Alliance Jack H. Skirball
Middle School

Gompers Area of
South Los Angeles Community
Los Angeles Unified School District

Charter Renewal Petition
Submitted September 17, 2015

Request for Five-Year Renewal Term
July 1, 2016 to June 30, 2021
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*Note: All District Required Language throughout this petition is highlighted in gray, as required.*
ASSURANCES AND AFFIRMATIONS

Alliance Jack H. Skirball Middle School (also referred to herein as “Skirball Middle School and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1)).

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A)).

- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B)).

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3)).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1)).

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2)).

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations 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

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

WASC ACCREDITATION

If Charter School serves students in grades 6-8 Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

ENGLISH LEARNERS

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.
On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Special Education Program**

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program
schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**

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

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s ("OIM") required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

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

- **CBEDS (Including Charter Schools)**
  
  All Students enrolled as of December 1 of each school year
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout (Including Charter Schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in
compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
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<tbody>
<tr>
<td>• The contact person for Charter School is:</td>
<td>Joy May-Harris</td>
</tr>
</tbody>
</table>
| • The contact address for Charter School is:             | 603 East 115th Street  
Los Angeles, CA  90059 |
| • The contact phone number for Charter School is:        | (323) 905-1377 |
| • The proposed address or target community of Charter School is: | 603 East 115th Street  
Los Angeles, CA  90059 |
| • This location is in LAUSD Board District:              | 7 |
| • This location is in LAUSD Local District:              | South |
| • The grade configuration of Charter School is:         | 6-8 |
| • The number of students in the first year will be:      | 450 |
| • The grade level(s) of the students in the first year will be: | 6-8 |
| • The scheduled opening date of Charter School is:      | August 1, 2016 |
| • The enrollment capacity is:                           | 450 |
| (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency). | Extended Day/Year |
| • The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: | 8:00 a.m. – 3:30 p.m. |
| • The bell schedule for Charter School will be:         | 8:00 a.m. – 3:30 p.m. |
| • The term of this charter shall be from:                | July 1, 2016 to June 30, 2021 |

**Community Need for Charter School**

Skirball Middle School is located in the Harbor Gateway North neighborhood of Los Angeles near Watts. Census and survey data of this region clearly illustrates that this population has a set of pressing needs, which must be met. According to the 2013 American Community Survey, only 7% of the adult (25+) population have attained a Bachelor’s degree or higher and only 55% are high school graduates. The county averages 30% of the adult (25+) population with a Bachelor’s degree or higher and 77% high school graduates. Moreover, 36% of individuals live below the property line. This is double the county average. The survey points out that over 61% of households dedicate over 35% of their income just to pay the rent. This is a population that is in dire need of schools that promote a college-ready culture as early as possible to ensure that students have substantive avenues to success.

As the State transitions to Common Core state tests, we are in a unique position; there is not much current neighboring school data to easily compare ourselves against and thus showcase the positive impacts we are having on the students we serve. According to the CDE Charter FAQ, “On March 13, 2014, the SBE approved not calculating the 2014 Growth and Base APIs and the 2015 Growth API, in the absence of Spring 2014 SBAC results. Calculation of the 2014 and 2015 Growth APIs are suspended and will resume in 2016. Additionally, EC Section 52056(a) requiring API ranking of schools was repealed.” Assembly Bill (AB) 484 accounted for this and amended EC Section 52052(e)(2)(F) to permit the use of a set of API proxies as the state transitioned to new assessments. According to the CDE FAQ, the approved API proxies for the 2015-16 school year are as follows:
Table 1.0: API Proxies

<table>
<thead>
<tr>
<th>API Growth</th>
<th>School Rankings</th>
</tr>
</thead>
<tbody>
<tr>
<td>No 2015 Growth API; use 2013 Growth API as most recent, 3-year average API (2011/2012/2013), or alternative measures</td>
<td>No 2014 rankings; use 2012 and 2013 rankings for 2 of last 3 years.</td>
</tr>
</tbody>
</table>

Source: CDE Charter Renewal FAQ

With this in mind, our API data is as follows:

Table 1.1: 3-Year API Average

<table>
<thead>
<tr>
<th>School</th>
<th>ALL Non-Weighted</th>
<th>ALL Weighted</th>
<th>EL Non-Weighted</th>
<th>EL Weighted</th>
<th>SPD Non-Weighted</th>
<th>SPD Weighted</th>
<th>AA Non-Weighted</th>
<th>AA Weighted</th>
<th>LAT Non-Weighted</th>
<th>LAT Weighted</th>
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<tbody>
<tr>
<td>Skirball</td>
<td>734</td>
<td>734</td>
<td>719</td>
<td>719</td>
<td>444</td>
<td>444</td>
<td>686</td>
<td>688</td>
<td>748</td>
<td>749</td>
</tr>
<tr>
<td>Drew MS</td>
<td>592</td>
<td>591</td>
<td>501</td>
<td>511</td>
<td>338</td>
<td>336</td>
<td>518</td>
<td>519</td>
<td>606</td>
<td>604</td>
</tr>
<tr>
<td>Gompers MS</td>
<td>587</td>
<td>586</td>
<td>537</td>
<td>548</td>
<td>424</td>
<td>423</td>
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<td>528</td>
<td>615</td>
<td>613</td>
</tr>
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<td>615</td>
<td>564</td>
<td>568</td>
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<td>543</td>
<td>543</td>
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<td>639</td>
<td>640</td>
<td>466</td>
<td>467</td>
<td>638</td>
<td>639</td>
<td>669</td>
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■ No data
* Bunche MS is not an LAUSD school but it included due to proximity

Source: CDE Dataquest

Table 1.2: Number Enrolled, Growth API and School Rankings (Skirball and Neighboring Schools)

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<tr>
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<td>739</td>
<td>481</td>
<td>714</td>
<td>761</td>
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<td>590</td>
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<td>308</td>
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<tr>
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<tbody>
<tr>
<td>Skirball</td>
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<td>752</td>
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<td>445</td>
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<td>662</td>
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■ No data or 10 or fewer students had valid scores
* Bunche MS is not an LAUSD school but it included due to proximity

Source: CDE Dataquest
Table 1.3: CST Percent Advanced & Proficient by Subject (Neighboring Schools)

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>ELA 6</th>
<th>ELA 7</th>
<th>ELA 8</th>
<th>Math 6</th>
<th>Math 7</th>
<th>Alg. 1</th>
<th>Gen Math*</th>
<th>History 8</th>
<th>Science 8</th>
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<td>71</td>
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<tr>
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<td>34</td>
<td>■</td>
<td>46</td>
<td>46</td>
<td>16</td>
<td>31</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Markham</td>
<td>22</td>
<td>24</td>
<td>25</td>
<td>31</td>
<td>25</td>
<td>25</td>
<td>9</td>
<td>24</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Bunche MS*</td>
<td>36</td>
<td>27</td>
<td>24</td>
<td>32</td>
<td>21</td>
<td>10</td>
<td>0</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

* No data or 10 or fewer students had valid scores
* It should be noted that, in the years detailed above, Skirball had all 8th grade students take the Algebra I CST rather than the General Math test.
* Bunche MS is not an LAUSD school but it included due to proximity

Source: CDE Dataquest

Table 1.4: 2011-13 Skirball Subgroup CST Advanced and Proficient Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>All</th>
<th>ELA 6</th>
<th>ELA 7</th>
<th>ELA 8</th>
<th>Math 6</th>
<th>Math 7</th>
<th>Alg. 1</th>
<th>History 8</th>
<th>Science 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>All</td>
<td>43</td>
<td>47</td>
<td>39</td>
<td>45</td>
<td>44</td>
<td>22</td>
<td></td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>SpEd</td>
<td>■</td>
<td>■</td>
<td>9</td>
<td>■</td>
<td>■</td>
<td>9</td>
<td>27</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>ELL</td>
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<td>0</td>
<td>4</td>
<td>8</td>
<td>7</td>
<td>21</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Latino</td>
<td>41</td>
<td>52</td>
<td>40</td>
<td>47</td>
<td>49</td>
<td>25</td>
<td>53</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>AtAm</td>
<td>41</td>
<td>34</td>
<td>39</td>
<td>31</td>
<td>26</td>
<td>13</td>
<td>48</td>
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<td>28</td>
<td>40</td>
<td>77</td>
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<tr>
<td></td>
<td>SpEd</td>
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<td>■</td>
<td>■</td>
<td>6</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td></td>
<td>ELL</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Latino</td>
<td>36</td>
<td>47</td>
<td>47</td>
<td>44</td>
<td>59</td>
<td>30</td>
<td>44</td>
<td>81</td>
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<tr>
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<td>37</td>
<td>41</td>
<td>32</td>
<td>37</td>
<td>19</td>
<td>26</td>
<td>63</td>
</tr>
</tbody>
</table>

* No data or 10 or fewer students had valid scores

Source: CDE Dataquest

The data above clearly shows that between 2012-2013, significant progress was made in increasing the number of students who scored proficient and advanced in all grade levels of English and math. We also increased the percentage of proficient and advanced for students of Latino and African-American descent. By 2013, our API score was significantly higher than any other public school in the area. Much of our success in improving our academic performance relative to surrounding schools can be tied to our commitment to afford our students a more personalized learning experience through blended learning. To do so we increased our technology infrastructure and by the end of 2013, each core classroom was equipped with a laptop cart and an interactive SMART Board. Further, teachers received an intense amount of training on how to utilize digital programs in the classroom as a part of blended learning. A lot of the training focused on using the technology to create a personalized learning experience for students. Specifically, a school-wide focus was placed on differentiation, personalized learning, and raising Lexile levels of all students through the use of literacy strategies and the addition of Achieve3000. This included teachers emphasizing the use of stations and creating learning experiences, based on data, to meet the learning needs of individuals and subgroups of students.
For ELA, a support class, helped students fill gaps in their reading and vocabulary levels. In mathematics, teachers partnered with Loyola Marymount University and participated in CMAST (Center for Math and Science Teaching) training. CMAST, essentially a system of research-based, high leverage math practices, was brought in to move student achievement forward.

Despite our success, we are well aware of the need to increase student's reading (Lexile) levels. There were also signs that instruction wasn't personalized enough, and needed to be more differentiated. Students were often coming into the school at a low reading level, and would have trouble achieving proficiency and some weren't getting the individualized attention they needed. Further, because of the transition to Common Core, students who read on grade level is now especially important in not only in English/Language Arts, but math as well.

Table 1.2 shows a significant growth in the overall API of Latinos between the 2010-2011 and 2012-2013 school years. Over two-years, Latino API scores increase 44 points. This can be attributed to the school’s emphasis on the implementation of blended learning and an emphasis on differentiation in all classrooms.

Table 1.2 shows stagnation in the overall API of special education students between 2010-2011 and 2012-2013. In an effort to increase achievement moving forward, we took large steps to address this school-wide need. For one, we increased staffing dramatically. This included adding an additional resource specialist as well as hiring a special education instructional aide to increase push in support for teachers and students. This has given us an opportunity to provide more human capital to support students.

From an instructional standpoint, this included providing personalized assistance for special education and English learner student through blending learning and differentiated data driven instruction. Special education teachers also started using literacy strategies and specific educational curriculum that helped them to differentiate instruction, assess student progress, and provide meaningful feedback. Some of the programs that were used include: Achieve3000, Renaissance Learning’s Accelerated Reader, Math in a Flash, and English in a Flash programs.

At Skirball, math has shown steady increase over time. Teachers partnered with Loyola Marymount University and incorporated CMAST (Common Core Math and Science Teaching) strategies and training into their classrooms. CMAST, essentially a system of research-based, high leverage math practices, was brought in to move student achievement forward. With the exception of ELL students enrolled in Algebra I, all subgroups experienced growth on CST scores. Overall each grade level experienced at least a 10% jump in proficiency from 2011 to 2013. Specifically, the number of proficient seventh graders grew by 25%. In Algebra 1, a 42% proficiency jump occurred.

For 6th grade ELA, there was a 20 percent increase in 6th grade overall scores. For 7th grade, ELA went up from 34 percent proficient and advanced, to 45 percent. In eighth grade ELA, the scores went up 11 percentage points. All subgroups showed growth over a two-year period. This can be largely attributed to the incorporation of high-leverage literacy strategies and an emphasis on Lexile helping drive student growth.

For both Math and ELA, one subgroup that continued to struggle to show growth were English Language Learners. As mentioned above, the lack of growth by our English Language Learners led us to utilize blended learning strategies, and create professional development opportunities for teachers that increase student personalized learning.

Table 1.3 shows a drop in History CST scores from 2012 to 2013. We have worked steadily since a change in staffing to incorporate literacy and blended learning strategies to drive content to meet student specific needs. Also, to increase rigor, teachers have incorporated the use of Document-Based Questions
(from The DBQ Project) at all grade levels. Research has shown that document-based questions support higher-order thinking skills that are emphasized with the vision of the Common Core State Standards.

Tables 1.3 and 1.4 shows significant increases in science proficiency rates. With 77% of students scoring proficient and advance in 2012-2013. Special Education advanced and proficient rates increased by 13 percentage points in 2012, while there was no data in 2013 based on having 10 or fewer students with valid scores. Our English Learners increased advanced and proficiency rates by 31 percentage points from 2011 to 2013. Latino and African-American proficiency rates all increased except African-Americans in 2012-2013 which decreased by five percentage points, but still maintained a 24 percentage point increase over two-years. The majority of Latino and African-American students saw growth over this period.

While there was overall growth in API over a three-year period in all subgroups, between 2012 and 2013, there was a decrease in API for African-American, Special Education and ELL students. To address the decrease in subgroups scores, changes were made in the curriculum and delivery of instruction to ensure rigorous standard-based instruction. General education teachers started incorporating blended learning strategies to help personalize the learning experience of students. This helped provide differentiated instruction, assess student progress, and provide meaningful feedback for students. Some of the programs that were used include: Achieve3000, Revolution K-12, Renaissance Learning’s Accelerated Reader, and English in a Flash. As previously explained, we have developed a plan to help support our three lowest subgroups. This includes hiring more staff, re-evaluating materials being used, and dedicating staff development time to implement strategies to help students be more successful. We will continuously monitor the progress of our students so that we can ensure their meeting or exceeding the state standards and adjust our instructional program as needed.

**CST Science**

**Table 2.0: 8th Grade Science Advanced & Proficient Rates for 2014 & 2015 8th Grade Science by Subgroup (Neighboring Schools)**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skirball</td>
<td>69%</td>
<td></td>
<td>32%</td>
<td></td>
<td>52%</td>
<td></td>
<td>72%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drew MS</td>
<td>35%</td>
<td>7%</td>
<td>3%</td>
<td>21%</td>
<td>37%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gompers</td>
<td>30%</td>
<td>13%</td>
<td>7%</td>
<td>20%</td>
<td>35%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edison MS</td>
<td>40%</td>
<td>17%</td>
<td>9%</td>
<td>8%</td>
<td>41%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Markham</td>
<td>37%</td>
<td>22%</td>
<td>10%</td>
<td>29%</td>
<td>41%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bunche MS*</td>
<td>30%</td>
<td>5%</td>
<td>2%</td>
<td>11%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* No data or 10 or fewer students had valid scores

* Bunche MS is not an LAUSD school but it included due to proximity

Source: CDE Dataquest

The data above clearly shows that Skirball Miiddle School outperforms all neighborhood schools in science by a significant margin, and in most cases, has over double the proficiency rate in most significant subgroups. Much our success in Science can be tied to our commitment to blended learning and personalizing the learning experience of students using technology, with a special emphasis placed on differentiation. Further, our teachers place an emphasis on hands-on, inquiry based instruction. This includes being diligent about student participation in labs throughout their middle school experience.

