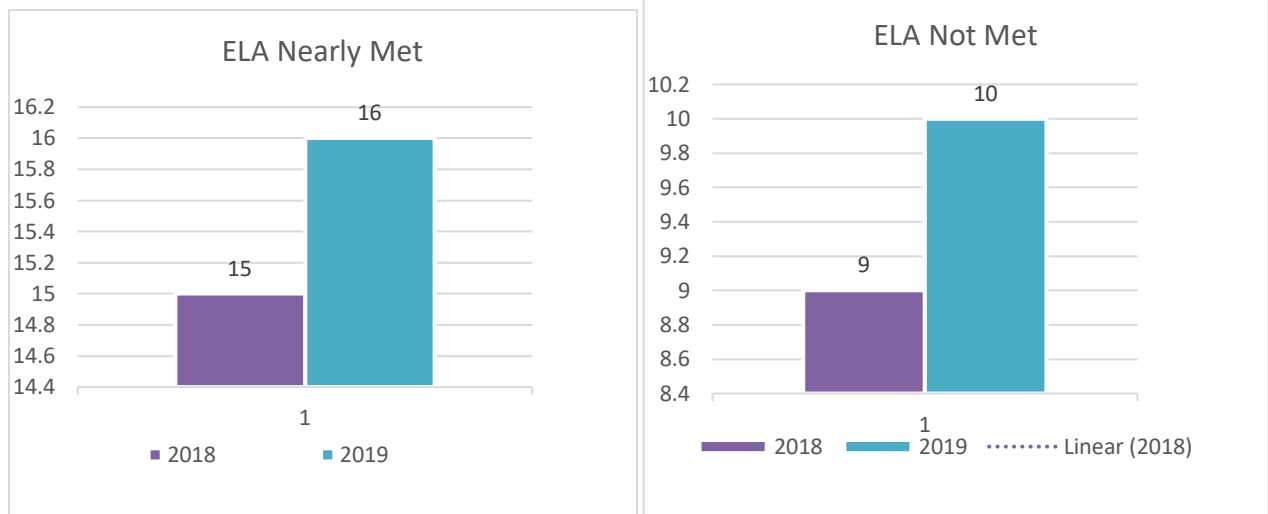
Overall School-wide Growth and Improvement

Over the past five years, students at Revere have demonstrated increased scores in English/Language Arts, Mathematics, Social Studies, and Science. As shown below, in the last 5 years we have maintained the high academic performance expected by the local community and a LAUSD District-affiliated Charter School. 67% of all students in mathematics have met or exceeded State standards on the SMARTER Balanced assessment.

