

APPENDIX ITEMS

Letter of Intent (final and initial submission)

Commitments and Expectations Form (final and initial submission)

Applicant History Data Sheet

Performance Plan

School Calendar

Professional Development Schedule

Assurances Form

Informational School Plan Summary

Service Plan for Special Education

School Policy Document

Job Description - Principal



FINAL LETTER OF INTENT

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

APPLICANT TEAM INFORMATION

Name of Applicant Team (If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):

Be the Change in Urban Education Foundation (BCUE)

Address:

5100 W. Goldleaf Circle, Suite 270
Los Angeles, CA 90056

Phone Number:

(323) 292-0500

Website (if applicable)

www.bcuenow.org
www.cultureandlanguage.org

Email Address:

moreinfo@cultureandlanguage.org

School site for which your team is submitting a Letter of Intent:

42nd Street Elementary

Grade configuration of your school:

K-5

School model for which you are applying:

- ☐ Traditional
 ☐ Pilot
☒ ESBMM
 ☐ Network Partner
☐ Affiliated Charter
 ☐ Independent Charter

Please respond:

- Are you planning to operate more than one school on the campus?
- If yes, how many schools are you proposing to operate?
- If yes, will they all operate under separate CDS codes?

- No
-
-

School calendar-- please provide the following dates:

- First and last date of instruction?
- Winter recess dates
- Spring recess dates

- August 13, 2012
- December 17, 2012 – January 4, 2013
- March 25 – April 1, 2013

List the name and contact information of your design team members below:

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Sharroky Hollie				BCUE
2. Janis Bucknor				BCUE
3. Anthony Jackson				BCUE



FINAL LETTER OF INTENT

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

APPLICANT TEAM INFORMATION				
Name of Applicant Team (If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):				
Be the Change in Urban Education (BCUE Foundation)				
Address: 5100 W. Goldleaf Circle, #270 Los Angeles, CA 90056		Phone Number: (323) 292-0550		
Website (if applicable) www.bcuenow.org		Email Address: moreinfo@cultureandlanguage.org		
School site for which your team is submitting a Letter of Intent:		42 nd Street Elementary		
Grade configuration of your school:		K-5		
School model for which you are applying:		<input type="checkbox"/> Traditional <input type="checkbox"/> Pilot <input type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input checked="" type="checkbox"/> XX Affiliated Charter <input type="checkbox"/> Independent Charter		
Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?		1. No 2. 3.		
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates		1. AUGUST 13, 2012 2. DECEMBER 17, 2012 - JANUARY 4, 2013 3. MARCH 25 - APRIL 1, 2013		
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Janis Bucknor				BCUE
2. Sharroky Hollie				BCUE
3. Anthony Jackson				BCUE
4.				

(Please add lines and pages as necessary)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Public School Choice Resolution 3.0
Applicant History Data Summary Sheet

1

NAME OF PSC SCHOOL: 42nd Street Elementary

3

4

	Size	Demographic							Performance																					
		Ethnicity				Other Groups			API		CST Proficiency												Others							
		2009-10 Enrollment	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	2010 Growth	Net API Gain over 5 Years	% Proficient ELA 2010	Change from 2009	% Proficient Math 2010	Change from 2009	SWD % Proficient ELA 2010	SWD % Proficient Math 2010	EL % Proficient ELA 2010	EL % Proficient Math 2010	FRPL % Proficient ELA 2010	FRPL % Proficient Math 2010	Latino % Proficient ELA 2010	Latino % Proficient Math 2010	African-American % Proficient ELA 2010	African-American % Proficient Math 2010	Reclassification Rate 2008-09	Reclassification Rate 2009-10	Dropout 4 Year Rate 2008	4 Year Retention Rates for Students Entering 9th Grade	Graduation Rate Over 4 Years 2009
2	Applicant Team Name																													
Charter School/Network Partner		300	98%	2%	*	*	85%	0%	9%	24	50	59%	23%	54%	29%	*	*	*	*	59%	54%	*	*	59%	54%	*	*	*	*	*
CLAS Affirmation																														
Local District X																														
Elementary, Middle, or High Schools																														
School-wide Teams																														
School name																														
Internal Teacher Team (Optional)																														

INSTRUCTIONS

The Applicant History Data Sheet provides supplemental information for Section A-3 "Applicant Team Analysis." Teams may choose to use a different format than what is provided here, but applicant teams must still submit as much data as possible to respond to Section A-3 and to support the strengths of the team. While the District understands that the data may not necessarily be comparable across internal and external teams, nor within each category, data on past performance remains a critical component in the application evaluation process.