Despite our success, the data shows that though we are helping all students succeed, we can still improve by improving the literacy skills of students to make the material more accessible. In order to address this need our science department, through the continued implementation of the Next Generation Science Standards (NGSS), will place a laser like focus on the use of literacy strategies in the classroom as part of their normal practice. Also, teachers this year will participate in ongoing NGSS professional development with a focus on effective ways to infuse the rigorous standards-based curriculum, specifically with STEM strategies, in everyday instruction.
**Table 2.1: Percent of Students Who “Met” or “Exceeded” Standard for 2015 6th Grade Math CAASPP by subgroup**

Data Source: CDE DataQuest

<table>
<thead>
<tr>
<th>School</th>
<th>Overall</th>
<th>SpEd</th>
<th>ELL</th>
<th>AfAM</th>
<th>Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skirball</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>16%</td>
</tr>
<tr>
<td>Drew MS</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gompers</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>11%</td>
</tr>
<tr>
<td>Edison MS</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>-</td>
<td>8%</td>
</tr>
<tr>
<td>Markham</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Bunche MS</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Table 2.2: Percent of Students Who “Met” or “Exceeded” Standard for 2015 6th Grade ELA CAASPP by subgroup**

*Data Source: CDE DataQuest*

<table>
<thead>
<tr>
<th>School</th>
<th>Overall</th>
<th>SpEd</th>
<th>ELL</th>
<th>AfAM</th>
<th>Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skirball</td>
<td>28%</td>
<td>9%</td>
<td>0%</td>
<td>11%</td>
<td>30%</td>
</tr>
<tr>
<td>Drew MS</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gompers</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Edison MS</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
<td>-</td>
<td>10%</td>
</tr>
<tr>
<td>Markham</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Bunche MS</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
### Table 2.3: Percent of Students Who “Met” or “Exceeded” Standard for 2015 7th Grade Math CAASPP by Subgroup

<table>
<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skirball</td>
<td>23%</td>
<td>0%</td>
<td>0%</td>
<td>15%</td>
<td>25%</td>
</tr>
<tr>
<td>Drew MS</td>
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<td>0%</td>
<td>4%</td>
<td>10%</td>
</tr>
<tr>
<td>Gompers</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>Edison MS</td>
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<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>19%</td>
</tr>
<tr>
<td>Markham</td>
<td>10%</td>
<td>2%</td>
<td>0%</td>
<td>3%</td>
<td>12%</td>
</tr>
<tr>
<td>Bunche MS</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Data Source: CDE DataQuest

### Table 2.4: Percent of Students Who “Met” or “Exceeded” Standard for 2015 7th Grade ELA CAASPP by Subgroup

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td>0%</td>
<td>33%</td>
<td>44%</td>
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<tr>
<td>Drew MS</td>
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<td>0%</td>
<td>5%</td>
<td>13%</td>
</tr>
<tr>
<td>Gompers</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>Edison MS</td>
<td>21%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>22%</td>
</tr>
<tr>
<td>Markham</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>10%</td>
</tr>
<tr>
<td>Bunche MS</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Data Source: CDE DataQuest

### Table 2.5: Percent of Students Who “Met” or “Exceeded” Standard for 2015 8th Grade Math CAASPP by Subgroup

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skirball</td>
<td>24%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>26%</td>
</tr>
<tr>
<td>Drew MS</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>Gompers</td>
<td>13%</td>
<td>0%</td>
<td>4%</td>
<td>4%</td>
<td>15%</td>
</tr>
<tr>
<td>Edison MS</td>
<td>18%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>19%</td>
</tr>
<tr>
<td>Markham</td>
<td>5%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>Bunche MS</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Data Source: CDE DataQuest

### Table 2.6: Percent of Students Who “Met” or “Exceeded” Standard for 2015 8th Grade ELA CAASPP by Subgroup

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skirball</td>
<td>28%</td>
<td>6%</td>
<td>0%</td>
<td>18%</td>
<td>30%</td>
</tr>
<tr>
<td>Drew MS</td>
<td>11%</td>
<td>0%</td>
<td>1%</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>Gompers</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>20%</td>
</tr>
<tr>
<td>Edison MS</td>
<td>20%</td>
<td>2%</td>
<td>3%</td>
<td>31%</td>
<td>20%</td>
</tr>
<tr>
<td>Markham</td>
<td>14%</td>
<td>5%</td>
<td>0%</td>
<td>5%</td>
<td>18%</td>
</tr>
<tr>
<td>Bunche MS</td>
<td>19%</td>
<td>4%</td>
<td>0%</td>
<td>5%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Data Source: CDE DataQuest
**ELA and Math**

Our CAASPP data above shows that we outperformed neighboring schools overall. However, our subgroup data shows that we have significant work to do to ensure all of our students are on a trajectory to master more rigorous studies. The results show our starting point as a school and the baseline scores reflect, in part, the rigor of the state's new academic standards. CAASPP focuses on assessing crucial abilities, such as analyzing problems, thinking independently, and writing clearly with evidence. Those skills take time and effort to master. The data reveals points of vulnerability that also offer opportunities to improve.

One concern is the results indicate there is a persistent achievement gap—significant differences in scores—among English learners and students with disabilities when compared to other students. Overall, 33 percent of students in all grades met or exceeded standards in English language arts/literacy and 21 percent met or exceeded standard in math at Skirball Middle School, compared with 3 percent and less than 1 percent, respectively, among English Learners and students with disabilities. As for scores among all grades for ethnic groups, 23 percent of African Americans met or exceeded the standard in English language arts/literacy and 11 percent in math, while 35 percent of Hispanic/Latinos met or exceeded standard in English language arts/literacy and 23 percent in math. Each of the red flag problems—ELL’s, Special Education, and African-American students subgroup data require immediate attention so all of our students reach the level of academic proficiency that is required by the state.

What did we do to address these challenges?

- adding a second resource specialist and two new special education instructional aides in the classroom;
- received a grant specifically for a College and Career Readiness Pilot program for implementation in SPED;
- continuing our specialized ELL Pull-out program that includes not only EL students, but also students with IEP’s and African-American students with low Lexile levels, utilizing Renaissance Learning’s English in a Flash and Middlebury Interactive’s Digital ELD program;
- continue ongoing core content teacher professional development focused on specific content-based literacy strategies that are designed to meet the needs of ELL, Special Education, and African-American students;
- continued partnership with Power My Learning Inc. around family engagement and personalized coaching for teachers around blended learning;
- continuing the use of Common Core aligned curriculum: Pearson System of Courses in ELA and Mathematics across grade levels: ThinkCERCA, "No RedInk", IXL, KhanAcademy, iReady, Achieve3000 and Accelerated Reader; for those students who do not have internet or computer access at home, we offer access through our after-school program;
- continue recognizing students for academic achievements and meeting monthly Lexile growth targets with monthly assemblies and incentives;
- starting the “Spartan Reading Challenge” to promote Lexile level growth (October, 2015);
- continue to use technology to differentiate instruction, assess students and provide feedback to all stakeholders;
- implement the use of Write Score for internal, bi-annual common core literacy aligned writing performance tasks in ELA;
- support the Response To Intervention (RTI) process. It has proven success, but is often under-resourced;
- provide additional support to students whose achievement falls below proficiency and ensure that intensive math remediation is available.
We must work to eliminate these gaps by continuing to implement a solid instructional program. We are moving in the right direction with our efforts to provide extra resources and services for students with the greatest needs. Now we will use these results as one of many sources of data as we work to improve student achievement, ultimately preparing more students for success in college and careers. To be sure, we cannot meet all the changing needs of this age group, but we must continue to work closely with parents, the community, and outside partners to help children get on a promising academic track and stay there. By aligning curricula to be at least as rigorous as the statewide assessments.

**Internal Testing**

*Table 3.0: API Proxies*

<table>
<thead>
<tr>
<th>API Growth</th>
<th>School Rankings</th>
</tr>
</thead>
<tbody>
<tr>
<td>No 2015 Growth API; use 2013 Growth API as most recent, 3-year average API (2011/2012/2013), or alternative measures</td>
<td>No 2014 rankings; use 2012 and 2013 rankings for 2 of last 3 years.</td>
</tr>
</tbody>
</table>

Source: CDE Charter Renewal FAQ

Referring again to the CDE approved API proxies mentioned earlier, one of the API Growth proxies listed is “alternative measures.” EC Section 52052(e) states that alternative measures should “show increases in pupil academic achievement for all groups of pupils school wide and among significant student groups.” In looking at which “alternative measures” to use, the school has decided against using Alliance-wide Benchmarks as an overall growth measure and instead to use them as a means to formatively assess student comprehension of varying standards. The Alliance-wide Benchmarks are being constantly redesigned as we transition to Common Core and do not test consistent standards from one quarterly benchmark to the next. In order to satisfy the needs of having normed assessment data by which to better gauge student achievement, the school has instead used Lexile (in both the 2013-2014 and 2014-2015 school years).

**Lexile Growth**

One of the challenges we often face in working with disadvantaged youth is finding ways to reduce a very real literacy gap. Students often enter our school reading at levels far below grade level. As we transition to Common Core, we know that we must find ways to track student progress in this regard to ensure that we are meeting their needs and ensuring that they are prepping for the Common Core, College and beyond.

*Table 4.0: Lexile Growth*

<table>
<thead>
<tr>
<th>Year</th>
<th>Test</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>SpEd</th>
<th>ELL</th>
<th>AfAm</th>
<th>Latino</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Pre-Test</td>
<td>470</td>
<td>564</td>
<td>780</td>
<td>128</td>
<td>252</td>
<td>586</td>
<td>601</td>
<td>598</td>
</tr>
<tr>
<td></td>
<td>Mid-Test</td>
<td>576</td>
<td>649</td>
<td>835</td>
<td>296</td>
<td>378</td>
<td>665</td>
<td>687</td>
<td>683</td>
</tr>
<tr>
<td></td>
<td>Post-Test</td>
<td>615</td>
<td>683</td>
<td>841</td>
<td>367</td>
<td>428</td>
<td>681</td>
<td>717</td>
<td>711</td>
</tr>
<tr>
<td></td>
<td>Growth</td>
<td>+145</td>
<td>+119</td>
<td>+61</td>
<td>+239</td>
<td>+176</td>
<td>+95</td>
<td>+116</td>
<td>+113</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Pre-Test</td>
<td>570</td>
<td>677</td>
<td>702</td>
<td>347</td>
<td>353</td>
<td>609</td>
<td>655</td>
<td>649</td>
</tr>
<tr>
<td></td>
<td>Mid-Test</td>
<td>669</td>
<td>721</td>
<td>743</td>
<td>406</td>
<td>415</td>
<td>683</td>
<td>715</td>
<td>711</td>
</tr>
<tr>
<td></td>
<td>Post-Test</td>
<td>746</td>
<td>785</td>
<td>783</td>
<td>494</td>
<td>497</td>
<td>731</td>
<td>778</td>
<td>771</td>
</tr>
<tr>
<td></td>
<td>Growth</td>
<td>+176</td>
<td>+108</td>
<td>+81</td>
<td>+147</td>
<td>+144</td>
<td>+122</td>
<td>+123</td>
<td>+122</td>
</tr>
</tbody>
</table>

Source: Achieve3000

As promised in our charter petition, Skirball Middle School serves students in the 90059 and 90061 zip code of Watts and South Central Los Angeles in one of LAUSD’s most disadvantaged areas. In 2014, approximately 83% of our students were Hispanic, 17% were African American. The data above clearly shows that our incoming 6th grade cohort, who come from surrounding elementary schools, while pretesting on average at very low Lexile levels in 2013, showed Lexile growth and no summer melt as entering 7th graders in 2014. The same can be said of the gains of the 7th grade cohort from 2013 to 2014. Special Education and ELL student Lexile growth was also substantial from 2013 to 2104 with average aggregate growth of 366 and 245 points, respectfully.
Much of our success in Lexile growth can be tied to a school wide push by our teachers to prepare students to meet the rigors of college and career by utilizing strategies for Common Core, meeting students at their precise reading levels, and differentiating instruction to help all students accelerate their reading growth and become college and career ready.

Despite our success, the data shows that though we are helping all students succeed, we are looking into how to further accelerate Lexile level growth for our ELL, special education, and African American students, who’s Lexile growth is still at least one level below their current grade level. In order to address this need, we are currently using the following supports and programs:

- Achieve3000, iReady, and Accelerated Reader, which all have built in growth measures that have easily accessible data to inform instruction.
- Accelerated Reader’s English in a Flash and Middlebury Interactive’s ELD Digital Program are implemented in differentiated EL and special education instructional groups for maximum success.

Our physical education classes are implementing myOn.com in their classes across all grade levels. myOn.com is an online reading program literacy solution that reinvents the ways in which students and teachers interact with text. myOn.com provides anytime, anywhere access to a library of more than 9,000 enhanced digital books with multimedia supports, real-time reporting and assessments and embedded close reading tools.

**CELDT & Reclassification**

*Table 5.0: 5-Year ELL Overall CELDT Performance and Trend ELL and Re-designation Counts Compared to Neighboring Schools*

<table>
<thead>
<tr>
<th>School</th>
<th>EL #</th>
<th># Recl.</th>
<th>CDE^</th>
<th>% Criter. Met</th>
<th>% Begin.</th>
<th>% Early Inter.</th>
<th>% Inter.</th>
<th>% Early Adv.</th>
<th>% Adv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skirball</td>
<td>86</td>
<td>3</td>
<td>3.8</td>
<td>28</td>
<td>3</td>
<td>17</td>
<td>48</td>
<td>25</td>
<td>7</td>
</tr>
<tr>
<td>Drew MS</td>
<td>327</td>
<td>35</td>
<td>0</td>
<td>29</td>
<td>11</td>
<td>14</td>
<td>39</td>
<td>31</td>
<td>5</td>
</tr>
<tr>
<td>Gompers</td>
<td>285</td>
<td>29</td>
<td>0</td>
<td>30</td>
<td>15</td>
<td>13</td>
<td>38</td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td>Edison MS</td>
<td>287</td>
<td>61</td>
<td>0</td>
<td>41</td>
<td>9</td>
<td>13</td>
<td>31</td>
<td>37</td>
<td>10</td>
</tr>
<tr>
<td>Markham</td>
<td>305</td>
<td>44</td>
<td>0</td>
<td>27</td>
<td>8</td>
<td>15</td>
<td>42</td>
<td>28</td>
<td>8</td>
</tr>
<tr>
<td>Skirball</td>
<td>83</td>
<td>11</td>
<td>12.8</td>
<td>31</td>
<td>1</td>
<td>12</td>
<td>52</td>
<td>31</td>
<td>5</td>
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<tr>
<td>Drew MS</td>
<td>258</td>
<td>17</td>
<td>5.2</td>
<td>24</td>
<td>9</td>
<td>20</td>
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<td>26</td>
<td>3</td>
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<tr>
<td>Gompers</td>
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<td>34</td>
<td>11.9</td>
<td>22</td>
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<td>22</td>
<td>38</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>Edison MS</td>
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<td>15</td>
<td>37</td>
<td>8</td>
<td>14</td>
<td>36</td>
<td>36</td>
<td>6</td>
</tr>
<tr>
<td>Markham</td>
<td>306</td>
<td>39</td>
<td>12.8</td>
<td>21</td>
<td>12</td>
<td>15</td>
<td>42</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>Bunche MS*</td>
<td>217</td>
<td>76</td>
<td>26.6</td>
<td>10</td>
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<td>10</td>
<td>50</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Skirball</td>
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<td>19.3</td>
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<td>38</td>
<td>5</td>
</tr>
<tr>
<td>Drew MS</td>
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<td>20</td>
<td>7.6</td>
<td>23</td>
<td>13</td>
<td>15</td>
<td>40</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td>Gompers</td>
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<td>25</td>
<td>12.1</td>
<td>35</td>
<td>11</td>
<td>16</td>
<td>26</td>
<td>36</td>
<td>11</td>
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<tr>
<td>Edison MS</td>
<td>302</td>
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<td>42</td>
<td>7</td>
<td>14</td>
<td>34</td>
<td>38</td>
<td>7</td>
</tr>
<tr>
<td>Markham</td>
<td>327</td>
<td>32</td>
<td>10.5</td>
<td>24</td>
<td>11</td>
<td>17</td>
<td>45</td>
<td>24</td>
<td>3</td>
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<td>Bunche MS*</td>
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<tr>
<td>Skirball</td>
<td>77</td>
<td>9</td>
<td>10.1</td>
<td>36</td>
<td>8</td>
<td>8</td>
<td>46</td>
<td>31</td>
<td>7</td>
</tr>
<tr>
<td>Drew MS</td>
<td>219</td>
<td>33</td>
<td>12.0</td>
<td>26</td>
<td>13</td>
<td>23</td>
<td>32</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>Gompers</td>
<td>139</td>
<td>30</td>
<td>15.7</td>
<td>33</td>
<td>16</td>
<td>11</td>
<td>31</td>
<td>36</td>
<td>6</td>
</tr>
<tr>
<td>Edison MS</td>
<td>309</td>
<td>53</td>
<td>17.5</td>
<td>30</td>
<td>12</td>
<td>17</td>
<td>38</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td>Markham</td>
<td>264</td>
<td>43</td>
<td>13.1</td>
<td>29</td>
<td>16</td>
<td>15</td>
<td>38</td>
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<td>5</td>
</tr>
<tr>
<td>Bunche MS*</td>
<td>131</td>
<td>44</td>
<td>22.7</td>
<td>40</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Percent reclassified is derived using the number of students reclassified of the current school year by the total number of EL students from the previous year*
We are constantly looking for ways to support our EL population. Currently, our EL population is 94 students (21% percent of our total population). Looking at the above data, reclassification rates suggest a downward trend in reclassification numbers, 2014-2015 specifically, due to a few variables. The first variable is the increase in the percentage of entering 6th grade students who have been identified at the beginning of language proficiency levels upon initial enrollment. This has lead to a decrease in the number of students who meet the more challenging re-classification criteria for the 6th grade. The second variable is the Alliance-wide change in the EL reclassification criteria during that school year to replace using CST scores with Lexile scores instead of Lexile growth as determining factor in reclassification. Based on the data, it is evident that our EL students have not acquired a full command of the English language, specifically academic English. The overall intermediate level of our EL students is directly attributed to their reading skills. Though the reading numbers are not indicated in the data above, it corresponds with the students’ individual CELDT reading scores and actual Lexile levels. This information informs us of an immediate need for literacy intervention in reading. Most importantly, the use of the students’ Lexile score instead of the total Lexile growth reflects the sharp decline in student re-designation during the 2014-2015 school year and does not measure the students’ progress through their Lexile growth.