English/Language Arts

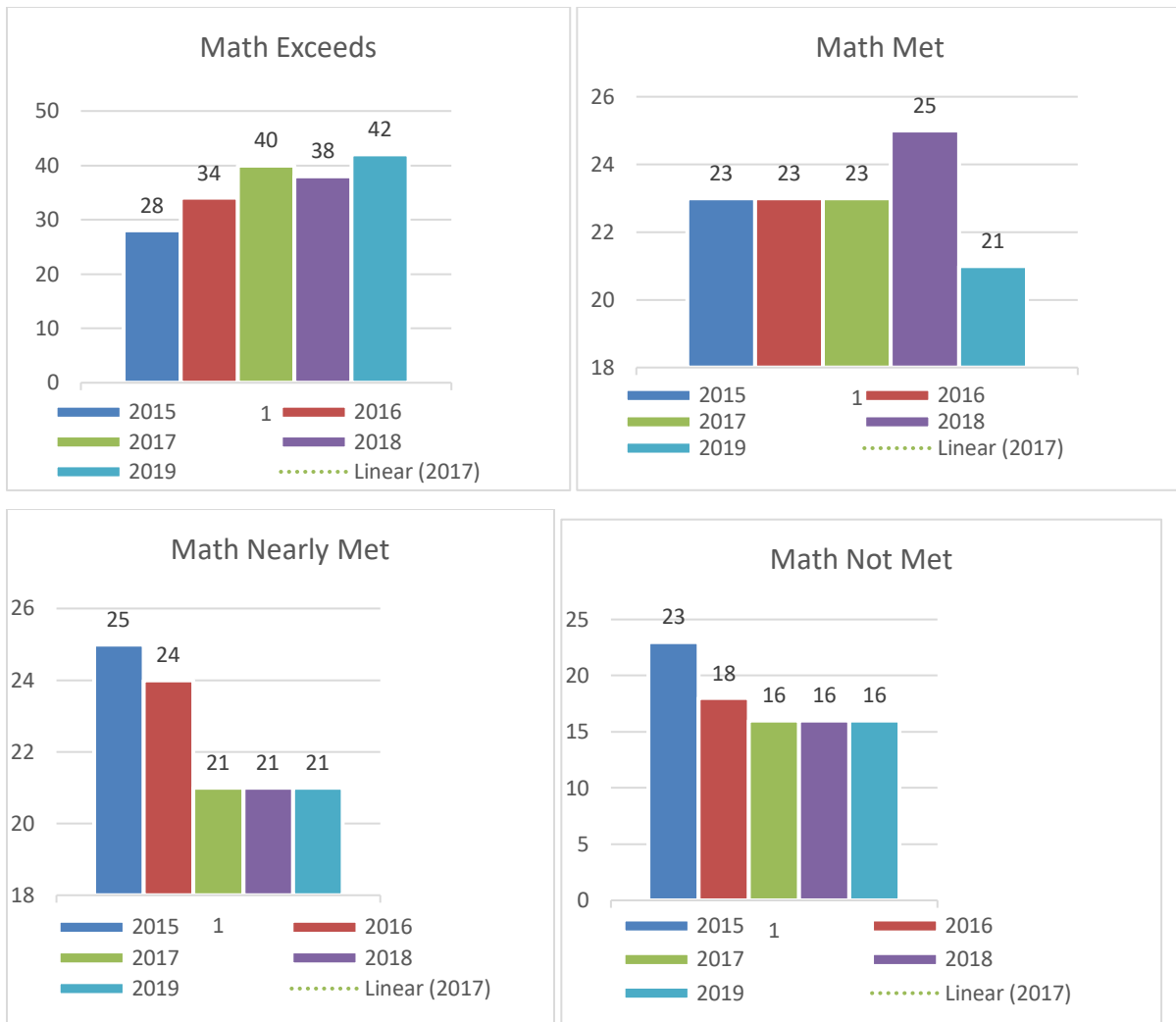
The following graphs demonstrate the overall percentage growth in Revere's English/Language Arts scores by met and exceeded students, and demonstrate that Revere maintained a steady high level of academic achievement in ELA across all grade levels between 2018 and 2019. Many of our LCAP priorities revolve around improvement of our proficiency rate in ELA. Revere's goal is to increase by 1% annually, on a school-wide basis, as a measurement of Standards implementation and Academic achievement.





Math

The following graph demonstrates the overall percentage growth in Revere's Math scores by met and exceeded students. Our school-wide proficiency percentage in 2019 was 63% well above the District average and other local middle schools. As shown in the graphs below, Revere maintained a steady high level of academic achievement in Math across all grade levels between 2018 and 2019. Although General Math scores show a decrease, it should be noted that the number of students taking General Math decreases significantly from 6th to 8th grade. By contrast, Revere's 7th grade Algebra scores and 8th grade Geometry scores continue to be near 100% and we had a significant increase in the proficiency rate, as shown by our 8th grade Algebra scores. Many of our LCAP priorities revolve around improvement of our proficiency rate in Math. Revere's goal is to increase by 1%, annually on a school-wide basis, as a measurement of Standards implementation and Academic achievement.



Science and Social Studies

Currently students are not State tested in Social Studies. Data for Science was not available because these two disciplines were not sections in the CAASPP.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

Assessment of student progress is a valuable tool for the measurement of teacher and student growth for school-wide improvement. To ensure that all students meet statewide performance standards, and to validate continued evidence of student learning, Revere shall conduct testing pursuant to the State of California's Education Code, as well as through the

ongoing development of its own assessment and evaluation processes. Teachers will use a variety of assessments to measure student achievement and progress, and will also individualize programs of instruction, and validate and improve teaching methodology to foster student learning.

Revere's individual academic departments will have the option to use, modify or alter District Interim Assessments or to design their own that will match the rigor of the CCSS. The District's Interim Assessments (currently provided by the District twice a year) will be implemented and used as formative assessments to improve Revere's instruction and academic achievement. Overall student performance will be evaluated every five weeks, and teaching methods/staff development informed, based on the following measures:

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

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

DATA ANALYSIS AND REPORTING

Data will be collected by Revere's Professional Development teams for analysis, and reviewed on a monthly basis. These teams will organize, plan or create meaningful professional development sessions for the entire faculty and staff. CAASPP, ELPAC and California Alternative Performance Assessment scores will be presented in a timely manner at the beginning of each school year. Information from the CDE and the District's *My Data* online systems will assist with disaggregation of data and interpretation of the scores. Progress reports, report cards and intervention statistics will provide data on student academic achievement.