1. Name of PSC School: Enter the name of the school for which you are applying.

2. Applicant Team Name: Several examples are shown. Enter your team/organization name in bold.

-*Charter schools or Network Partners.* List each school your organization manages that is at the same level as the PSC school. For example, if the PSC school is a middle school, only list the middle schools your organization manages.

-*Local Districts.* Provide the data for either all elementary, all middle, or all high schools, depending on the level of the PSC school. If the PSC school is a middle school, provide the data for your middle schools.

-*School Teams.* Applicant teams that involve the entire school should provide school-level data.

-*Teacher Teams.* Internal teams that are groups of teachers do not have relevant data at the school level, which will be taken into consideration during the review of the Applicant History Data Sheet.

Nonetheless, teacher teams are encouraged to provide data points they feel may be relevant and useful to the review. Teacher teams must also respond in narrative form to Section A, Question 2.

3. Demographic Data: In cases where data are not available, please note with an asterisk (*) in the box.

4. Performance Data: In cases where data are not available, please note with an asterisk (*) in the box.

42nd Street Academy																															
School Year 2012-2013																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
July				H																											
August																															
September			H																												NA
October								H																							
November												H							H	H	H	H	H								NA
December																	H	H	H	H	H			H	H	H	H	H			H
January	H	H	H	H																	H										
February																		H											NA	NA	NA
March																									H	H	H	H	H		
April	H																														NA
May																												H			
June																															NA

First Day of School: August 13, 2012
 Last Day of School: June 5, 2012
 Number of Instructional Days: 180
 Number of Holidays: 20
 Number of PD Days: 25

15
19
22
16
10
18
19
16
21
22
2
180

Sample Daily Schedule

8:15-8:30 (15)	Morning Affirmations (proverbs, affirmative sayings, inspirational poetry)
8:30-9:45 (75)	Language and Literacy Learning (reading)
9:45-10:00	Recess
10:00-11:15 (75)	Language and Literacy Learning (reading and language arts)
11:15-12:30 (75)	Mathematics/Science
12:30-1:00	Lunch
1:00-1:15 (15)	Meditation (Writing)
1:15-2:15 (60)	Social Studies/Cultural Infusion
2:15-3:00 (45)	PE, The Arts, Foreign Language (rotation)
3:00-3:20 (20)	End of the Day Reflections

Public School Choice 3.0 Performance Plan

PSC School Site: 42nd Street

Design Team Name: BCUE

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
CST ELA								
1	% of all students scoring FBB/BB	65	60	35	New primary literacy focus and intervention at grade 3-5	Benchmark Assessments And CST Scores	25	15
	<i>English Learners</i>	70	70	40	New EL program	Benchmark Assessments And CELDT/CST Scores	30	20
	<i>Special Education</i>	80	60	50	Intervention support and differentiation	Benchmark Assessments And CST Scores	40	30
	<i>African American</i>	65	65	40	New primary literacy focus and intervention at grade 3-5	Benchmark Assessments And CST Scores	30	20
	<i>Latino</i>	60	60	50	New primary literacy focus and intervention at grade 3-5	Benchmark Assessments And CST Scores	40	30
	<i>White</i>							
	<i>Asian</i>							
	<i>Economically Disadvantaged</i>	65	60	40	New primary literacy focus and intervention at grade 3-5	Benchmark Assessments And CST Scores	30	20
2	% of all students scoring Prof or Adv	25	29	45	Focus on differentiated instruction	Benchmark Assessments And CST Scores	55	75
	<i>English Learners</i>	21	21	40	Additional EL support/focus on differentiated instruction	Benchmark Assessments And CST Scores	50	70
	<i>Special Education</i>	2	12	20	Focus on	Benchmark	30	40