To address improving the overall score within our EL population, Skirball Middle School created an ELL Pullout Program to focus solely on giving extra help to EL learners in reading and comprehension. These students meet once a week for two hours and are reevaluated diagnostically three times a year, through Achieve3000. The ELL Intervention Coordinator utilizes Second Language Acquisition theories to improve students’ Cognitive Academic Language Proficiency (CALP), a crucial step to improve reading overall levels. The Intervention Team provides extensive support in developing these skills through vocabulary, comprehension, and fluency checks for students with Lexile levels below 550 at a 5:1 ratio. The smaller ratio is most effective for differentiation in instruction and an increase in student learning outcomes. Smaller-length texts, one-grade level higher than their own, are used to access the students’ prior knowledge, create meaningful learning, and build the essential literacy skills needed for academic success.

**Student Discipline**

**Table 6.0: Skirball Suspension and Expulsion Rates Over Time**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension Rate</td>
<td>4.7</td>
<td>2.2</td>
<td>1.7</td>
<td>0</td>
</tr>
<tr>
<td>Expulsion Rate</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Source: CDE Dataquest*

**Parent and Community Engagement**

<table>
<thead>
<tr>
<th>Community Organization &amp; Description</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power My Learning/ CFY- the national nonprofit organization behind the free digital learning platform PowerMyLearning. It helps students learn Common Core skills, works with partner school parents throughout the year in their dedicated Family Learning Workshops, and provides ongoing professional development to teachers in partner schools.</td>
<td>Has a made a direct impact on closing the digital divide in our community by providing refurbished laptops, with fully loaded software, to ALL of our incoming 6th grade students for the last four (4) years. The organization also works with us hand in hand to provide about six Family Learning Workshops (FLW’s) throughout the school year and ongoing professional development coaching for many of our teachers.</td>
</tr>
<tr>
<td>Girl Scouts of Greater Los Angeles- Troop #80205- an organization that builds girls of courage, confidence, and character, who make the world a better place.</td>
<td>A girl’s leadership blooms among other girls—away from school pressures, social cliques, and boys—where she can be herself and try new things. Among Skirball’s 50+</td>
</tr>
</tbody>
</table>

*Source: CDE Dataquest*
In order to keep parent engagement meaningful and on an upward trajectory, our action plan consists of:

- **Continuing our established School Coordinating Council.** This group is scheduled to meet every first Wednesday of the month in the mornings for an hour. The mission of the SCC is to provide suggestions and recommendations to the principal on day-to-day operations and issues such as school events, schedules, policies, school/community participation and the general direction of the school.

- **Continuing to create a welcoming school environment where parents see themselves as meaningful partners by** offering coffee in the mornings to parents that supervise, demonstrate positive attitudes to parents, answer any questions parents may have and ensure that all parent information is current and up to date on a month to month basis. Always keeping our parent center open and available to parents, families, and the community. Recognizing parent superstars and ALL parent volunteer service, at all times!

- **Fostering two-way communication by** maintaining lines of communication open, listening and taking parent, student and community feedback into consideration when making school decisions. As a school, staying genuine to our word, and executing everything we say as a school we will do to keep and maintain the trust of our families.

- **Schedule our series of parent education workshops and activities,** led by Skirball’s Parent Liaison, administrative staff, or Alliance’s Director of Parent Engagement, which supports the school’s goals for the year. Parent Leadership Academy workshops take place three times a month, once during the week starting at 8:45 am, once during the week from 4:30-6:30 pm and once on a Saturday morning from 9-11 am thus giving parent/guardians multiple opportunities to attend a parent workshop.

- **Continuing to partner with PowerMy Learning to provide home learning centers and parent-student technology based workshops.** All sixth grade families, participate in frequent, technology based family learning workshops and students receive free refurbished desktop or laptop computers, fully loaded with software. This strategy will help support family technology literacy. CFY has also committed to help provide support to Skirball Parent Engagement Program with all and any parent engagement activity, workshop, event etc.

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The table above shows that Skirball Middle School has cultivated a variety of partnerships. It is said that successful community engagement positively impacts student success, social skills, and behavior. We will continue to seek out meaningful partnerships that continue to make a difference in the lives of our students, parents, and school community as a whole.
• **Using Help Counter to track parent volunteer service hours** and to remind parents regarding how many hours have been accumulated.

• **Recognizing and celebrating ALL families that fulfill the suggested 40-hour volunteer goal for the year** by giving families a “Proud Spartan Parent Volunteer” shirt with school logo as they meet and/or exceed their goal. Parent recognition ceremony takes place at the end of the year for ALL parent volunteers. Volunteer hours are not mandatory or required for admission or school events.

In keeping with LAUSD’s commitment to providing a wide range of schools and programs to meet the diverse educational needs and priorities of students and families, Skirball Middle School offers an important alternative for families in Watts. The school’s college-readiness focus, personalized learning environment, culture of high expectations, commitment to working with parents as partners and other core values described throughout this petition are in keeping with LAUSD’s goals and are poised to make a positive impact on the students and families of this community.
Student Population to be Served

Skirball Middle School is an independent charter middle school that serves students in grades 6-8 providing an alternative choice of quality education in the South Park neighborhood of South Los Angeles. The community contains a large, underserved, urban student population. The ethnicity of students in schools throughout the area, and at Skirball Middle School, is predominately Latino (84.7%) and African American (14.7%). 96.7% of students at Skirball Middle School qualify for the free/reduced lunch meal program. Skirball Middle School will seek to relieve overcrowding and improve academic performance in this high need community as a priority.

Data Sources: Demographic data from CALPADS via CDE School Demographic Characteristics; API data from CDE Dataquest; SPF data from LAUSD

Enrollment By Grade Level
Skirball Middle School will ultimately serve approximately 450 students in grades 6-8 with 150 students enrolled at each grade level.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
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<td>7</td>
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<td>150</td>
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</tr>
<tr>
<td>Total</td>
<td>450</td>
<td>450</td>
<td>450</td>
<td>450</td>
<td>450</td>
</tr>
</tbody>
</table>

Data Source: PowerSchool (ADA)

Mission

The mission of Skirball Middle School is to operate a small high performance school that prepares all students to graduate and prepares all students to enter and succeed in college. Moreover, we strive to ensure that each Skirball Middle School student will develop resilient character and strong critical thinking and collaborative skills necessary to become socially responsible, globally minded citizens who are an integral part of their local, national and international communities.

Vision

The vision of Skirball Middle School is to provide a highly accountable model of innovation with highly effective teachers guided by core principles that are based on what research has shown to be best educational practices, and to serve as a research and development model for the District and other public schools.

Skirball Middle School will consistently demonstrate student readiness for success in college with: a high success rate in student proficiency on state content/common core standards; 80-100 percent success rate in passing high school exit exams; dramatically reducing the dropout rate to less than 10 percent; and achieving a 80-100 percent success rate of students enrolled for at least four years who will graduate ready to successfully enter college.

Skirball Middle School students, staff and community embrace the following five Alliance core values in establishing and maintaining the culture of the school:

1. **High Expectations For All Students** - All students, including students in historically underachieving communities, can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in college. All students must pass the A-G college entrance course requirements with a grade of C or better to graduate and be at least proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college.

2. **Small Personalized Schools And Classrooms** - Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school. Blended-learning classrooms, like those at Skirball Middle School, offer even more personalized and individualized instruction that targets individual student learning needs, takes them from where they are and accelerates their learning to where they need to be in order to graduate ready for success in college.

3. **Increased Instructional Time** - All students must have sufficient time in school to learn successfully. The school offers a school year of 190 days of instruction and an ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time is structured in longer 2-hour blocks of time to allow for

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1 Doug Lemov, *Teach Like a Champion*, March 2010
focused in-depth learning. Students will also have access to extended online resources, be able to replay online content, and access other features allowed by using technology, creating 24/7 learning opportunities. Research demonstrates how increased learning time can lead to higher achievement.

4. **Highly Qualified Principals And Teachers** – All Alliance schools must have exemplary principals who are capable instructional leaders and entrepreneurs in managing resources, and who are given opportunities for ongoing leadership training. Knowing that students learn best with teachers who know their subject field, are well trained to deliver rigorous instruction, and can attend to the diverse needs of individual students, these skills are at the forefront when selecting and developing teachers. Our teachers work in collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.

5. **Working With Parents As Partners** - Parents at all Alliance schools are meaningfully and actively engaged in their children’s education. They have a right to choose to send their children to excellent high performing schools. Parents must be responsible and accountable for supporting their children’s learning at school and at home. They must understand what it will take to prepare their children for college, and they are encouraged to support the goals of the school through their voice and through volunteering.

**What it Means to Be an Educated Person in the 21st Century**

A well-educated person in the 21st Century must be highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation, interpersonal relationships, social/economic studies, the use of technology, and personal work habits in order to succeed in a global economy.

A well-educated person recognizes that the world is constantly changing, and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An educated person understands that creative thinking leads to opportunity, that talent can be turned into true skill, and that all human beings are equal and important.

The Skirball Middle School curriculum, instructional methodology, and environment are designed to instill and develop these skills in our students so that they can succeed in college, in their chosen careers, and can continue to be self-directed learners, highly skilled critical thinkers and effective communicators throughout their lives.

**How Learning Best Occurs**

At Skirball Middle School, we believe that learning occurs best:

- When there are consistent high expectations for 100% success for all students with clear expectations for what students should know and be able to do and how well; where students are actively engaged in their learning and where academic expectations are rigorous. One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement.

---

3. *Douglas Kellner, New Media and New Literacies: Reconstructing Education for the New Millennium, UCLA, 2000*
4. *Lauren Resnick, Institute for Learning, Principles of Learning, 1995*
5. *Doug Lemov, Teach Like a Champion, March 2010*
• When each classroom in the school creates a thirst for learning through inquiry-based learning
designed to help students learn how to learn, and is designed to adapt to students’ diverse learning
styles.

• When students have an active voice in all aspects of the school that directly affect student learning,
interests and needs through structures such as advisory groups and the Skirball School Coordinating
Council, that connect each student with a personal learning team. Students actively involved in the
educational process in the classroom directly affects student learning.

• In small learning communities where their education is personalized, where they know their teachers,
where their teachers and all adults in the school know them, where advisory structures connect each
student with a personal learning team, and when assessment of what is taught and learned is
ongoing to inform students, teachers, and parents about student progress.

• In a school that functions as an educational laboratory that seeks to create a dynamic learning
community by embodying the best practices of teaching and learning in a small, supportive
environment where staff and students know and respect each other and each other’s similarities and
differences.

• When the instructional methodology used helps students see the real-life relevance of the material
they are studying and is relevant to students' real world. When instructional methods include
strategies that provide opportunities for project-based learning where the curriculum is integrated and
students see the relationship of the various academic courses to each other and to the real world.
When students apply their skills to real-life situations through the use of technology as a tool, through
participation in service learning opportunities such as: volunteering for The March of Dimes Run,
working the Los Angeles marathon passing out water, coordinating the Skirball L.A. Food Bank
annual Christmas donations, and working in the Skirball food garden in our own plot down the street
from the school.

• When students and teachers have adequate access to technology so that it can be used effectively in
student learning, classroom instruction, data management and communication. We believe that
technology used as an effective tool in high performing schools must provide electronic assessment
and electronic student portfolios that provide immediate access to student progress data for teachers,
students and their parents and inform individual learning needs of each student.

• When guidance and support are provided for all students through highly qualified inspiring teachers,
an exemplary principal, and through parents as partners in their child’s education.

Annual Goals for Local Control Funding Formula (LCFF)

6Bill & Melinda Gates Foundation, Making the Case for Small Schools: Size Makes a Difference: 1) Average achievement is higher in small
schools 2) More students from small high schools pass core classes and go on to college 3) Effects of school size are greatest for low in-
come and minority students.
## TEACHER ASSIGNMENTS AND CREDENTIALING

### State Priority #1: Basic Services

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Annual HR NCLB Compliance audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain staff of fully credentialed teachers and to maintain minimum 100% of effective and highly effective credentialed teachers</td>
<td>Confirm credential status of teaches with HR Performance based salaries Create a Master Schedule and assign teachers in courses that their credential authorizes</td>
<td>100% of teachers fully compliant 100% of teaching staff NCLB compliant and to retain majority of teachers rated effective or higher 100% of teaching staff NCLB compliant and to retain majority of teachers rated effective or higher 100% of teaching staff NCLB compliant and to retain majority of teachers rated effective or higher 100% of teaching staff NCLB compliant and to retain majority of teachers rated effective or higher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Report Cards and provide students access to CCSS-aligned resources, materials, and instruction and monitoring progress of CCSS-aligned instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide teachers and students with Common Core standards-aligned resources and technology. Provide teachers with an assessment system to measure student progress toward proficiency</td>
<td>Hire full-time IT to service/update iPads Coordinate w/ Home Office IT for Pearson updates Coordinate w/Home Office to create assessments Purchase New Projectors and Eno Boards for select teachers/classrooms that need them</td>
<td>Monitor student progress towards standards through reducing NP rates; 100% of middle school courses will be reviewed and approved in the Alliance College-Ready Schools Course Catalog and Monitor student progress towards standards through reducing NP rates; 100% of middle school courses will be reviewed and approved in the Alliance College-Ready Schools Course Catalog and Monitor student progress towards standards through reducing NP rates; 100% of middle school courses will be reviewed and approved in the Alliance College-Ready Schools Course Catalog and Monitor student progress towards standards through reducing NP rates; 100% of middle school courses will be reviewed and approved in the Alliance College-Ready Schools Course Catalog and</td>
</tr>
</tbody>
</table>
Master schedules will reflect that students are enrolled in and have access to a range of courses appropriate for students' needs.