The Professional Development teams will review the data and examine the areas that suggest the need for instructional improvements. Departments will study student work and examine individual lessons, by subject area and grade levels on a weekly basis. The teams will present “best practices,” analyze the characteristics of successful content area programs, and establish criteria for the evaluation of assessments, units, lessons and projects. Stakeholder groups will be provided with the data on a regular basis and will also have the opportunity to participate in Revere’s development of plans for improvement.

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).

Revere’s principal local school site governing body is known as “Charter Council.” As a representative democracy, Charter Council serves as the local school site decision-making body regarding school-wide policies, programs and procedures for both Paul Revere Charter Middle School and Paul Revere Mathematics, Science and Technology Magnet Center, in compliance with all applicable federal and state laws and regulations, and District policies. Policies and programs adopted by Charter Council must be in accordance with charter law and District policy. The mandate of Charter Council, which is comprised of representatives of all of its different stakeholder constituencies, is to oversee the implementation of Revere’s guiding mission, vision, strategic plan and school-wide goals. Its objectives are to enhance the learning experience for each student, promote overall student achievement, and ensure that each Revere student obtains the best education possible. All school-wide policies will be developed and implemented by Charter Council in accordance with charter law and District policy, and Revere’s governance procedures, as described in this charter and the Bylaws establishing Charter Council are in accordance with (and shall remain consistent with) applicable laws, District policy, the provisions of this Charter), and the requirements of. Revere’s governance structure is designed to foster participation by all stakeholder groups and to ensure the effectiveness of local school site control and accountability, by encouraging and seeking out participation by all such constituencies in Charter Council and its standing committees (described with greater particularity below), as part of Revere’s consensus-oriented decision-making process. Charter Council’s roles and responsibilities include facilitating the implementation and/or approval of all major educational and operational policies (such as professional development and new technology initiatives), approving annual Charter School budgets and overseeing fiscal management of such funds, in addition to recommending that selected, eligible administrators, certificated or classified employees be hired by the District for open positions at Revere, pursuant to District policies and procedures. Revere’s administration, through the Principal, is empowered to enforce day-to-day operational issues at the local school site. **Charter Council Committees** Each

Charter Council Committee addresses issues in areas it has been tasked to review by Charter Council and/or makes recommendations to Charter Council on issues within its purview, based on input received from stakeholders. Since all stakeholders should have representatives on each Committee, the various constituencies can be assured that their concerns and new ideas will be focused on and addressed in Committee and, as needed, raised with and addressed in Charter Council. Charter Council's standing committee descriptions and the Committees' respective responsibilities are, as follows:

Instructional Leadership: primarily comprised of certificated staff representing different grade levels, core subjects and levels of technological proficiency and special education, if possible. This Committee plans, organizes and arranges professional development sessions for certificated employees. It fosters professional growth and innovative teaching strategies through professional development initiatives, including seminars, workshops and off-site training, as needed, to support the implementation of new curriculum and educational initiatives. The Committee also surveys staff members as to their professional development needs and goals, in addition to facilitating and scheduling programs and workshops.

Technology Committee: primarily comprised of certificated staff, parents/guardians and school site-dedicated informational systems professionals, if any. In addition to overseeing the roll-out of school-wide technology programs and initiatives, including the iPad adoption, this Committee works with the Curriculum and Professional Development Committees to plan and implement technology-focused professional development sessions. The Technology Committee may be called upon to make recommendations with regard to staff-submitted technology requests (covering hardware and software) and/or to evaluate the viability of specific technology on behalf of the Budget Committee and/or Charter Council as a whole. The Technology Committee may also be asked to assist with the development of budgets for new technology and software adoptions and/or school-wide technology plans, given that the sustainability of current programs and any new technology curriculum plans that may ultimately be approved by Charter Council will need to anticipate and budget for on-going system maintenance expenses, subsidized by current funding sources, as well as by PRIDE, earmarked fundraisers, third party grants or donations.