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					differentiated instruction	Assessments And CST Scores		
	<i>African American</i>	26	26	45	Focus on differentiated instruction	Benchmark Assessments And CST Scores	55	75
	<i>Latino</i>	25	34	45	Focus on differentiated instruction	Benchmark Assessments And CST Scores	55	75
	<i>White</i>							
	<i>Asian</i>							
	<i>Economically Disadv.</i>	25	29	45	Focus on differentiated instruction	Benchmark Assessments And CST Scores	55	75
CST MATH								
3	% of all students scoring FBB/BB	55	50	40	Math Intervention Program	Benchmark Assessments And CST Scores	30	20
	<i>English Learners</i>	60	50	35	Additional EL Support	Benchmark Assessments And CST Scores	25	15
	<i>Special Education</i>	80	85	60	Tutorial Services	Benchmark Assessments And CST Scores	50	40
	<i>African American</i>	60	55	45	Math Intervention program	Benchmark Assessments And CST Scores	35	25
	<i>Latino</i>	50	45	35	Math Intervention Program	Benchmark Assessments And CST Scores	30	20
	<i>White</i>							
	<i>Asian</i>							
	<i>Economically Disadv.</i>	60	55	45	Math Intervention Program	Benchmark Assessments And CST Scores		

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
4	% of all students scoring Prof or Adv	33	40	50	Focus on conceptually-based math, differentiated instruction	Benchmark Assessments And CST Scores	60	70
	<i>English Learners</i>	33	45	50	Additional EL Support	Benchmark Assessments And CST Scores	60	70
	<i>Special Education</i>	8	6	12	Tutorial Services	Benchmark Assessments And CST Scores	20	30
	<i>African American</i>	30.5	35	50	Focus on conceptually-based math, differentiated instruction	Benchmark Assessments And CST Scores	60	75
	<i>Latino</i>	43	51	60	Focus on conceptually-based math, differentiated instruction	Benchmark Assessments And CST Scores	70	75
	<i>White</i>							
	<i>Asian</i>							
	<i>Economically Disadv.</i>	33	40	50	Focus on conceptually-based math, differentiated instruction	Benchmark Assessments And CST Scores	55	65
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	9.3	15.3	30	New EL program/ More targeted support	Benchmark Assessments And CST Scores	40	50
8	% EL Students Scoring Proficient on CELDT	57.7	39.5	50	New EL program/ More targeted support	Benchmark Assessments And CST Scores	55	60
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	92	94	96	Attendance Incentive Program			

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
14	Attendance Rate for All Staff	93	94	96	More engaged learning community, greater collaboration		98	100
15	Number of Suspensions	3.4	4.7	3.0	Focus on character development, principles approach discipline		2.5	2.0
16	School Experience Survey: % Parents Participating	29	20	50	Building relationships, Develop parent outreach teams		60	80
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	92	89	95	Building relationships, Develop parent outreach teams		98	100

Design Team Name

Date

Applicant Team Representative Signature

Local District Superintendent Signature

Validation Academy at 42nd Street

Promotion/Graduation Policy

Students must pass all their classes with an A, B, or C in order to be promoted to the next grade level. If students fail two or more core classes, they will not be promoted to the next grade level. If they fail one core class, the decision to promote or retain will be decided on a case-by-case basis by teachers and administrators. If a student is promoted but fails a class again in the subsequent grade, the student will not be promoted to the next grade level.

The Illuminate Student Information System will be used to measure student progress and determine readiness to graduate. The system will keep track of each students' transcript to make sure the required courses are successfully completed on a timely basis.

Discipline Policy

The school plans to implement a school-wide discipline program. The school's discipline policy will be described in more detail in the school's Parent/Student Handbook and it will include the school's expectations regarding attendance, behavior, mutual respect, substance abuse, violence, safety, and work habits. Parents/guardians and students will sign the Parent/Student Handbook Agreement Form to signify their understanding of and accountability towards the school's discipline policy in addition to other school policies and procedures.

The school will periodically obtain feedback regarding its discipline policy from parents, students, staff, and board members, and make changes to the policy as needed. The lists of offenses for which students may be subject to suspension or expulsion may also be amended as needed based on feedback from school stakeholders.