### FACILITIES MAINTENANCE

**STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain facilities and maintenance of technology to ensure environment is</td>
<td>Hire additional custodial staff</td>
</tr>
<tr>
<td>conducive to learning</td>
<td>Site Improvements:</td>
</tr>
<tr>
<td></td>
<td>Retile hallways</td>
</tr>
<tr>
<td></td>
<td>Security System</td>
</tr>
<tr>
<td></td>
<td>Network Updates</td>
</tr>
<tr>
<td></td>
<td>Touch up painting</td>
</tr>
<tr>
<td></td>
<td>Signage on the front (not electric) just letters across the front</td>
</tr>
<tr>
<td></td>
<td>Continue to maintain additional custodial staff</td>
</tr>
<tr>
<td></td>
<td>Tile classrooms in 6th Grade Building</td>
</tr>
<tr>
<td></td>
<td>Continue monthly maintenance on technology</td>
</tr>
<tr>
<td></td>
<td>Continue partnership with CFY (Power My Learning) to provide computers to incoming</td>
</tr>
<tr>
<td></td>
<td>6th grade students</td>
</tr>
<tr>
<td></td>
<td>Continue to maintain security cameras, Tile, Network routers/access points and</td>
</tr>
<tr>
<td></td>
<td>projectors</td>
</tr>
<tr>
<td></td>
<td>Continue monthly maintenance on all technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: Stakeholder Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline 2016-2017</td>
<td>2017-2018</td>
</tr>
<tr>
<td>2018-2019</td>
<td>2019-2020</td>
</tr>
<tr>
<td>2020-2021</td>
<td>2021</td>
</tr>
<tr>
<td>Continue to maintain 100% of students will have access to iPads and other</td>
<td>Continue to maintain 100% of students will have access to iPads and other technology</td>
</tr>
<tr>
<td>technology tools. Have at least 40% of students take home iPads. Maint</td>
<td>tools. Have at least 60% of students take home iPads. Maintain Facility repairs and</td>
</tr>
<tr>
<td>ain Facility repairs and building upgrades</td>
<td>building upgrades</td>
</tr>
<tr>
<td>Continue to maintain 100% of students will have access to iPads and other</td>
<td>Continue to maintain 100% of students will have access to iPads and other technology</td>
</tr>
<tr>
<td>technology tools. Have at least 40% of students take home iPads. Maintain</td>
<td>tools. Have at least 70% of students take home iPads. Maintain Facility repairs and</td>
</tr>
<tr>
<td>ain Facility repairs and building upgrades</td>
<td>building upgrades</td>
</tr>
<tr>
<td>Continue to maintain 100% of students will have access to iPads and other</td>
<td>Continue to maintain 100% of students will have access to iPads and other technology</td>
</tr>
<tr>
<td>technology tools. Have at least 60% of students take home iPads. Maintain</td>
<td>tools. Have at least 80% of students take home iPads. Maintain Facility repairs and</td>
</tr>
<tr>
<td>ain Facility repairs and building upgrades</td>
<td>building upgrades</td>
</tr>
<tr>
<td>Continue to maintain 100% of students will have access to iPads and other</td>
<td>Continue to maintain 100% of students will have access to iPads and other technology</td>
</tr>
<tr>
<td>technology tools. Have at least 80% of students take home iPads. Maintain</td>
<td>tools. Have at least 80% of students take home iPads. Maintain Facility repairs and</td>
</tr>
<tr>
<td>ain Facility repairs and building upgrades</td>
<td>building upgrades</td>
</tr>
</tbody>
</table>
## IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
### State Priority #2

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td><strong>Method for Measuring:</strong> Provide digital devices with access to digital Common Core instructional content for 100% of students, monitor Pearson Assessment System, and results on student 5 week progress reports &amp; semester report cards</td>
</tr>
<tr>
<td>Implement CCSS and assess students’ mastery of math and ELA standards using digital content and supplemental materials, and to maintain all devices in good operation for successful implementation of common core academic content</td>
<td>Coordinate w/ Home Office IT for Pearson updates</td>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td></td>
<td>Purchase ACT Aspire to assess students quarterly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purchase iReady to help with differentiation of learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue the use of Achieve 3000 to monitor Lexile growth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decrease the NP rates in ELA and Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue to decrease the NP rates in ELA and Math for EL’s, SPED and African American students as well as 100% access to CCSS aligned texts and programs in ELA and Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>5% or less of students should receive an NP in Math/ELA</strong></td>
<td></td>
</tr>
</tbody>
</table>
### PARENT INVOLVEMENT
#### STATE PRIORITY #3

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase parents attending community town hall meetings and parent workshops to engage them in the school’s mission and vision. Promote parent engagement through parent conferences and workshops on topics that enable them to support their students’ academic and career success.</td>
<td>Continue to utilize our Bilingual Parent Engagement Coordinator to advertise parent events, workshops, Town Hall meetings, conferences, and other volunteer opportunities through Teleparent, School Website, and Flyers. Maintain record of parent volunteer sign-in sheet and hours. Continue English Acquisition classes for parents. Maintain and update Parent Volunteer hours on the school website. Continue to provide surveys on what topics parents would like to have workshops on. Continue parents completing 20+ hours 90% voluntarily, not as a requirement of student attendance. Continue families attending parent conferences 85%.</td>
<td>Increase parents attending community town hall meetings and parent workshops to engage them in the school’s mission and vision by 5% from the previous year. Increased attendance at parent conferences, 20+ hours 90%. Increase number of NPs in ELA and Math classes schoolwid e as well as for our subgroup s of students: EL’s. Decrease the number of NPs in ELA and Math classes schoolwid e as well as for our subgroup s of students: EL’s. Decrease the number of NPs in ELA and Math classes schoolwid e as well as for our subgroup s of students: EL’s. Decrease the number of NPs in ELA and Math classes schoolwid e as well as for our subgroup s of students: EL’s. Decrease the number of NPs in ELA and Math classes schoolwid e as well as for our subgroup s of students: EL’s.</td>
</tr>
</tbody>
</table>

### STATEWIDE ASSESSMENTS
#### STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase percentage of schoolwide and subgroup of students achieving Proficiency towards ELA and Math CCSS.</td>
<td>ELA and Math Support Classes. Start use of ACT Aspire to Assess student Quarterly. Continue use of programs that are CCSS based iReady to help with differentiation of learning. Continue the use of Achieve 3000 to monitor Lexile growth.</td>
<td>Decrease the number of NPs in ELA and Math classes schoolwid e as well as for our subgroup s of students: EL’s. Decrease the number of NPs in ELA and Math classes schoolwid e as well as for our subgroup s of students: EL’s. Decrease the number of NPs in ELA and Math classes schoolwid e as well as for our subgroup s of students: EL’s. Decrease the number of NPs in ELA and Math classes schoolwid e as well as for our subgroup s of students: EL’s. Decrease the number of NPs in ELA and Math classes schoolwid e as well as for our subgroup s of students: EL’s.</td>
</tr>
</tbody>
</table>
### ACADEMIC PERFORMANCE INDEX (API)
#### STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CCSS content assessments, Lexile data/CASSPP</th>
</tr>
</thead>
</table>
| Establish, maintain, and improve API score and API score for all significant groups. | ELA and Math Support Classes  
Start use of ACT Aspire to Assess student Quarterly  
Continue use of programs that are CCSS based  
iReady to help with differentiation of learning  
Continue the use of Achieve 3000 to monitor Lexile growth  
Accelerated Reader and Math, English in a Flash (through Renaissance Learning), Khan Academy, Middlebury ELD Digital program  
Continue use of Acellus to help with ELL and Special Education intervention  
Compensate teachers for after school support tutoring  
Implemented and monitored by: School Principal/Administration, Alli coaches, Alliance ELA and Math Coaches | Overall API Baseline  
Baseline+ 1%  
Baseline+ 2%  
Baseline+ 3%  
Baseline+ 4%  
Baseline+ 5% |

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</tr>
</thead>
<tbody>
<tr>
<td>SPED, and African American by 5%.</td>
<td>Baseline+ 1%</td>
<td>Baseline+ 2%</td>
<td>Baseline+ 3%</td>
<td>Baseline+ 4%</td>
<td>Baseline+ 5%</td>
</tr>
<tr>
<td>SPED, and African American by 10%.</td>
<td>Baseline+ 1%</td>
<td>Baseline+ 2%</td>
<td>Baseline+ 3%</td>
<td>Baseline+ 4%</td>
<td>Baseline+ 5%</td>
</tr>
<tr>
<td>SPED, and African American by 25%.</td>
<td>Baseline+ 1%</td>
<td>Baseline+ 2%</td>
<td>Baseline+ 3%</td>
<td>Baseline+ 4%</td>
<td>Baseline+ 5%</td>
</tr>
<tr>
<td>SPED, and African American by 30%.</td>
<td>Baseline+ 1%</td>
<td>Baseline+ 2%</td>
<td>Baseline+ 3%</td>
<td>Baseline+ 4%</td>
<td>Baseline+ 5%</td>
</tr>
<tr>
<td>SPED, and African American by 35%.</td>
<td>Baseline+ 1%</td>
<td>Baseline+ 2%</td>
<td>Baseline+ 3%</td>
<td>Baseline+ 4%</td>
<td>Baseline+ 5%</td>
</tr>
</tbody>
</table>
### ENGLISH LEARNER ADEQUATE PROGRESS RATE ON CELDT/ELPAC

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: a. English Learners making yearly progress b. English Learners achieving proficiency in English c. Reclassification Rate</td>
</tr>
<tr>
<td>Increase percentage of English Learners who are making adequate yearly progress</td>
<td>Continue ELA Support Classes, ELL After-School tutoring, EL Boot Camp Retain ELL Coordinator Position Retain ELL Aide Position Continue to monitor RFEPs for progress in English mastery Implemented and monitored by: School Principal/Administration, ALLI coaches, Alliance ELA and Math Coaches, teachers</td>
<td>Baseline 14-15 data - 10.1% (13-14-19%)</td>
</tr>
</tbody>
</table>

### ENGLISH LEARNER RECLASSIFICATION RATE

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: ELD/CELDT Testing and benchmarks and academic grades</td>
</tr>
<tr>
<td>Increase EL reclassification rate performance demonstrating proficiency in English, and to participate in curriculum designed for native English speakers</td>
<td>Continue ELA Support Classes, ELL After-School tutoring, EL Bootcamp Retain ELL Coordinator Position Retain ELL Aide Position Continue to monitor RFEPs for progress in English mastery Increase the number of English Learners who reclassify as fully English proficient Implemented and monitored by: School Principal/Administration, ALLI coaches, Alliance ELA and Math Coaches, teachers</td>
<td>Baseline 14-15 data - 10.1% (13-14-19%)</td>
</tr>
</tbody>
</table>
### SCHOOL ATTENDANCE RATE
#### State Priority #5: Student Engagement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline 2015-2016</strong></td>
<td>To maintain a 95% or above average daily attendance rate</td>
<td>Maintain 97% attendance or higher</td>
</tr>
<tr>
<td><strong>2016-2017</strong></td>
<td>Implemented and monitored by Principal/Administration and Attendance Clerk</td>
<td>Maintain 97% attendance or higher</td>
</tr>
<tr>
<td><strong>2017-2018</strong></td>
<td>Maintain 97% attendance or higher</td>
<td>Maintain 97% attendance or higher</td>
</tr>
<tr>
<td><strong>2018-2019</strong></td>
<td>Maintain 97% attendance or higher</td>
<td>Maintain 97% attendance or higher</td>
</tr>
<tr>
<td><strong>2019-2020</strong></td>
<td>Maintain 97% attendance or higher</td>
<td>Maintain 97% attendance or higher</td>
</tr>
</tbody>
</table>

### CHRONIC ABSENTEEISM RATE
#### State Priority #5: Student Engagement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline 2016-2017</strong></td>
<td>Decrease the percentage of students missing 10 or more days each school year</td>
<td>Baseline 97.1%</td>
</tr>
<tr>
<td><strong>2017-2018</strong></td>
<td>Annually:</td>
<td>Maintain Baseline 97% average daily attendance</td>
</tr>
<tr>
<td><strong>2018-2019</strong></td>
<td></td>
<td>Maintain Baseline 97% average daily attendance</td>
</tr>
<tr>
<td><strong>2019-2020</strong></td>
<td></td>
<td>Maintain Baseline 97% average daily attendance</td>
</tr>
<tr>
<td><strong>2020-2021</strong></td>
<td></td>
<td>Maintain Baseline 97% average daily attendance</td>
</tr>
<tr>
<td><strong>2019-2020</strong></td>
<td></td>
<td>Maintain Baseline 97% average daily attendance</td>
</tr>
<tr>
<td><strong>2020-2021</strong></td>
<td></td>
<td>Maintain Baseline 97% average daily attendance</td>
</tr>
</tbody>
</table>

- Continue to use “Scholar Dollar” incentives to promote and reward good attendance.
- Principal, Assistant Principal, and School Counselor continue to meet with the parents of students who have more than 10 absences and 15 tardies.
- Continue to monitor attendance daily and involve parents whenever a student is tardy or absent from school.
- Continue giving monthly awards for perfect attendance.
- Continue to have Parent Engagement Coordinator work with Director of and Counselor to build relationship with families of chronically absent students.
<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Attendance Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to decrease the number of students missing 10 or more days each school year</td>
<td>Continue to use “Scholar Dollar” incentives to promote and reward good attendance. Principal, Assistant Principal, and School Counselor continue to meet with the parents of students who have more than 10 absences and 15 tardies. Continue to monitor attendance daily and involve parents whenever a student is tardy or absent from school. Continue giving monthly awards for perfect attendance Continue to have Parent Engagement Coordinator work with Director of and Counselor to build relationship with families of chronically absent students</td>
<td>Baseline 0 dropouts 2016-2017 Continue to maintain a 0% dropout rate 2017-2018 Continue to maintain a 0% dropout rate 2018-2019 Continue to maintain a 0% dropout rate 2019-2020 Continue to maintain a 0% dropout rate 2020-2021</td>
</tr>
</tbody>
</table>

**STUDENT SUSPENSION RATE**  
STATE PRIORITY #6: SCHOOL CLIMATE

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Suspension reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease percentage of students suspended from school to less than 1%</td>
<td>Continue to use “Scholar Dollar” incentives to promote and reward positive behaviors and consequences for negative behaviors. Continue to provide alternatives to suspensions and to maintain a positive school culture and environment Continue Recommending students to “B to a G” (Boy to a Gentleman) police mentoring program Continue to utilize the behavior support team (comprised of Principal, AP, Counselor, Psychologist, two teachers Continue having students meet with counselor</td>
<td>Baseline 2014-15 0 suspensions 2016-2017 Continue to keep suspension rates &lt;1% 2017-2018 Continue to keep suspension rates &lt;1% 2018-2019 Continue to keep suspension rates &lt;1% 2019-2020 Continue to keep suspension rates &lt;1% 2020-2021</td>
</tr>
</tbody>
</table>
### STUDENT EXPULSION RATE
**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: Annual Expulsion rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to utilize wrap-around services for students with history of disciplinary infractions (B to a G program and Gryd (Gang Reduction and Youth Development) program</td>
<td>Continue Partner with local mental health service provider</td>
<td>Expulsion rate 0%</td>
<td>Expulsion rate 0%</td>
</tr>
<tr>
<td></td>
<td>Continue Partnership with WLAC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue Recommending students to B to a G police mentoring program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]**

**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: Stakeholder Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using feedback from survey data to improve in areas identified by stakeholders</td>
<td>Continue to Analyze survey data and focus on improving indicators below school-wide average</td>
<td>Stakeholder satisfaction increase by 1%</td>
<td>Stakeholder satisfaction increase by 1%</td>
</tr>
<tr>
<td></td>
<td>Continue utilizing B to a G, Gryd, and our own Scholar Dollar programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue to make yearly changes based on Student, Parent and Staff Surveys.</td>
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</tr>
<tr>
<td></td>
<td>Increase parent outreach</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### BROAD COURSE OF STUDY
**STATE PRIORITY #7**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: Student schedules showing enrollment of all students in approved courses from the Skirball course catalog</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>All students access/enroll in academic core, and elective courses of study</td>
<td>Continue to provide access to academic core and elective courses from the Alliance Course Catalog</td>
<td>100% of students are enrolled in courses aligned with the Alliance Course Catalog</td>
<td>100% of students are enrolled in courses aligned with the Alliance Course Catalog</td>
</tr>
</tbody>
</table>
### Curricular and Instructional Design

The educational model for curriculum and instruction at Skirball Middle School is guided by our core values, our beliefs about how learning best occurs and by 7 best practices researched in high performing high schools that consistently produce well-educated students prepared to successfully enter and succeed in college. The philosophical base and the organizational structure for Skirball Middle School’s curriculum are student centered and are in accordance with accountability for meeting or exceeding grade level Common Core State Standards.

### Instructional Methods and Strategies

Students learn best when there is a rigorous standards based curriculum with high thinking demand that challenges students to test their understanding of concepts through real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning. Skirball Middle School features small classrooms with teacher facilitated learning and inquiry-based learning aligned to the Charlotte Danielson Framework for Effective Teaching. The learning environment is being transformed from a system of teacher output and student input to a self-directed learning environment in which teachers are facilitators and students are learners and doers.