Budget Committee: comprised of the Principal (who serves as Chair) or alternate administrative designee, teachers, a UTLA Chapter representative, parent volunteers, and an SAA person. The Committee is responsible for developing and overseeing the annual Charter School budget and listing Revere's various sources of funds, including its District allocation, as well as any federal or state funds, grants, donations, campus generated income, and any other third party funds, such as from local community members and neighborhood businesses. The Committee will develop the Charter School budget with input from stakeholders, taking into account previously-identified funding priorities. The Budget Committee is responsible for presenting the annual Charter School budget to Charter Council for approval, keeping Charter Council informed of any changes, obtaining input from any other Committees with regard to budget requests in their areas, and securing ratification by Charter Council as a whole of any budget cycle changes. The Committee will also be responsible for ensuring that the annual Charter School budget remains balanced.

Discipline Committee: primarily comprised of administrative and Counseling Department staff members, as well as teachers. The Committee is responsible for overall discipline at Revere, including implementing strategies for positive behavioral modification, and enforcement of District policies and procedures. The Discipline Committee assists individual teachers and the

administrative staff, including Student Services, as needed, in reinforcing District policies and articulating behavioral expectations. **Calendar/Culmination Committee:** primarily comprised of administrative staff, certificated and classified employees as well as interested parent volunteers. This Committee oversees Revere's annual academic year calendar of events and programs, and is responsible for publishing and distributing the monthly calendar of events (including maintaining Revere's website calendar), and planning, monitoring and organizing 8th grade Culmination activities. **Health and Safety Committee:** primarily comprised of administrative staff, certificated and classified employees, school site plant or maintenance staff, as well as interested parent volunteers. This Committee oversees the School Safety Plan, the education of school site and community members as to emergency procedures, and keeps the District updated on campus health issues, physical site conditions and facility safety measures, including student drop-off and pick-up procedures. The Committee helps the administration maintain a safe and orderly school environment conducive to learning. This Committee assists the administration in updating the Safe School Plan; it also organizes and coordinates emergency drills and emergency supplies, and trains staff members, as needed. Members may also be called upon to assist the Principal and Plant Manager as well as work with community representatives to conduct periodic site inspections to ensure that conditions and operations are in compliance with District and other health and safety requirements. They may also discuss incidents involving safety around the school, any accidents, regulatory notices and potential safety hazards, as well as community member notices, and make recommendations for any potential needed corrective actions. **Charter Committee:** This Committee, comprised of administrative staff, certificated employees (including the UTLA Chapter Chair), classified employees, and interested parent volunteers is convened in charter renewal cycle years for the purpose of working on the charter documents to be submitted to the District in connection with renewal of the charter so that Paul Revere Charter Middle School retains its status as a District-affiliated charter school within the District. **Personnel Selection Team:** This Committee is convened to interview individuals interested in filling specific full-time staff openings at Revere (such as administrators, certificated or classified employees). Pursuant to the Affiliated Charter Schools Bulletin, Revere will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. At the end of its deliberations, the Personnel Selection Team will have the authority to recommend that the District hire specified individuals selected by the Personnel Selection team. If the District does not hire such individuals, the Personnel Selection team will be entitled to interview additional candidates and/or recommend that an alternate selected candidate from the District-approved lists be hired by the District. All new hires must meet District employment requirements. While every effort will be made to avoid assigning any certificated employee to Revere, the District retains the right to assign employees as required by state and federal laws in cases where no other alternative is available (i.e. reasonable accommodations) or in cases of extraordinary situation or budget crisis. Subject to Revere's compliance with return rights or other placement rights created by legal mandates or the District-UTLA Agreement, when one or more full-time certificated staff openings become available, Revere will convene the Personnel Selection team to participate in selecting the candidate(s) that the Personnel Selection team will recommend to be hired by the District. The Personnel Selection team will review resumes and decide which qualified candidates will be interviewed, including the top three eligible candidates on