Students who do not adhere to the discipline policy and/or who violate school rules may expect consequences and/or interventions for their behavior, including but not limited to the following:

- Warnings
- Loss of privileges
- Notices to parents/guardians by telephone or letter
- Request for parent conference
- Individualized Behavior Contract
- Instruction in pro-social behaviors
- Detention
- Suspension (including in-school suspension)
- Expulsion

If a student's behavior does not improve, parents may be asked to participate in the Student Success Team (SST) process. The Student Success Team, including a school administrator and/or teacher, will work with the parent(s) to develop appropriate accommodations, modifications, and/or intervention strategies.

Suspension and Expulsion Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students, staff, and visitors at the school. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the policy and procedure for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Our rules and procedures for suspension and expulsion are consistent with state and federal laws, are similar to those found at non-charter public schools, and afford students their due process rights.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The school's administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. This Policy and its Procedures will be printed and distributed as part of the Parent/Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension (including in-school suspension), and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

School administration may determine whether suspended students may remain on campus in an In-School Suspension or whether the suspended students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension. Expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of expulsion.

A student identified as an individual with disabilities or for whom the charter school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The school will follow Section 504, the

IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the charter school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with a Co-Director's or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in or attempted to engage in hazing of another.
19. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
20. Made terrorist threats against school officials and/or school property.
21. Committed sexual harassment.
22. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
23. Intentionally harassed, threatened or intimidated a student, group of students, or school personnel to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending on the offense, a pupil may be suspended or expelled for serious misconduct not specified above. Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities. The school may consider in-school suspensions versus at-home suspensions, unless a student poses a clear and present danger to students, faculty, and/or staff.

C. **Mandatory Expulsion**

Under California law, a school principal is required to recommend a student's expulsion when he or she determines that the student committed one of the following while on campus or at a school-sponsored activity off campus:

- *Possession of a firearm*
- *Brandishing a knife at another person*
- *Unlawfully selling a controlled substance*
- *Committing or attempting to commit a sexual assault or committing a sexual battery*
- *Possession of an explosive*

The Federal Gun-Free Schools Act of 1994 also mandates the expulsion of any student who takes a firearm onto a school campus.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by an Administrator or Administrative designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Administrator. The conference may be omitted if the Administrator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

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

4. **Appeal of Suspension**

The parent/guardian of a suspended student may appeal the suspension decision within five (5) working days directly to the Administrator or designee. The Administrator or designee will expeditiously review the case with the parent/guardian and student in question within five (5) working days of receipt of the appeal. If the Administrator or designee determines that the student has not violated one of the rules in the parent/student handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed. This process may be amended as the administrative structure changes with the growth of the school and will be defined in the Parent/Student Handbook. Final appeals are to the local School Operations Committee and its decision will be final.

E. **Authority to Expel**

Students will be recommended for expulsion if the Administrator or designee finds that at least one of the following findings may be substantiated:

- That the student committed one of the acts listed under mandatory expulsions according to California law.
- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Administrator or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date, time, and place of the expulsion hearing;
 2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
 3. A copy of the School's disciplinary rules which relate to the alleged violation;
 4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
 5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
 6. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
- G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The school may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent,

- guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
 4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
 7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
 10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding

extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

J. Written Notice to Expel

The Administrator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new school or district in which the student seeks to enroll of the student's status with 42nd Street Academy.

The Administrator or designee following a decision of the Board to expel shall also send written notice of the decision to expel to the student's district of residence and the County Office of Education. This notice shall include the following:

1. Student's name
2. Specific offense committed by the student.

K. Appeal of Expulsion

A request for appeal of expulsion must be received within five (5) working days after the written notice received by the parent/guardian. The student will be considered suspended until a meeting is convened. The appeal itself will occur within ten (10) working days after the written notice received by the parent/guardian, and must be attended by parents(s)/guardian(s). In the case of expulsion, a fair and impartial Administrative Panel appointed by the District will hear the appeal, and its decision will be final.

L. Expelled Pupils/Alternative Education

In the event of a decision to expel a student from the school, the Administrator will work with the district of residence and/or county schools to assist with the appropriate educational placement of the student who has been expelled.

M. Disciplinary Records

The school shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the District upon request.