Instructional methods and strategies include, but are not limited to, students applying skills and concepts learned to real world projects, service learning, and blended learning, all requiring problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning. More information on some of the innovative components follows.

### Advisory

All students are well known and supported through advisory groups. The advisory structure provides a focused support group to motivate and assist in each student’s progress, foster a college-ready school culture, and support the development of student character and academic traits. The advisory teacher monitors each student's personal learning plan to address individual interests and needs.

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This structure helps to ensure that student voice is included in all aspects of the school that directly affect student learning, interests and needs and that no student falls through the cracks. Increased school connectedness is also related to educational motivation, classroom engagement and better attendance, all of which are linked to higher academic achievement.

Advisory covers standards for each grade level in the areas of personal development, college and career, social responsibility and community building.

**Personalized Learning Environment**

Students learn best in small learning communities where their education is personalized. Through our small school environment, relationships between Skirball Middle School adults and students are sustained over time and student learning is personalized so that each student’s individual needs are recognized and met. Teachers work in grade level teams and share data and responsibility for the grade level group of students. Longer instructional blocks of time allow teachers time to focus on students as individual learners.

**Increased Time for Learning**

All students have sufficient time in school to learn successfully. Instructional time at Skirball Middle School, will surpass the current minimum requirement for instructional minutes as set forth in the California Education Code 46201(a) (4). As part of the core program, increased instructional time for all students also includes time for intervention and/or enrichment to meet individual student learning needs. In addition, students will have access to technology that will allow teachers to extend learning opportunities and maximize in-class learning opportunities. Research demonstrates how increased learning time can lead to higher achievement.8

**Integrated and Instructional Technology**

The new CCSS require significant student collaboration, fluency with multimedia and technology, and the development of strong complex reasoning, problem solving, and communication skills. Skirball Middle School student technology goals include all students developing technology literacy and technology fluency.

We define technology literacy as the ability to responsibly, creatively and effectively use appropriate technology to: communicate; access, collect, manage, integrate and evaluate information; solve problems and create solutions; build and share knowledge; and improve and enhance learning in all subject areas and experiences. Technology Fluency is demonstrated when students: apply technology to real-world experiences; adapt to changing technologies; modify current and create new technologies; and personalize technology to meet personal needs, interests and learning style.

To reach these goals, Skirball Middle School has comprehensively integrated student use of technology into the curriculum and has increased student access to one tablet and/or laptop per student (all SBAC ready) to ensure adequate access to technology for effective use in student learning, common core and digital classroom instruction, data management, SBAC online state assessments and communication. Alliance interim assessments are also designed to help prepare students to take SBAC online assessments.

Students have access to individual online support in core areas such as math and English Language Arts. Technology is an integral part of Skirball Middle School. Students also use technology regularly

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8National Education Commission on Time and Learning, “Prisoners of Time” 1994
to access research information on the Internet, to develop standards-based multimedia projects and presentations, and to maintain individual portfolios of their work.

We believe that technology used as an effective tool in high-performing schools must provide electronic assessments and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents. Classroom teachers are provided a computing device and use Alliance-wide data systems for managing grades, student performance data, and internal school and network communication with other schools.

Instructional technology provides students with opportunities for project-based, group and individualized learning opportunities to better prepare students for college and provide support that better meets individual student learning needs. 9

At the core of the Alliance Integrated and Instructional Technology model are the following signature practices:

1) **Differentiated and Personalized Teaching and Learning** -- Students use adaptive and non-adaptive and have differentiated tasks, pathways, and playlists for learning.

2) **Data Driven Decisions Support Mastery-Based Learning** -- Daily checks for understanding to inform grouping and instructional strategies.

3) **Integrated Digital Content and Learning Tools** -- Students use technology and digital media strategically and capably.

4) **Students as Creators and Producers** -- Students transfer knowledge by producing artifacts every day. Students will move beyond consumption and move towards creation and production.

5) **Student Agency and Ownership of Learning** -- Students will take ownership over their student achievement data, which will lead to increased choice over time, team, technique, and/or task.

6) **Students as Leaders in Technology** -- Students take an active role in supporting the schools technology initiatives by gaining expertise and teaching others about technology, and serving as school technology leaders.

**College-Readiness for All Students**

The question at Skirball Middle School is not “are you going to college?” but “which college are you going to attend?” While students may have plans to pursue other post-secondary options such as vocational school or military service, the school maintains a strong college-going culture, which is implemented through advisory groups, parent engagement and school-wide activities and may include:

- Provide college information materials and a college going culture by hanging college flags naming each Advisory class after the teacher of record’s university, providing field trips to colleges and universities in the area, and update the college resources section of the school’s web site frequently, where materials are made readily available to students and families.

- Programs regarding career and college information are presented to students, parents, and community members in workshops and through college counselors in individual and group student settings. Alliance parent and student workshop topics include: college and university options, required college-entrance courses, financial aid opportunities, college majors linked to careers, visits from college representatives and student field trips to colleges, college entrance tests, ACT Aspire program and ongoing access to information regarding college outreach programs. Translation is available for parents with limited English.

- College-readiness and awareness is a priority content focus in daily teacher led advisory groups for all students with the support of school counselors serving as a resource to classroom teachers and principals.

- Advisory curriculum includes direct development of study skills to prepare our students to be independent learners through the use of study skills materials and through a visiting college

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9 US Department of Education, Evaluation of Evidence-Based Practices in Online Learning, 2010
student program that provides an opportunity for students to learn from students in the community who have successfully entered college programs.

- Pennants from local and national colleges and universities are displayed throughout the campus and in each classroom, and a poster of college-coursework and entrance requirements is posted in every classroom.
- Trips to local universities are coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs.
- The school coordinates awareness, tutoring and support preparation for ACT Aspire.

Transition to Common Core

Skirball Middle School has made the transition to Common Core through the Alliance strategic plan to transition to the Common Core State Standards (CCSS) and Assessments. The transition began in 2011-12 and by 2013, summer training provided all teachers with instructional guides based on CCSS.

As of fall 2014-15, Skirball Middle School is fully implementing CCSS, using Common Core aligned curriculum. Next Generation Science Standards are being implemented in science and science and history/social science are integrating CC Literacy Standards. In addition, the ELD standards are integrated throughout all content area instruction.

On-going support throughout the transition is being provided by school and Alliance leadership through:

- Alliance-wide PD days throughout the year to support collaboration around anchor curriculum and assessments for CCSS.
- Differentiated professional development offered in blended and face-to-face venues focused on CCSS.
- On-site support for observing and providing feedback to teachers on key shifts.
- PD courses for leaders offered to continue to differentiate professional learning for principals and assistant principals.
- Digital content in history & science vetted for alignment to new standards and made available to all teachers.
- Benchmark assessments.
- On-site, differentiated coaching support.
- In-person coaching support led by the Director of the Alliance Science department and Alliance science coaches
- Professional development regarding integrated and designated ELD

Curricular and Instructional Materials

Skirball Middle School attests that each pupil in the school will have sufficient instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education.

Each spring, the principal, in consultation with staff, identifies areas of need and orders materials for the following year. Curriculum, materials, and instructional activities are selected based on their rigor and their relevance to supporting our goal of achieving proficient to advanced performance on standards, and preparing students to graduate ready for high school.

Skirball Middle School relies on both digital content/resources and/or hard copy textbooks. Below are lists of all current content resources utilized by the school for each grade level and subject. Programs that have specific tools to support ELL students are also indicated.

<table>
<thead>
<tr>
<th>Subject(s)</th>
<th>Grades</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Digital Content</th>
<th>Math</th>
<th>English</th>
<th>Science</th>
<th>Social Studies</th>
<th>Special tools for ELLs</th>
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<th>7</th>
<th>8</th>
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<tbody>
<tr>
<td>Accelerated Math</td>
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<tr>
<td>Achieve 3000</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Discovery Learning</td>
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<td>Google Applications</td>
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<td>Khan Academy</td>
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<td>McGraw-Hill</td>
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<td>Middlebury ELD Programs</td>
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<td>Pearson</td>
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<td>ST Math</td>
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<td>TCI History Alive</td>
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</tr>
</tbody>
</table>

A target ratio of one computing device for every student in grades 6-8 ensures students adequate access to technology for effective use in student learning, common core and digital classroom instruction, data management, CAASPP online state assessments and communication. Classroom teachers are also provided computing devices and use consistent data systems for monitoring student performance, managing grades, and internal school and network communication with other schools.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6 Math</td>
<td>6</td>
<td>Math Course 1</td>
<td>McDougal Littell</td>
<td>2008</td>
</tr>
<tr>
<td>Grade 6 Science</td>
<td>6</td>
<td>Earth Science</td>
<td>Holt</td>
<td>2007</td>
</tr>
<tr>
<td>History/SS</td>
<td>6</td>
<td>Ancient Civilizations</td>
<td>Pearson Prentice Hall</td>
<td>2006</td>
</tr>
<tr>
<td>ELA</td>
<td>6</td>
<td>Literature</td>
<td>McDougal Littell</td>
<td>2009</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
<td>Young People’s History of the United States</td>
<td>Triangle Square</td>
<td>2009</td>
</tr>
<tr>
<td>Grade 7 Science</td>
<td>7</td>
<td>Life Science</td>
<td>Holt</td>
<td>2007</td>
</tr>
<tr>
<td>Grade 7 Math – Pre Algebra</td>
<td>7</td>
<td>Pre-Algebra, CA Edition (7) Math Course 2</td>
<td>McDougal Littell</td>
<td>2008</td>
</tr>
<tr>
<td>ELA</td>
<td>7</td>
<td>Literature</td>
<td>McDougal Littell</td>
<td>2009</td>
</tr>
<tr>
<td>History Social Science</td>
<td>7</td>
<td>World History Medieval &amp; Early Modern Times</td>
<td>McDougal Littell</td>
<td>2006</td>
</tr>
<tr>
<td>History</td>
<td>8</td>
<td>Creating America</td>
<td>McDougal Littell</td>
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</tr>
<tr>
<td>Science</td>
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<td>Physical Science</td>
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</tr>
<tr>
<td>ELA</td>
<td>8</td>
<td>Literature</td>
<td>McDougal Littell</td>
<td>2009</td>
</tr>
</tbody>
</table>

*To date, no specific texts are used specifically for ELD instruction. As noted previously, the needs of the school are evaluated each year and textbooks, digital content/resources, curriculum and other instructional materials are adjusted accordingly.
**Current Course List**

The table below shows all current course offerings for all grades served by Skirball Middle School:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Sem</td>
<td>2nd Sem</td>
<td>1st Sem</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Humanities 6A Core</td>
<td>Humanities 6B core</td>
<td>Common Core English/ CC Honors 7A core</td>
</tr>
<tr>
<td>English Language Development Tutoring–</td>
<td>Pull out ELD Tutoring Lab non-core</td>
<td>Pull out ELD Tutoring Lab non-core</td>
<td>Pull out ELD Tutoring Lab non-core</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Common Core Math 6A core</td>
<td>Common Core Math 6B core</td>
<td>Common Core Math/ CC Honors 7A core</td>
</tr>
<tr>
<td>History – Social Science</td>
<td>World History: Anc Civ 6A core</td>
<td>World History: Anc Civ 6B core</td>
<td>World History: Medieval Times A core</td>
</tr>
<tr>
<td>Science</td>
<td>Integrated Science 6A core</td>
<td>Integrated Science 6B core</td>
<td>Integrated Science 7A core</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Physical Education 6A non-core</td>
<td>Physical Education 6B non-core</td>
<td>Physical Education 7A non-core</td>
</tr>
<tr>
<td>SPED Resource Support</td>
<td>College and Career Readiness 6A core</td>
<td>RSP Lab 7A non-core</td>
<td>RSP Lab 7B non-core</td>
</tr>
<tr>
<td>World Languages</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Electives and Other Courses/Areas of Study Required for graduation/A-G Requirements</td>
<td>Common Core Destination Success Intervention 6A non-core</td>
<td>Common Core Destination Success Intervention 6B non-core</td>
<td>Common Core Math and Literacy Media Support 7A non-core</td>
</tr>
</tbody>
</table>

Upon enrollment all students are given a series of diagnostic survey assessments. These indicate needs to be met as part of the student’s Personal Learning Plan and the student’s English Language status. Results of initial diagnostic testing for entering students determine student placement in math and determine students’ need for intervention electives and tutoring in math and English language arts. Objective written tests, teacher recommendation and student participation in student-led self review conferences are used to evaluate student progress and their need for more individualized help to reach the required proficiency in grade level standards. All students have access to the grade level core curriculum. Students at risk participate in tutoring with teachers after school to provide more time for learning and to accelerate their progress. All students are eligible to take all classes. Students who show a continued lack of progress are served as detailed under No Child Left Behind and/or the Meeting the Needs of All Students section below, depending on individual student needs.

**Comprehensive Alliance Course Catalogue with Course Descriptions**

**HISTORY/SOCIAL SCIENCE**
WORLD HISTORY: ANCIENT CIVILIZATIONS 6A/6B (YEAR) 6th GRADE
(World History and Geography: Ancient Civilizations)
Description: This Grade six course investigates the origins and development of ancient societies of major western and non-western civilizations. Included are the societies of the Near East, Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. For each of these societies, emphasis is placed on the major contributions, achievements, and beliefs that have influenced civilizations across the centuries to the present day. This course stresses the special significance of geography in the development of the human story and provides the opportunity to study the everyday lives of people living in vastly different areas of the world. The course content focuses on the people in ancient societies; their problems and accomplishments; their social, economic, political structures, and belief systems; the tools and technology they developed; the arts they created; the architecture; the literature they produced; their explanation for natural phenomena, and their direct or indirect contributions to issues such as the role of women and the practice of slavery.

WORLD HISTORY: ANCIENT CIVILIZATIONS AND LITERACY 6A/6B (YEAR) 6th GRADE
Description: This course investigates the origins and development of ancient societies of major western and non-western civilizations. Included are the societies of the Near East, Africa, the ancient Hebrew civilization, Greece, Rome and the classical civilizations of India and China. For each of these societies, emphasis is placed on the major contributions, achievements, and beliefs that have influenced civilizations across the centuries to the present day. This course stresses the special significance of geography in the development of the human story and provides the opportunity to study the everyday lives of people living in vastly different areas of the world. The course content focuses on the people in ancient societies; their problems and accomplishments; their social, economic, political structures, and belief systems; the tools and technology they developed; the arts they created; the architecture; the literature they produced; their explanation for natural phenomena, and their direct or indirect contributions to issues such as the role of women and the practice of slavery. The sixth grade focus will be gaining social studies comprehension through increased fluency. Students will receive specific and intensive instruction in order to improve reading comprehension, fluency, vocabulary, and the ability to read a variety of social studies materials. Students will learn and practice a variety of specific strategies that they can use when reading social studies non-fiction text.

HUMANITIES 6 1A-1/1A-2, HUMANITIES 6 1B-1/1B-2 (YEAR) 6th GRADE
Prerequisite: 5th grade Common Core ELA and 5th grade Social Studies
Credential Requirement: Multiple Subject
Description: This is a two-period humanities core, and both subjects will be taught to the same group of students in a self-contained classroom. In the English/Language Arts portion they are expected to do the following: read for pleasure as well as for information in the content area, identify author's purpose in writing, locate information from a variety of sources, construe literal meaning and plausible inferences, identify and understand the use of figurative language, use literature and poetry as a means of exploring a historical period, and use fluency and expression in oral reading. Students are also expected to write formally and informally on a variety of subject, effectively use the writing process, and write clearly using standard English grammar, correct spelling, and punctuation for a final copy. Students write narratives, expository compositions, research reports, responses to literature, and compare/contrast compositions in accordance with California Common Core Standards for Language Arts. In the History/Social Studies portion students study the ideas, issue, and events beginning with early humans and covering great, ancient civilizations. This study of ancient history emphasizes the changes in history that brought about the development of communities and then of civilizations. The in-depth study of ancient civilizations includes Mesopotamia, Ancient Egypt, Ancient India, Ancient China, Ancient Israelites, Ancient Greece, and the Roman Empire. Students learn about life in ancient times and make connections between the past and present.