current valid eligibility lists promulgated by the Personnel Commission.³ The Personnel Selection team will attempt to reach consensus on the candidate to be selected; however, if consensus is not possible, affirmative approval of at least a majority of members is required. Decisions made by the Personnel Selection team regarding full-time certificated positions to be filled are subject to the independent concurrence of the Principal. In the case of a Principal vacancy, the Superintendent (or a Designee) will have the right to independently choose qualified candidates to be interviewed. Notwithstanding the fact that selection of the Principal shall remain the purview of the LAUSD Superintendent, the Personnel Selection team shall have the right to interview for and recommend the hiring by the Superintendent of a principal to fill a vacant Principal position at Revere. (The selection of a new principal is not subject to the concurrence of the current, in place, Principal.) If the individual recommended to the Superintendent is not hired by the District, the Personnel Selection team will be entitled to interview additional Principal candidates and/or recommend that an alternate selected candidate be hired by the Superintendent. District-required language in Element 5 prevails. If any member of the Personnel Selection team is not available to fulfill their duties for any reason, the Principal and UTLA Chapter Chair may jointly agree to a replacement on a temporary basis – either until a replacement for the unavailable Personnel Selection team member can be elected or the person is able to resume his or her duties. The 9-member Personnel Selection Team will consist of: **One teacher, chosen by members of the appropriate Charter or Magnet program with the full-time certificated staff opening**, elected in a fair and democratic manner by secret ballot by members of the appropriate Charter or Magnet program (which is subject to the rules for similar elections in the LAUSD/UTLA collective bargaining agreement). If the full-time certificated staff opening is in the Charter School, then the teacher member of the Personnel Selection team shall be a Charter School teacher chosen by their Charter School colleagues and elected to the 9-member Personnel Selection team by secret ballot, as specified above. If the full-time certificated staff opening is in the Magnet Center, then the teacher member of the Personnel Selection team shall be a Magnet Center teacher chosen by their Magnet Center colleagues and elected to the 9-member Personnel Selection team by secret ballot, as specified above. **One member of the Department in which there is a full-time certificated staff opening**, elected in a fair and democratic manner by secret ballot by members of the appropriate Department with the full-time certificated staff opening (which is subject to the rules for similar elections in the LAUSD/UTLA collective bargaining agreement). **One Department chair from the appropriate Department** with the full-time certificated staff opening to be filled. The **UTLA Chapter Chair or a designated alternate** for Revere's UTLA Chapter Chair. The **Principal or a designated alternate** Revere Administrator. **A classified employee**, selected by Revere's classified staff. **Two parents of current students**, selected by parents on the School Site Council. The **Student leadership council** representative **(or a designated alternate)**. Revere currently exercises District and UTLA-sanctioned local control as to the candidates to be recruited, interviewed and ultimately recommended for hiring by the District. **Administrative Advisory Panels** In addition to the above mentioned Committees, Revere has also established advisory panels comprised of teachers and school staff (reporting directly to Revere's Administration) to provide guidance and assistance to their fellow teachers, as well

³ In the case of full-time classified staff openings at Revere, the Personnel Selection Team shall interview and select a candidate from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission.

as to lunchtime student clubs, extracurricular activities, the Student leadership council, *The Town Crier* student newspaper, the yearbook and others. One of these advisory panels is the **Curriculum Council**, which includes certificated staff representing different grade levels, core subjects and special education, if possible, plus interested parent volunteers and others. The Curriculum Council is responsible for selecting and/or implementing curriculum, instructional materials, assessments and instructional methodology aligned with Charter School's educational program and California's state academic content standards, including Common Core. The Curriculum Council also researches and reviews District-recommended programs and curriculum materials, in addition to programs and curricular activities suggested by Revere stakeholders. It also is charged with recommending the selection of textbooks, instructional methods and curriculum in accordance with Charter School's mission and vision. Upon completion of due diligence, the Curriculum Council presents its findings and recommendations to the staff to build consensus prior to submitting the curriculum or program to the Administration and/or, as needed, to the Instructional Leadership Committee and then to Charter Council for approval.

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

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

On-going and consistent stakeholder involvement in policies and activities supporting the school-wide community will enable Revere to continue to implement its educational mission, vision, strategic plan and school-wide goals in accordance with its governance structure. Revere will continue to encourage parents/guardians and members of its extended community to participate in Revere's governance as well as to be involved in a myriad of school site activities that meaningfully impact the school-wide community encompassing Paul Revere Charter Middle School and Paul Revere Mathematics, Science and Technology Magnet Center, including, to name a few: participating in such activities or organizations as Charter Council and its Charter Council Committees, as well as writing grants to secure funds for the creation or maintenance of specific student-centered programs and activities.

Day-to-day participation by Revere stakeholders in its governance help maintain the school-wide community's attention to and focus on educational initiatives, core programs and the successful implementation of Common Core educational standards, including facilitating the training and professional development of Revere's certificated employees and ensuring the budgeting of additional funds for such training. Such stakeholder involvement will also ensure new ideas, programs and initiatives are thoroughly evaluated, investigated and considered by Charter Council Committees and Charter Council itself. In addition the Revere Charter Council, representing all stakeholders, develops its LCAP and annual update. Furthermore, the accountability of Revere's Charter Council, Committee members, Administration, certificated and classified staff to the school-wide community encourages all stakeholders, including Revere students and their families, to keep informed about, if not also become actively involved in, Revere's governance.