N. Rehabilitation Plans

Pupils who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the school or a committee appointed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

O. Discipline of Students with Disabilities

In the case of a special education student, or a student who receives Section 504 accommodations, the charter school will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973,

regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine whether the student's misconduct was caused by, or had a direct and substantial relationship to, the child's disability; or if the conduct in question was the direct result of the School's or District's failure to implement the student's IEP. If either is true, then, the conduct is determined to be a manifestation of the child's disability. If it is determined that the student's misconduct was not a manifestation of his or her disabilities as defined by the IDEA and its implementing regulations, the student may be expelled. Additionally, the charter school will work with the Special Education Program Coordinator within the Local District Office that serves its geographical area if it is determined that an alternative placement is in order.

42nd Street Academy Success
Meeting and Professional Development Schedule
Training Academy

Date	Time	Audience	Content
August	9:00-10:30	ALL STAFF	Yearly Goals, Standards, Procedures, and Policies, Human Resources Packet, and Employee Handbook Review
	10:45-12:00	Student Advocates/Support Staff/Enrichment	Common Language Dan/Sharroky
	1:00-3:30	Student Advocates	Instructional Vision and Practices (Sharroky)
	1:00-3:00	Support Staff	TBD (Dan)
August	8:30-12:00	Student Advocates Only (except math/science)	Begins at CAAM at 8:30am with light refreshments. At 8:50am there will be introductions of the Education Directors from each museum At 9:30am – 10:30am CAAM will present a lesson and overview of a gallery and provide a lesson for that exhibit. At 10:30am – CAAM will lead guided tours of the galleries.
August	ALL Off (except office managers)	ALL Off (except office managers)	ALL Off (except office managers)
August	9:00-12:00	STUDENT ADVOCATES/Support Staff/ And Enrichment Specialists Only	Righteous Practices Dan
	1:00-3:00	Student Advocates	CLR Language Arts CLR Math/Science Lydia/Necole/Kim
	1:00-3:00	Support Staff Only	Dan
August	9:00-3:00	NEW Hires Only	Foundational Training in Sacramento
August	9:00-3:00	Student Advocates Only (support staff off)	Learning Environment Readiness/Collaborative Unit Planning by grade

			level meetings
August	9:00-3:00	Support Staff and Student Advocates Only	Learning Environment Readiness Collaboration
August	12:30-2:00	Enrichment Teachers Only (rest off)	Fall Planning (Meet at Goldleaf Circle)
August	9:00-3:00	Support Staff and Student Advocates Only Mentor-Mentee Meetings 10:00/1:00 at respective sites	Site Level Meetings/Learning Environment Readiness Lydia
August	10:00-12:00	Student Advocates Only (Coli)	Learning Environment Surveys Lydia
	1:00-3:00	Student Advocates Only (OW)	Lydia
August	1:00-7:00	School Tour All Coli Staff Only	All
September	12:00-7:00	School Tour All OW Staff Only	All
September	ALL OFF	ALL OFF	ALL OFF
September	9:00-12:00	ALL Staff	TBD
September	7:45	ALL Staff	First Day of School

Job Title: School Director/Principal

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: Chief Achievement Officer

Job Duties:

- Responsible for the day-to-day operations of the school in accordance with school policies
- Supervise and evaluate Assistant Director, Teachers, and Office Manager and support the assistant Director in supervising the Campus Assistants
- Oversee instructional programs
 1. Develop and coordinate curriculum and instruction
 2. Evaluation and select instructional materials
 3. Conduct on-going classroom observations
 4. Mentor and support teachers
 5. Organize staff meetings and staff development
 6. Oversee the school's BTSA program
 7. Oversee the development and management of systems and procedures to collect, analyze and drive instruction with student achievement data.
- Oversee athletic program
 1. Develop physical education programs and pacing plans
 2. Develop partnerships for afterschool competitive athletic programs
- Oversee afterschool, intervention, Saturday school, and/or summer school programs
 1. Develop and coordinate the school's in-house afterschool, intervention, Saturday school and/or summer programs
- Oversee special education program and services
- Oversee the school's lunch program
 1. Supervise staff who serve lunch and do "lunch duty."
 2. Ensure the Office Manager is completing and submitting lunch paperwork to the Director of Operations and Development.
- Oversee the school's compliance paperwork.
 1. Ensure the Office Manager is compiling daily attendance information, calling parents when students are absent, and submitting attendance paperwork to the Director of Operations and Development.
 2. Work with the Director of Operations and Development in maintaining employees' personnel files, including having updated credentials.
 3. Complete and submit paperwork for the LEA Plan, CBEDS, the Master Plan, SNOR, SARC, and WASC, and other paperwork as needed.