WORLD HISTORY: MEDIEVAL TIMES A/B (YEAR) 7th GRADE
(World History and Geography: Medieval and Early Modern Times)
Credential Requirement: Single Subject in Social Science; or Social Science Authorization
Description: This course explores world history and geography from the Fall of Rome through the Age of Enlightenment. The course investigates the social, cultural, and technological changes during this period. This course briefly reviews the role of archaeologists and historians in uncovering the past. It goes on to examine Islam as a religion and as a civilization. The course examines the spread of Islam through Africa, the rise of the Mayan, Incan, and Aztec civilizations; the civilizations of China and Japan; Europe during the High Middle Ages; the turbulent ages of the Renaissance, Reformation, and Scientific Revolution. This course seeks to enhance understanding of the interconnection of past events, people, and ideas to events and issues of importance in the world today.

UNITED STATES HISTORY 8A/8B - (YEAR) 8th GRADE
(United States History and Geography: Growth and Conflict)
Credential Requirement: Single Subject in Social Science; or Social Science Authorization
Description: The Grade eight course examines United States history and geography concentrating on the growth of the United States during the period of colonization through the Age of Industrialization. The course begins with an intensive investigation and review of the major ideas, issues, and events preceding the founding of the nation. The course then concentrates on the shaping of the Constitution and the nature of the government that it created. The development of unique regions in the West, Northeast, and the South and the causes and consequences of the Civil War, is covered in depth. The course studies the movement of people into and within the United States; the experiences of diverse groups (women, racial, religious, ethnic, and economic classes) and their contributions to the evolving American identity. The course also connects historical issues to current affairs in order to develop a greater understanding of the basic institutions and policies of the nation.

COLLEGE AND CAREER READINESS CENTER ELA (CCRC) ELA 6/7 (YEAR) 6th - 7th GRADE
Prerequisite: None
Credential Requirement: Education Specialist Instruction Mild/Moderate; or Education Specialist Instruction Moderate/Severe
Description: The purpose of this course is to support 6th and 7th grade students with special needs in reaching the level of reading and writing ability they will be expected to demonstrate in high school courses. It is aligned with the common core English Language Arts standards, and focuses on expository, analytical, narrative, and argumentative reading and writing. This course will work within a small group environment specifically geared to support the learning of students with special needs, incorporating individualized supports and accommodations based on each student’s IEP.

COLLEGE AND CAREER READINESS CENTER LITERACY (CCRC) LAB A/LAB B (YEAR) 6th-8th GRADE
Prerequisite: None
Description: The purpose of this course is to provide intensive support to students with disabilities in the area of reading skills and transition skills needed to be successful in high school and beyond. It is aligned with the common core English Language Arts standards, and focuses on modeling and applying reading strategies to increase literacy skills across disciplines, as well as integrate essential transition instruction based on individual student’s IEP goals.

COMMON CORE ENGLISH 7A/7B (YEAR) 7th GRADE
Prerequisite: None
Credential Requirement: Single Subject in English; or English Authorization
Description: The goal of the Grade 7 Common Core English course in ELA is to build in each student, by the time they complete middle school, the stamina and strategies for reading independently, writing independently and purposely, using grade-level rubrics/checklists, and deeply across the range, quality, and complexity of texts included in the curricula. To do so, the Grade 7 Common Core English course provides ample time for independent reading of texts of their choice, and writing narrative, argumentative, and informational writing pieces while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.
COMMON CORE ENGLISH HONORS 7A/7B (YEAR) – 7TH GRADE  
Prerequisite: None  
Credential Requirement: Single Subject in English; or English Authorization  
Description: This course is for 7th graders who have demonstrated distinguished abilities in the various components of English. In addition to more rigorous pacing, students will be expected to complete additional homework and presentations.

COMMON CORE ENGLISH 8A/8B (YEAR) 8TH GRADE  
Prerequisite: None  
Credential Requirement: Single Subject in English; or English Authorization  
The goal of the Grade 8 Common Core English course in ELA is to build in each student, by the time they complete middle school and transition into secondary school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. Students will be able to write arguments to support claims with clear reason and relevant evidence, write routinely over extended time frames for a range of purposes and audiences. To do so, the Grade 8 Common Core English course provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.

COMMON CORE ENGLISH 8 HONORS A/B (YEAR) 8TH GRADE  
Prerequisite: Completion of English 7, Application & Teacher Recommendation  
Credential Requirement: Single Subject in English; or English Authorization  
Description: This course is for 8th graders who are meeting or exceeding grade level Lexile level expectations and who benefit from an accelerated pace and more challenging content. In addition to covering all the skills and content that the English 8 course covers, students will engage in activities with accelerated rigor such as reading texts at higher Lexile levels, completing writing assignments with more cognitively challenging prompts, and participating in more student-led discussions such as Socratic Seminars. Students will combine the Common-Core aligned Pearson curriculum with extension activities designed to make the curriculum more relevant to their daily lives and future college goals. Students will be challenged to find common themes among topics as disparate as Communism and Gangs, Witch Hunts and Immigration, and John Adams and Video Games. Students will read the anchor texts Red Scarf Girl and The Crucible, Common Core exemplar texts, and will supplement that reading with primary source documents such as Supreme Court cases, the Bill of Rights, and historical memoirs. Students will additionally be prepared for success on a college-bound path by gaining technological literacy through the use of technology to both learn content and produce work commensurate with the demands of a 21st century education.

Math

COMMON CORE MATH 6A/6B (YEAR) 6TH GRADE  
Prerequisite: Successful completion of Common Core Math Grade 5  
Credential Requirement: Single Subject in Foundation-Level Mathematics or Mathematics; or Foundation-Level Mathematics or Mathematics Authorization  
Description: Common Core Math 6 is the first of a sequence of three courses at the middle school level from Common Core Math 6, 7, and 8. This is a course designed to meet the needs of 6th grade students under the Common Core State Standards Mathematics. This course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.
COMMON CORE MATH 7A/7B (YEAR) 7TH GRADE
Prerequisite: Successful completion of Common Core Math Grade 6
Credential Requirement: Single Subject in Foundational-Level Mathematics or Mathematics; or Foundational-Level Mathematics or Mathematics Authorization
Description: Common Core Math 7 is the second of a sequence of three courses at the middle school level from Common Core Math 6, 7, and 8. This is a course designed to meet the needs of 8th grade students under the Common Core State Standards Mathematics. This course will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

HONORS COMMON CORE MATH 7A/7B (YEAR) 7TH GRADE
Prerequisite: Successful completion of Common Core Math Grade 6
Credential Requirement: Single Subject in Foundational-Level Mathematics or Mathematics; or Foundational-Level Mathematics or Mathematics Authorization
Description: Honors Common Core Math 7 is the second of a sequence of three courses at the middle school level from Common Core Math 6, 7, and Common Core Integrated Math 1. This is a course designed to meet the needs of 8th grade students under the Common Core State Standards Mathematics. This course will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

MATH COMMON CORE 8A/8B (YEAR) 8TH GRADE
Prerequisite: Successful completion of Common Core Math Grade 7AB
Credential Requirement: Single Subject in Foundational-Level Mathematics or Mathematics; or Foundational-Level Mathematics or Mathematics Authorization
Description: Common Core Math 8 is the third of a sequence of three courses at the middle school level from Common Core Math 6, 7, and 8. This is a course designed to meet the needs of 8th grade students under the Common Core State Standards Mathematics. This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

COMMON CORE INTEGRATED MATH 1A/1B (YEAR) 8TH GRADE
Prerequisite: Successful completion of Common Core Math 8 or Honors Common Core Math 7
Credential Requirement: Single Subject in Foundational-Level Mathematics or Mathematics; or Foundational-Level Mathematics or Mathematics Authorization
Description: Integrated Math 1 is the first of a sequence of three courses from Integrated Math 1, 2, and 3. The first half of the course focuses on functions, algebra, and the number system. It uses functions as models of real situations and spends most of the time on linear functions, linear equations, and linear inequalities. The second half of the course is focused on Geometry: defining and constructing geometric constructs, using rigid motions to develop proofs of congruence and other geometric properties, and using geometric shapes to model natural objects. The second half also includes Statistics: students summarize, represent, and interpret various types of data.
Science

INTEGRATED SCIENCE 6A/6B (alignment to NGSS) (YEAR) 6th GRADE
Prerequisite: None
Credential Requirement: ANY Single Subject in a Major Science (Biological Science, Chemistry, Geoscience, Physics); or ANY Major Science (Biological Science, Chemistry, Geoscience, Physics) Authorization. The Single Subject or Authorization in a Major Science CANNOT BE NOT Specialized.
Description: In this Integrated Science course, students explore the cross cutting concepts of structure and function, patterns, systems and system models while learning about weather and climate, energy, and the organization of living things. The year begins with an introduction to weather and climate, including the underlying causes of Earth’s weather patterns. Next, students embark on an inquiry of global climate change and engage in engineering activities to explore ways in which to minimize human impact on the environment. The second half of the year focuses on learning about the structure of living things from cell to organism. Students discover the ways in which behavior, environment, and genetic factors impact the survival and growth of organisms.

INTEGRATED SCIENCE 7A/7B (alignment to NGSS) (YEAR) 7th GRADE
Prerequisite: Corequisite (7th Common Core Math)
Credential Requirement: ANY Single Subject in a Major Science (Biological Science, Chemistry, Geoscience, Physics); or ANY Major Science (Biological Science, Chemistry, Geoscience, Physics) Authorization. The Single Subject or Authorization in a Major Science CANNOT BE Specialized.
Description: In 7th grade Integrated Science, students explore the cross cutting concepts of energy & matter and cause & effect, while learning about animals interactions within the ecosystems and their reliability on resources. The year begins with an introduction to ecosystem interactions, including the underlying effects of the interactions on populations and resource availability. Next, students dive into a microscopic world and focus on chemical reactions that occur in the environment, causing change in the global landscape. The second half of the year, students embark on an inquiry of global resource availability and engage in engineering activities to explore ways in which to minimize human impact on the environment.

PHYSICAL SCIENCE 8A/8B (YEAR) 8th GRADE
Credential Requirement: Single Subject in Chemistry, Geoscience, Intro/General Science, or Physics; or Chemistry, Geoscience, Intro/General Science or Physics Authorization.
Description: The Physical Science Standards stress an in depth understanding of the nature and structure of matter and the characteristic of energy. The standards place considerable emphasis on the technological application of Physical Science Principles. Major areas covered by the standards include the organization and use of the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force, and motion. The Physical Science standards continue to build on skills of systematic investigation with a clear focus on variables and repeated trials. Student will plan and conduct research involving both classroom experimentation and literature reviews from written and electronic resources.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 6A/6B (YEAR) 6th GRADE
Credential Requirement: Single Subject in Physical Education; or Physical Education Authorization
Description: Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

PHYSICAL EDUCATION 7/8A / 7/8B (YEAR) 7/8th GRADE
Credential Requirement: Single Subject in Physical Education; or Physical Education Authorization
Description: Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

General Electives

COMMON CORE DESTINATION SUCCESS INTERVENTION 6A/6B (YEAR) 6TH GRADE
Credential Requirement: Multiple Subject
Description: This elective course supports the COMMON CORE Math and COMMON CORE English core curriculum. The course integrates technology as a means to help 6th grade students develop math concepts, writing skills, reading comprehension, and enhance their knowledge of technology. The course is designed to enhance the core curriculum while integrating the technology that helps increase the literacy (Lexile) level of our students, continue to increase math concept skills, and introduce and hone computer skills for research.

COMMON CORE MATH AND LITERACY MEDIA SUPPORT 7A/7B (YEAR) 7TH GRADE
Credential Requirement: Multiple Subject
Description: This elective course supports the COMMON CORE Math and COMMON CORE English core curriculum. The course integrates technology as a means to help 7th grade students develop math concepts, writing skills, reading comprehension, and enhance their knowledge of technology. The course is designed to enhance the core curriculum while integrating the technology that helps increase the literacy (Lexile) level of our students, continue to increase math concept skills, and introduce and hone computer skills for research.

COMMON CORE MATH AND LITERACY MEDIA SUPPORT 8A/8B (YEAR) 8TH GRADE
Credential Requirement: Multiple Subject
Description: This course will provide supplemental educational resources for all eighth grade students in order to strengthen the students' ELA anchor strategy skills and math practice standard skills, which will subsequently compliment the efforts of the math, science and history instructors. Course will also support growth in student Lexile levels, grade-level vocabulary development, and production of clear analytical/informative writing.

RESOURCE LAB 7 A/B (YEAR) 7TH GRADE
Credential Requirement: Education Specialist Instruction Mild/Moderate; or Education Specialist Instruction Moderate/Severe
The Resource Lab class is divided into components that support students with an Individualized Educational Plan in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. It is also used to support students’ transitional goals. The purpose of this class is to help students with special needs be successful in the general education program by helping them understand their specific learning styles, and to compensate for their needs with the use of accommodations.

RESOURCE LAB 8A/8B (YEAR) 8TH GRADE
Credential Requirement: Education Specialist Instruction Mild/Moderate; or Education Specialist Instruction Moderate/Severe
Description: The Resource Lab class is divided into components that support students with an Individualized Educational Plan in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. It is also used to support students’ transitional goals. The purpose of this class is to help students with special needs be successful in the general education program by helping them understand their specific learning styles, and to compensate for their needs with the use of accommodations.
SUMMER BRIDGE 6 MS- (SUMMER) 6th GRADE
Credential Requirement: Any Single Subject or Multiple Subject
Description: This course is intended to give students a “head start” on their sixth grade curriculum, and support their transition from elementary to middle school (Student expectation, school culture, use of technology, etc.).

STUDENT ADVISORY – ALLIANCE REQUIREMENT

ADVISORY 6 A/B (YEAR) 6th GRADE
Credential Requirement: Any Single Subject or Multiple Subject
Description: Advisory is an Alliance curriculum driven course. Students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Alliance Advisory was designed with the purpose of:
1. Personal and academic success of students
2. Prepare students to be positive and contributing members of society
3. Prepare students for school, life and career transitions
4. Create a community in which all students feel safe, welcome and heard.

ADVISORY 7A/7B (YEAR) 7th GRADE
Credential Requirement: Any Single Subject or Multiple Subject
Description: Advisory is an Alliance curriculum driven course. Students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Alliance Advisory was designed with the purpose of:
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ADVISORY 8 A/8B (YEAR) 8th GRADE
Credential Requirement: Any Single Subject or Multiple Subject
Advisory is an Alliance curriculum driven course. Students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Alliance Advisory was designed with the purpose of:
1. Personal and academic success of students
2. Prepare students to be positive and contributing members of society
3. Prepare students for school, life and career transitions
4. Create a community in which all students feel safe, welcome and heard.
**Western Association of Schools and Colleges (WASC) Accreditation**

Skirball Middle School earned a 6-year accreditation in 2012. The mid-term visit was held in April 2015, and the accreditation was reaffirmed through the end of the -year term. The current term ends on June 30, 2018. A full self-study report will be completed prior to the end of the current term.

Alliance Director of College Counseling oversees the WASC process and UC course approval process, with support from the Alliance Director of Special Projects. The Alliance Area Superintendent for Skirball Middle School supports the school in preparing their self-study and interim reports for the WASC process.
# Academic Calendar

## School Calendar 2016-2017

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### Legend

- **Regular Days**
- **Early Release Days**
- **Minimum Days**
- **Substitute/Remote Days**
- **Staff Days**

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Alliance Jack H. Skirball Middle School  
Alliance College-Ready Public Schools
### Instructional Days and Minutes Calculator

<table>
<thead>
<tr>
<th>Grades</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Early Dismissal Hours</th>
<th>Number of Minim Days</th>
<th>Number of Instr. Minutes Per Minim Day</th>
<th>Number of [Other] Days</th>
<th>Numb of Instr. Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Numb of Instr. Minutes Above / Below State Req’t.</th>
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#### Bell Schedules

**Regular Day**

**Mondays and Thursdays** (Odd # Periods)
**Tuesdays and Fridays** (Even # Periods)

<table>
<thead>
<tr>
<th>Start and End Times</th>
<th>Instructional Minutes (402 Total)</th>
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<tbody>
<tr>
<td>Advisory</td>
<td>8:00 a.m. – 8:30 a.m.</td>
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<tr>
<td>Period 1/2</td>
<td>8:20 a.m. – 10:20 a.m.</td>
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<tr>
<td>Nutrition</td>
<td>10:20 a.m. – 10:40 a.m.</td>
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<td>Period 3/4</td>
<td>10:43 a.m. – 12:43 p.m.</td>
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<tr>
<td>Lunch</td>
<td>12:43 p.m. – 1:13 p.m.</td>
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<tr>
<td>Period 5/6</td>
<td>1:16 p.m. – 3:16 p.m.</td>
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<tr>
<td>Advisory</td>
<td>3:20 p.m. – 3:30 pm</td>
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**Early Dismissal Day**

**Wednesdays**

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<td>Period 1</td>
<td>7:58 a.m. – 8:43 a.m.</td>
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<td>Period 2</td>
<td>8:46 a.m. – 9:31 a.m.</td>
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<td>Period 3</td>
<td>9:34 a.m. – 10:19 a.m.</td>
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<td>Period</td>
<td>Start and End Times</td>
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<td>Period 4</td>
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<td>Period 5</td>
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<td>Period 6</td>
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<td>Teacher Prof. Dev.</td>
<td>2:00 p.m. - 3:30 p.m.</td>
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**Minimum Day**

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<th>Mondays and Thursdays (Odd # Periods)</th>
<th>Tuesdays and Fridays (Even # Periods)</th>
<th>Start and End Times</th>
<th>Instructional Minutes (247 Total)</th>
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</thead>
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<tr>
<td>Period ½</td>
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<td>Period ¾</td>
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</tbody>
</table>

**Sample Daily Student Course Schedules**

6 periods per week: Monday/Thursday - odd periods; Tuesday/Friday - even periods; Wednesday – all periods.