Communication to stakeholders about Revere and their representatives' involvement in governance and the work undertaken by Charter Council, its standing committees and School Site Council will keep the various constituencies' members motivated and interested. Stakeholder representatives to Charter Council and School Site Council will communicate with their constituents in several ways to ensure Revere's compliance with the Brown Act,

Public Records Act and various other applicable laws, regulations and District policies. Communications methods will include one or more of the following: specific information disseminated via U.S. mail, email, Revere website, or in-house mail to various constituents, e-blasts of general meeting announcements or information, meeting minutes, announcements through Connect Ed, marquee listings, letters or flyers sent home with students, audio announcements at the school site, announcement boards outside Revere's Main Office, announcements in the school newspaper, flyers on campus and/or in the main office, regular reporting at Town Hall meetings, as well as via constituent-specific mailings and meetings. This will include having certificated and classified representatives communicate to their fellow employees through their membership leaders, having members of the Student Leadership Class present regular reports to members of the student body or listing Professional Development days/topics on Revere's website and calendar.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

Certificated Personnel

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

Classified Personnel

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

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

Student Recruitment

A. Recruitment and Public Outreach for Potential Students:

1. The LAUSD Unified Enrollment website (<https://apply.lausd.net/>) contains information about the Charter School lottery application

process, as well as guidelines, procedures, and general information, including about the lottery deadlines and the lottery drawing.

2. Informational flyers, brochures, phone messages, emails, District-distributed information sheets and District-organized middle school fairs are methods used by Revere to communicate the rules of the lottery process to all interested parties and potential applicants including those who are identified as students with low academic performance, students who qualify for the Free and Reduce lunch program and students within the district PWT program, which allows students in low performing schools, to transfer with transportation, to schools identified as high performing. Revere also communicates the information via visits to local feeder schools to meet with current 5th grade students and their parents/guardians, as well as during the Parent Tours that are conducted at Revere on a monthly basis from the start of the academic school year through April.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries⁴ 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:

⁴ 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.

- **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.

- **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 School 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.

The actual Charter School Lottery is held on a weekday morning in February in the auditorium at Revere, to allow all interested parties to attend the event. Applicants are not required to attend the lottery drawing. Lottery applicants' lottery application numbers are selected at random and the applicants' lottery application numbers are then inputted electronically into a database in the order that they are drawn. The lottery application numbers of selected students are typed, by computer, and displayed as they are drawn on a wide screen.

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

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

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

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

NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

Paul Revere Charter Middle School
c/o School Principal
1450 Allenford Ave
Los Angeles CA 90049

To District:

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

- 2) A written response ("Written Response") shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

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

Prior to revocation, and in accordance with Education Code section 47607(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.

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

ADDENDUM

Assurances, Affirmations, and Declarations

Paul Revere Charter Middle (also referred to herein as “Revere”, “Revere Middle School”, “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(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(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. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

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

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific "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(c)(5)(A)(i).)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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(c)(5)(A)(ii).)

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

LOCAL CONTROL FUNDING FORMULA (LCFF)

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

CURRICULUM AND INSTRUCTION

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable 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

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

WASC ACCREDITATION

If Charter School serves students in grades 9-12, 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 STUDENT ACHIEVING ABOVE GRADE LEVEL

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

STUDENTS WITH DISABILITIES

Special Education

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

Conversion Affiliated Charter

2. District Affiliated Charter School's Special Education Responsibilities

e. General Requirements

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

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

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

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

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

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

f. Transferring Students

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

g. Assessments

The referral process shall include Student Support and 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 reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

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

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

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

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

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

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

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

MEASURABLE PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

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

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LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

CERTIFICATED PERSONNEL

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

CLASSIFIED PERSONNEL

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School's former attendance boundary to gain enrollment prior to the school's conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School's lottery and enrollment process, the student may be withdrawn and referred back to his/her school of

residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

APPLICATION PROCEDURES

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll.

Prospective students who reside within the former attendance boundaries⁵ 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**

⁵ For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

□ Siblings

Prospective students who (a) are siblings of students enrolled in grades 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.

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

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

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

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

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

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

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless

of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

- 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 STUDENT’S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to

salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

Paul Revere Charter Middle School
c/o School Principal
1450 Allenford Ave
Los Angeles CA 90049

To District:

LAUSD

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school. state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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.

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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