4. Keep the school in compliance with required policies and procedures such as following child abuse reporting, the sexual harassment policy, the anti-bullying policy, etc.
- Support the Assistant Director in his/her role as Testing Coordinator for all standardized and mandated tests.
 - Support the Assistant Director in his/her role as EL Coordinator
 - Provide for a safe campus.
 1. Oversee updating the school's safety plan, coordinate the safety committee, and emergency policies and procedures
 2. Coordinate emergency drills
 - Work with the Office Manager to coordinate parent meetings and workshops on evenings and weekends.
 - Represent the school at off-campus events. ·
 - Develop and maintain partnerships with community members, businesses, and organizations
 - Manage student health programs
 - Assist Director of Operations and Development with updating policies and procedures.
 - Serve as the liaison between the school and the District. ·
 - Serve as the main liaison between the school and the school's Board of Directors
 - Oversee the school site's School Operations Committee. ·
 - Coordinate special programs such as special competitions, Parent Conferences, Back to School Day, Fall Festival, Winter Program, Annual Awards Assembly, Science Fairs, 5th Grade Trip, and 5th Grade Culmination Ceremony. ·
 - Assist Director of Operations and Development with the school's fundraising programs. ·
 - Ensure that the school is in compliance with all applicable laws. ·
 - Assist with other duties as needed.

Qualifications ·

- Demonstrates a positive attitude, works as a team player, takes initiative as a leader, and is willing to do "whatever it takes" to help students, staff, and parents succeed. ·
- Has a strong instructional background and is willing to learn new instructional strategies and philosophies as well as how to teach other grades and subjects that he/she may not have taught before. ·
- Exhibits strong classroom management and experience in enforcing school-wide discipline policies. ·
- Works with attention to detail. ·
- Communicates well via both written and oral communication means.

- Possesses strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Has at least five years of experience in a K-12 setting (elementary, middle, and/or high school) with at least three years of teaching experience.
- Is willing to help teach as needed such as during summer school, Saturday school, after school, and/or during the regular school day.
- Demonstrates an in-depth understanding of and commitment to the school's mission and vision.
- Fluent in Spanish preferred but not required.



PSC 3.0

Commitments and Expectations Form

*Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by **6:00 pm on Thursday, March 31, 2011**. Documents must be submitted electronically to psc@lausd.net. If you have questions, please call the PSC number at (213) 241-5104.*

We agree to:

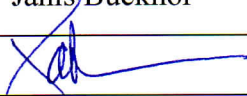
- Serve students and the community to the best of our ability;
- Conduct ourselves in a professional manner, keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity, and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong, well-rounded proposal;
- Openly seek input from the community during the development of our application;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Ensure that no electioneering occurs on school campuses;
- Abide by all guidelines set forth for the Advisory Vote process; and
- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.



PSC 3.0

Commitments and Expectations Form

We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Applicant Team Name/Organization	Be the Change in Urban Education Foundation
Name of Team Representative	Janis Bucknor
Signature of Team Representative	

Design Team Member Name	Signature
Sharroky Hollie	
Anthony Jackson	



PSC 3.0

Commitments and Expectations Form

*Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by **6:00 pm on Thursday, March 31, 2011**. Documents must be submitted electronically to psc@lausd.net. If you have questions, please call the PSC number at (213) 241-5104.*

We agree to:

- Serve students and the community to the best of our ability;
- Conduct ourselves in a professional manner, keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity, and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong, well-rounded proposal;
- Openly seek input from the community during the development of our application;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Ensure that no electioneering occurs on school campuses;
- Abide by all guidelines set forth for the Advisory Vote process; and
- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.



PSC 3.0

Commitments and Expectations Form

We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Applicant Team Name/Organization	Be the Change in Urban Education (BCUE Foundation)
Name of Team Representative	Janis Bucknor
Signature of Team Representative	<i>Janis Bucknor</i>

Design Team Member Name	Signature
Sharroky Hollie	<i>Sharroky Hollie</i>
Anthony Jackson	<i>Anthony Jackson</i>