**6th Grade**

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>Period 1/2</td>
<td>Common Core Humanities 6/Common Core Destination Success Intervention 6</td>
</tr>
<tr>
<td>Period 3/4</td>
<td>Physical Education 6/CC Math 6</td>
</tr>
<tr>
<td>Period 5/6</td>
<td>CC Integrated Science 6/Ancient World History 6</td>
</tr>
</tbody>
</table>

**7th Grade**

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>Period 1/2</td>
<td>Common Core English 7/Common Core Math and Literacy Media Support 7</td>
</tr>
<tr>
<td>Period 3/4</td>
<td>Physical Education 7/8/CC Math 7</td>
</tr>
<tr>
<td>Period 5/6</td>
<td>CC Integrated Science 7/Medieval World History 7</td>
</tr>
</tbody>
</table>

**8th Grade**

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>Period 1/2</td>
<td>Common Core English 8/Common Core Math and Literacy Media Support 8</td>
</tr>
<tr>
<td>Period 3/4</td>
<td>Physical Education 7/8/CC Math 8</td>
</tr>
<tr>
<td>Period 5/6</td>
<td>Common Core Physical Science 8/United States History 8</td>
</tr>
</tbody>
</table>

**Professional Development**

Students learn best with teachers who are knowledgeable of their subject field and are well trained to deliver rigorous instruction and attend to the diverse needs of each student as an individual. Skirball Middle School, led by the principal, recruits highly qualified new and experienced credentialed teachers who demonstrate satisfactory progress toward full certification, fully meet the No Child Left Behind criteria as highly qualified teachers, and are committed to the school’s core values and beliefs. Recruitment of qualified candidates begins early (by January) and is conducted via exposure at career fairs and recruitment events at targeted colleges and universities with strong programs in the areas of focus; use of relevant online tools such as Edjoin; referrals from current teachers within the school/Alliance, and careful screening by both Alliance Human Resources professionals and school administrators. Once selected, teachers participate in professional development before the opening of school and throughout the school year.
During school level and Alliance-wide professional development, teachers are supported by their principal and Alliance content directors in analyzing their data on a school, classroom and individual level, and planning their re-teaching week (the first week of any new quarter) to address the current needs of their students. Professional development agendas include content-based sessions, site-based sessions, and a variety of instructional workshops designed to address needs evidenced by data.

Below is a sample of current topics that are covered by the various professional development sessions held throughout the year. These topics are subject to change as, in order to be most effective, professional development must be adaptable to address topics/issues as they arise.

**Alliance-wide Summer Conference** – Held prior to the start of the school year, this annual conference is made up of general, site based and content-alike sessions that are organized by Alliance and school instructional leaders and include all teachers. Topics may include:

- Common Core transition plan and pathways
- Pacing/instructional guides
- Digital curriculum training and guidance
- Lesson and unit planning, scaffolding
- Deconstructing standards
- Reviewing assessment tools and designing/calibrating accompanying rubrics
- Sharing of research, resources and best practices
- Activities/project planning
- Data review and analysis
- Instructional workshops focused on topics including, but not limited to: use of apps and programs used in supporting instruction such as programs that monitor student technology use and that test student Lexile growth; creating more self-directed autonomous learners in a blended learning classroom; improving teacher effectiveness through analysis of revisions to the framework for effective teaching; engaging the reluctant reader; strategies for checks for understanding and student-led discussions; questioning, and strategies to empower student directed reading, to name just a few of the 25+ workshops offered.
- ELD Standards Overview
- Professional development regarding designated and integrated ELD
- Effective Strategies for English Language Learners
- Curriculum specific professional development (e.g. English 3D)

**Alliance-wide Pupil Free Days** – Held immediately following quarterly benchmark assessments, these sessions offer an opportunity for schools to come together to analyze data; plan adjustments to address needs identified by data; continue to build on topics covered during previous professional development sessions; and address other areas of need such as:

- Alternatives to suspension
- Coordination of support services
- Data systems mining and management
- Increasing the coaching capacity of school leaders in core content areas
- Literacy
- Increasing the instructional capacity of school leaders
- Implementing CC aligned curriculum
- Reading strategies to improve Lexile level
- Performance frameworks for assistant principals and counselors
- Other topics as they relate to Common Core such as: aligning instructional strategies with our Framework for Effective Teaching; English learner support; how does blending learning support instructional strategies; making the best use of instructional time; and scoring extended response assessments
**Alliance-wide, Regional PD** – The Alliance Instructional Team provides targeted professional development to all Alliance schools that builds on Pupil Free PDs, is collaborative across schools via professional learning communities, and provides just-in-time content support and ongoing coaching throughout the year. Topics may include:

- History/Social Studies - unpacking Common Core Standards/ College, Career, and Civic Standards, and signature practices
- Math - previewing upcoming unit; unpacking common unit assessments
- Counselors – unpacking of counselor rubric standards, scheduling, and one-on-one counseling
- ELA - unpacking standards and aligning practice/assessments with the literacy framework
- Special Education - differentiation strategies; behavioral supports and interventions; and learning lab and common core
- Science - transition to NGSS; unpacking standards; planning & Implementation of NGSS Units and Lessons
- Integration of ELD Standards in the content areas

**Ongoing School Site PD Sessions** – Regular sessions are held at the school level on shortened Wednesdays. The calendar for the 16-17 school year follows and serves as a sample of topics typically covered:

Teachers greatly benefit from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. Skirball Middle School also assures that its staff attends and/or conducts professional development activities that support access by students with disabilities to its general education program.
<table>
<thead>
<tr>
<th>August</th>
<th>Department Meeting</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Teachers will...</td>
</tr>
<tr>
<td></td>
<td>o establish department meeting norms.</td>
</tr>
<tr>
<td></td>
<td>o engage in the 1st Master Teacher professional development reading and discussion (entitled Priority Number One: Day 1).</td>
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<tr>
<td></td>
<td>o analyze and reflect on 2015-2016 testing data, and take broad next steps.</td>
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</table>

<table>
<thead>
<tr>
<th>August</th>
<th>Grade Level Meeting</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Teachers will...</td>
</tr>
<tr>
<td></td>
<td>o establish grade-level meeting norms.</td>
</tr>
<tr>
<td></td>
<td>o engage in the second Master Teacher professional development: “Take the Fear Out of Making Mistakes – Now”</td>
</tr>
<tr>
<td></td>
<td>o create Advisory Plans for the rest of August and September and E-mail it to Administrators.</td>
</tr>
<tr>
<td></td>
<td>o evaluate where you are so far in terms of Achieve3000 and iReady diagnostic testing.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>August</th>
<th>Whole Group Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers will...</td>
</tr>
<tr>
<td></td>
<td>o engage in Master Teacher # 3: “A Blueprint For Creating Better Learners”</td>
</tr>
<tr>
<td></td>
<td>o establish short and Long-term instructional goals.</td>
</tr>
<tr>
<td></td>
<td>o review the Domain 1 Lesson Template for Formal Observations &amp; Grading in Pinnacle.</td>
</tr>
<tr>
<td></td>
<td>o do Advisory Planning for September.</td>
</tr>
<tr>
<td></td>
<td>o discuss the ELL Pull Out Program.</td>
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<table>
<thead>
<tr>
<th>August</th>
<th>All Teacher Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers will...</td>
</tr>
<tr>
<td></td>
<td>o Review CAASPP Data</td>
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<tr>
<td></td>
<td>o engage in Master Teacher #4: “The Good Struggle”.</td>
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<table>
<thead>
<tr>
<th>September</th>
<th>ALL teacher Meeting</th>
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<tbody>
<tr>
<td></td>
<td>Teachers will...</td>
</tr>
<tr>
<td></td>
<td>o Do ENO board training</td>
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<tr>
<td></td>
<td>o engage in Master Teacher #5: “How To Keep Grades From Interfering With Learning.”</td>
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<table>
<thead>
<tr>
<th>September</th>
<th>Regional PD</th>
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<tbody>
<tr>
<td></td>
<td>Teachers will...</td>
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<tr>
<td></td>
<td>o engage in Master Teacher #6: “All Means All When It Comes To Parent Engagement”</td>
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<table>
<thead>
<tr>
<th>September</th>
<th>Parent Conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade-level Meeting</td>
</tr>
<tr>
<td></td>
<td>Teachers will...</td>
</tr>
<tr>
<td></td>
<td>o engage in Master Teacher #7: “Who Says Underachieving Students Aren’t Motivated?”</td>
</tr>
<tr>
<td></td>
<td>o analyzing Student work and summative assessments.</td>
</tr>
<tr>
<td></td>
<td>o display Student work in hallways/classrooms.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>September</th>
<th>End of Quarter 1 September 25</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>October</th>
<th>Department Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers will...</td>
</tr>
<tr>
<td></td>
<td>o vertical planning, analysis of BM1 data.</td>
</tr>
<tr>
<td></td>
<td>o engage in Master Teacher #8: “Start Sliding Study Skills into Every Lesson”</td>
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</table>

<table>
<thead>
<tr>
<th>October</th>
<th>Alliance-Wide Professional Development</th>
</tr>
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<table>
<thead>
<tr>
<th>October</th>
<th>Grade Level Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers will...</td>
</tr>
<tr>
<td></td>
<td>o engage in Master Teacher #9: “Shift The Focus From Compliance To Commitment”</td>
</tr>
<tr>
<td></td>
<td>o share best practices to support student academic achievement &amp; horizontal planning</td>
</tr>
<tr>
<td></td>
<td>o analyze student work w/ focus on reading/writing</td>
</tr>
<tr>
<td></td>
<td>o advisory Planning for month of November</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
<th>Whole Group Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers will...</td>
</tr>
<tr>
<td></td>
<td>o engage in Master Teacher #10: “Class! I Need Your Attention”</td>
</tr>
<tr>
<td></td>
<td>o differentiate PD to meet needs of New Teachers (Domain 2) and Returning Teachers (Personalized based on Teacher input)</td>
</tr>
<tr>
<td></td>
<td>o do Best Practices Presentations</td>
</tr>
</tbody>
</table>
### Teacher Planning

Teachers will…
- engage in Master Teacher #11: “Five Strategies To Assess The Depth of Knowledge.”
- plan their upcoming lessons and units.
- engage in a Science and Math PLC around data.

#### NOVEMBER 2016

<table>
<thead>
<tr>
<th>November Department meeting</th>
<th>Teachers will…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>engage in Master Teacher #12: “Managing Rumor Spreaders: A Big Part of Classroom Leadership.”</td>
</tr>
<tr>
<td></td>
<td>planning for BM2</td>
</tr>
<tr>
<td></td>
<td>discuss domain 4 expectations</td>
</tr>
<tr>
<td></td>
<td>plan for summative assessments and interventions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November Regional PD</th>
<th>Teachers will…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>analyze Data</td>
</tr>
<tr>
<td></td>
<td>engage in Master Teacher 13: “Accountability is Not a One Way Street”</td>
</tr>
</tbody>
</table>

#### DECEMBER 2016

<table>
<thead>
<tr>
<th>December Department Meeting</th>
<th>Teachers will…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>vertical planning to start semester 2. Review WASC Self-study progress</td>
</tr>
<tr>
<td></td>
<td>engage in Master Teacher 14: “A Dream Some Never Dare To Dream”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December Whole Group Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>reflection of short/long term goals established at start of year</td>
</tr>
<tr>
<td>engage in Master Teacher 15: “Six Things Underperforming Students Won’t Tell You.”</td>
</tr>
<tr>
<td>teacher Best Practices Presentations</td>
</tr>
</tbody>
</table>

#### JANUARY 2017

<table>
<thead>
<tr>
<th>January Department Meeting Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will…</td>
</tr>
<tr>
<td>engage in Master Teacher 16: “Know What Happens When You Lower Expectations.”</td>
</tr>
<tr>
<td>disseminate information to department members</td>
</tr>
<tr>
<td>discuss department related topics</td>
</tr>
<tr>
<td>determine best practices</td>
</tr>
<tr>
<td>participate in vertical alignment conversations which will enable professional development within the group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January Grade-level meeting</th>
<th>Teachers will…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>engage in Master Teacher 17: “Uncovering And Equalizing the Great Equalizer</td>
</tr>
<tr>
<td></td>
<td>share best practices to support student academic achievement &amp; horizontal planning</td>
</tr>
<tr>
<td></td>
<td>do advisory Planning for February</td>
</tr>
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#### FEBRUARY 2017

<table>
<thead>
<tr>
<th>February Department Meeting</th>
<th>Teachers will…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>backwards plan</td>
</tr>
<tr>
<td></td>
<td>engage in Master Teacher 18: “Don’t Let A Few Parents Pull You Under”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade-level meeting Teachers will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>share best practices to support student academic achievement &amp; horizontal planning</td>
</tr>
<tr>
<td>plan for advisory in March/April</td>
</tr>
<tr>
<td>engage in master Teacher 19: “Eight of the Most Common Discipline Mistakes”</td>
</tr>
</tbody>
</table>

#### MARCH 2017

<table>
<thead>
<tr>
<th>March Department Meeting</th>
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<tbody>
<tr>
<td>Teachers will….</td>
</tr>
<tr>
<td>vertically plan Common Core content</td>
</tr>
<tr>
<td>engage in Master Teacher 21: “The Multiple Benefits of Teaching Mindfulness”</td>
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</table>

<table>
<thead>
<tr>
<th>March Regional PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will….</td>
</tr>
<tr>
<td>analyze Data from a recent assessment</td>
</tr>
<tr>
<td>engage in master Teacher 22: “A Common Myth: Faltering Students Need to Be Fixed”</td>
</tr>
<tr>
<td>Month</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>March</td>
</tr>
<tr>
<td>April</td>
</tr>
<tr>
<td>May</td>
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</tbody>
</table>
Meeting the Needs of All Students

English Learners

Skirball Middle School meets all requirements of federal and state law relative to equal access to the curriculum for those who are English Learners (EL’s). The school has adopted and implemented the Alliance College-Ready Public Schools English Learner Master Plan. The goal is to provide high quality instructional programs and services for ELL’s that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students and to gain proficiency in the English Language.

The English language literacy intensive component of the program supports EL’s through:

- A teaching staff qualified in second language pedagogy
- Implementation of Integrated and Designated ELD
- Use of SDAIE and EL strategies, including, but not limited to frontloading vocabulary, customizing graphic organizers for various writing tasks, modeling, chunked reading, visual aids, collaborative learning experiences mini-lessons (10-15 min), guided and independent practice which is product-driven (i.e. Exit and Entrance Slips, etc.), pre-reading and pre-writing strategies, text annotation, use of text-based evidence questions, 2-5 week immersion in genres, options for assessments, and multiple methods to check for understanding.
- An optional after-school and summer school program with a strong language literacy focus determined by the individual assessed needs of each student
- Additional bilingual teacher’s aides in the classroom to assist ELs at ELD levels 1 and 2 in core area content classes.

Skirball Middle School offers the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter content courses designed especially for English Learners. Students who score a two or below on CELDT English proficiency below and far below on Alliance interim benchmark assessments and ongoing classroom teacher assessments are identified for additional support and assigned additional support classes titled: Math or ELA Support in addition to grade level ELA and/or assigned math course. The curriculum content for the sheltered English classes is the same as in the English only classrooms.

To ensure the environment needed to assure that students needing English as a second language are supported, Skirball Middle School works to recruit teachers who have a credential as well as state authorization to teach EL’s such as BCLAD, CLAD, SB1969, and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers are trained in appropriate methods for teaching ELL’s at various levels of proficiency. These methods include using bilingual teacher aides and coaching, preview and review strategies, and after school tutoring programs that are coordinated with the regular curriculum and designed for EL’s.

- Sheltered English – Sheltered Instruction is to provide meaningful instruction in content areas (social studies, math, science) for transitioning English Learners towards higher academic achievement while they are working towards English fluency. Instead of providing watered down curriculum for English Learners, sheltered instruction allows for the content to be equal to that of native English speakers while improving their grasp of the language. The teacher provides varied methods of instruction that allow students to create meaning of multifaceted content in classroom discussion, activities, reading and writing, causing teachers to build upon their abilities to take on the linguistically diverse classroom.
- Preview/Review – A preview of a lesson (including key vocabulary) is given in a student’s L1.
- Teachers present vocabulary prior to presenting core content.
• Digital Content – Allows individual students to develop auditory and verbal skills at their own pace use headphones and computing devices.

Skirball Middle School administers the California English Language Development Test (CELDT) and in the future the English Language Proficiency Assessments for California (ELPAC) to all new students whose home language is other than English on their Home Language Survey and to all English Learners annually to determine each student’s individual proficiency level and to assess student progress in acquiring English Proficiency according to State Board of Education ELD standards. To reclassify students, Skirball Middle School administers CELDT/ELPAC testing as stated above. Students who are CELDT/ELPAC level 4 or higher and have scored at least a 3 in each of the four skill areas of the CELDT/ELPAC are reviewed for reclassification based on basic proficiency on state assessments, score Basic or above on the Lexile level assessment, minimum grade of C for two consecutive semesters in ELA, teacher recommendation and parent consultation. Annually the Alliance Data team provides each school with a list of students eligible for reclassification – beginning, early intermediate, intermediate, early advanced and advanced.

Non-standard English Speakers - Recognizing that many students at Skirball Middle School may not be Standard English speakers, many of the same guidelines and programs listed above are followed for them so as to ease their transition into Standard English. The school’s objectives are to have all students achieve proficient/advance performance in oral and written English Language Arts. Skirball Middle School school leaders and teachers monitor each student’s performance in their Personal Learning Plan and individual student growth profiles. Specific strategies include modeling standard English; building student communication skills through structured classroom participation in oral language presentations for project-based learning culminations; training teachers in recognizing non-standard English language interference with learning; establishing a culture of appreciation for home language usage and culture; and recognition of the importance of standard English usage in the world of work and education.

Annually the Alliance Research and Data Analysis team provides data reports and analysis of Skirball Middle School’s EL student progress including improvement in CELDT/ELPAC level, progress in English language arts and Alliance assessment data disaggregated by subgroups. The North Area Superintendent and the Alliance Instruction team conduct site visits to review and give feedback on the degree to which the school's instructional support for EL students is aligned with the Alliance EL Master Plan. Progress of Long-term English Learners is also monitored and support begins with identifying and tracking them as a subgroup. School and classroom-level identification and analysis of current levels of performance, strengths, and needs in addition to the specific obstacles for each individual student to meet reclassification is also evaluated. Assigning all ELs, including LTEIs, to one counselor who tracks them from grade 6 through 8, and monitors obstacles to reclassification. The counselor then works with administration, teachers, and coaches to communicate needs. The administration provides targeted and ongoing professional development based on research-based practices for supporting LTEIs.

At least once yearly, the school Language Appraisal Team (LAT) will meet to review the performance and progress of RFEP students, using the RFEP Monitoring Roster. Skirball Middle School LAT includes the principal or designee (Alliance school EL leader), the student's classroom teacher(s), and other personnel as appropriate, such as counselors, specialist teachers, intervention teachers, EL experts, and/or parents of the student being reviewed. The review of students who have met reclassification criteria takes place in late summer/early fall after the release of the final lexile level scores and by teacher request for students not meeting proficiency benchmarks in Language Arts or Math. For secondary students not meeting proficiency benchmarks in core content areas, staff will meet to analyze student assessment data and decide on next steps.

In addition to meeting for progress monitoring of students not meeting proficiency benchmarks, the LAT will maintain a report to keep a record of RFEP student progress that will include, but is not limited to data on lexile level scores, interim benchmark assessment results, curriculum embedded assessments and teacher evaluation reports.
The site administrator/designee (Alliance school EL leader) coordinates the monitoring of reclassified students. All RFEP students are monitored at the end of each reporting period semester for a minimum of two years following reclassification. Additionally, at the high school level, graduation criteria checks are monitored twice a year by the student’s counselor. If a student is not making satisfactory progress after reclassification, the LAT must meet with the classroom teacher(s) to develop a support/intervention instructional plan with specialized support.

Appropriate support/intervention measures may include, but are not limited to, any of the following:
- Student/teacher/parent conference
- Content-based language development support classes
- Online primary language support
- Placement in reading, writing, or math support / differentiated intervention class
- After-school academic support, tutoring
- Online English Language Development Support
- Extended year/ Summer Session

Skirball Middle School has implemented a school-wide effort toward literacy intervention to align student academic achievement to Lexile level growth. This master strategy is especially important for EL students. Also, Skirball Middle School offers after-school tutoring specific to EL students, grades 6-8. Our teachers are trained in properly analyzing CELDT/ELPAC data to ensure that they can use the data to better group students, differentiate instruction, and implement EL strategies. We utilize Schoolzilla, our data warehousing site, to monitor, track and analyze RFEP student progress for data driven instruction.

**Gifted and Talented Students and Students Achieving Above Grade Level**

As all students are challenged to reach their intellectual potential within the instructional program, Skirball Middle School will offer honors courses. Throughout the day, the staff differentiates instruction based upon the individual needs of the students and will provide an opportunity to excel for those students who are achieving at high levels or demonstrate a specific ability or talent, as identified through GATE, student data, and/or evidence of a pupil’s capacity. Teachers will differentiate in the forms of acceleration, depth, complexity, and novelty and will differentiate the process, content, or product to meet the needs of gifted and talented students. Examples of instructional models that may be employed with gifted and talented students at are:

- Skirball Middle School Project-based learning
- Discovery learning
- Computer activities, including online games, research, and targeted instruction through online content
- Utilizing higher levels of questioning and thinking skills
- Ensuring there is a wide variety of materials at different skill levels that engage a wide variety of interests
- Individual or group inquiry projects
- Field trips to broaden experience base
- Ensuring that the curriculum is sufficiently challenging

By using assessment information to monitor students’ progress, teachers will be able to make the necessary modifications and adjustments to best support students. Teachers will utilize workshop time, as well as differentiated choices for gifted and talented students throughout the day to support them in continual growth. All students at Skirball Middle School will be valued for their individualism and their interests and passions will be cultivated. Further, the teachers will work together to develop plans to best support students in driving forward their academic achievement and pursuits in relation to the students’ learning profiles and specific talents. In order to ensure that the needs of all students are being met, the staff will utilize the Student Success Team (SST) process for students who have been identified as consistently achieving well above the norms (as measured by formative, summative, and standardized testing) just as they would use the process for identifying students who
struggle. School counselors will monitor the progress of gifted and talented students as prompted by identifying needs for enrichment or faltering grades and recommend next steps in the students program

**Students Achieving Below Grade Level**

In an effort to improve the performance for all students including low achieving or at risk of retention, the principal, assistant principals, and counselor monitor student performance and progress of these students throughout the year, every 5 weeks, and 10 weeks. Our data warehouse makes data accessible to all schools for all students and all subgroups; through school leaders, school data teams and classroom teachers tracking standards based grading reports that identify all students earning below a grade of C generated through PowerSchool, flagging students at risk based on quarterly benchmarks, grades, and/or credit deficiencies. Advisory teachers review student data/progress reports of each of their advisory students. Parents review and sign 5-week progress and 10 week-report cards. The following takes place for those specifically identified as low achieving:

1. To identify low-achieving students, all incoming students are given diagnostic tests within the first two weeks of school. State test results and grades showing students who are below and far below basic proficiency are also used to assess student achievement levels.
2. Parents are informed of the student's academic standing within one week of identification.
3. Within three weeks of identification, a SST conference is scheduled between the student, parent, teachers, and the administrative staff to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
4. The student receives supplemental support services through their elective class in ELA/math in addition to regular core courses. In the areas where the student is struggling most, the classroom teacher, as well as online digital content provider data, address and offer one-to-one instruction specific to individual student needs.
5. The student is enrolled in a remediation program to accelerate learning. This is typically provided during the summer, after school and/or on Saturdays for students who are able to attend.

**Socio-Economically Disadvantaged/Low Income Students**

Low-income students will be identified by eligibility for the federal lunch program. Approximately 96.7% of students at Skirball Middle School have qualified for this program in the past few years. As such, the overwhelming majority of all students enrolled at Skirball Middle School meet this subgroup identification. Our school program is designed to meet their needs. We believe all students can learn at high levels regardless of economic status.

Skirball Middle School advisory cohorts "loop" each year, remaining with the same advisory teacher from grade 6 through 8. Through the building of relationships, advisors are able to request more personalized services to support the individual's student's success academically, socially, and personally. Student support services vary based on student need. Needs are identified and progress is monitored through the SST model and based on disaggregated performance data. When we track performance data we disaggregate data by subgroup to insure that all subgroups are making progress and that appropriate interventions are provided. We do not believe that a student’s socio economic status should limit their capacity to learn at high levels. Specific interventions to support the needs of these students may include:

- After school support they do not have access to at home
- Role models from industry partners and volunteers who are represent careers and college backgrounds they would not otherwise see or hear about at home
- Support for the parents through parenting classes where poverty impacts home support
- Provide tutoring
- Television and Film Afterschool Workshop
- Boyz to Men after school club
The instructional model of the Alliance is designed to meet the educational needs of students of low socio-economic status, which vary as do those from all economic levels. The basic strategies for identifying and addressing the specific educational needs of students within this group are the same as those detailed throughout this section.

Attention is also given to ensure that each student receives nutritious meals and is assisted with accessing health care and other resources if needed. A uniform is provided at no cost for students (and assistance will be provided for subsequent uniforms). Parents and guardians are also supported through parent workshops held throughout the year.

Students with Disabilities

Please see District Required Language included at the beginning of this element.

Skirball Middle School provides our Special Education students a Special Education Resource Lab, specifically focused in ELA and Math, for those students with large gaps in understanding and who have difficulty accessing the general education, core classes, providing them with additional time and assistance from their Special Education teachers.

Students in Other Subgroups

Foster youth, and related subgroups such as homeless students, do not factor in any way in whether students are accepted into the school. Once students have been identified, students will be indicated in PowerSchool, and the Alliance Director of Operations will work with the school counselor, office manager and administration in a shared effort to locate additional support services. The students will be provided with tutoring, counseling, transportation and coordination of services as needed to best meet their individual needs using the COST Process (Coordination of Services Team) made up of an administrator, counselors, school psychologist, and other certificated personnel as relevant. A quarterly evaluation of academic performance for all students, in this subgroup, will be implemented by the administration and counselor to assess the level of response to services, and adjustments to curriculum will be made as necessary to nurture a positive environment.

“A Typical Day”

A visitor to our school would observe our core beliefs and values in practice on a typical day by “shadowing” any randomly selected student.

Students will arrive between 7:30 and 7:55 a.m. to the campus. Monday – Thursday 6th and 7th grade students wear a white button up shirt and a green Skirball vest. On Friday, 6th and 7th grade students will wear their green Alliance College-Ready Public Schools polo shirt and khaki pants. Monday thru Friday 8th grade students wear their purple Alliance College-Ready Public Schools polo shirt and khaki pants. Most students will walk to school from close by neighborhoods and some who will be dropped off by parents or the city bus. School personnel and teachers will greet students as they arrive. Students will gather on campus and mingle in a safe, calm, welcoming atmosphere that reflects the diversity of the community.

On regular schedule days, students will be seated in their classrooms ready to begin their Advisory period by 8:00 a.m. Their Advisory teacher and a small group of 20 to 25 fellow students, welcome them. Advisory will focus on personal awareness, academic goals, bullying and college readiness. The Advisory will serve as the students’ home base, with a consistent teacher and group of students for the full three years when possible, so that students are connected with a consistent adult and group of grade level peers for guidance with studies, relationships, and planning for future academic success.
6th grade students will begin the first of three two-hour block periods per day following the Advisory period. 7th and 8th grade students will begin the first of three two-hour block periods per day following a 15-minute nutrition period after Advisory. Students will learn in academic classes with an average class size of 25-30 students that are small enough to ensure that each student receives individual attention. Students will begin work immediately upon entering each classroom. Meanwhile, daily attendance information will be sent to the office via Pinnacle and parents of students who are absent or tardy will be called.

The emphasis in core classes will be on rigorous, Common Core Standards-based instruction with high expectations for all students. Teachers will engage students in understanding exactly what they must know and be able to do to complete proficient, college-ready work around grade level standards. Students will be actively engaged in their learning. Teachers will define clear expectations and analyze real-time performance data with students so that they are self-directed in knowing how good is “good enough” as well as what it takes to improve their performance. Teachers will provide direct instruction and facilitate student learning using a variety of instructional materials and resources including digital content, adaptive learning software, and extended collaborative projects. Courses offered will include academic electives that provide intervention to accelerate learning for students performing below proficient levels and enrichment for students performing at proficient and advanced levels. Courses will also include Honors classes as well.

At Skirball Middle School our teachers implement the Blended Learning for Alliance School Transformation (BLAST) model that uses technology to take the Alliance Core Values to the next level. With BLAST, our teachers and students utilize tools that allow them to step into the 21st century, while deepening and expanding student learning as never before. BLAST students experience a college-like curriculum that requires them to solve complex problems using technology. When students do challenging work, they rise to the challenge and learn time management and critical thinking skills that will get them to and through college and into great careers.

Our BLAST model also revolutionizes personalization for individual students. The computer-based curriculum adapts to student needs instantly, provides teachers with rich data that helps them further tailor (differentiate) their teaching to each child, and frees precious time teachers can use to work with individual students.

No learning time is ever wasted at a Skirball Middle School. Students carry an iPad throughout the day, and online coursework is available to students on-demand, so that learning can happen anytime, anywhere.

All students will participate in a 15-minute nutrition break and a 30-minute lunch period during the day. The day will conclude with students checking into Advisory a second time to return their iPads and debrief their school day. Students performing below or far below proficient levels based on quarterly interim assessments and teacher assessments will receive individual tutoring after school and will have necessary access to technology during that time. Extracurricular activities after school will include school-specific clubs such as Student Technology Leaders, Cheerleading, Sports, Knitting, Music Production, Dance, Programming, cooking and Associated Student Body/Leadership.

Any student interviewed will proudly tell visitors, “I’m getting ready for college today.” They are likely to be the first in their family to have the expectation and the opportunity to attend a 4-year college or university.
**ELEMENT 2: Measurable Pupil Outcomes and**

**ELEMENT 3: Method by which Pupil Progress Toward Outcomes will be Measured**

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

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

**Measurable Goals of the Educational Program**

Skirball Middle School is committed to providing a consistent educational environment and experience for students that prepares them with the skills, experience, and knowledge to enter and succeed in high school, college and beyond.

Annual goals set as a means of achieving this objective are outlined in the school’s Local Control and Accountability Plan (LCAP). For further information on these goals, actions and performance targets, please see the State Priorities table provided in Element 1.

The school is committed to the following objectives:
- Our school-wide and subgroup API growth score will meet or exceed the growth target as established by the CA Department of Education based on our established API base score.
- Work toward achieving a score at or above 800, to be confirmed once CA determines new API criteria.
- The standardized testing participation rate will be at least 95%.

**Subject Area Objectives**

Understanding that Skirball Middle School is responsible for following the California State Content/Common Core Standards for students in grades 6-8 specific emphasis is placed on those standards which ultimately prepare students for entry into and success in college. These include all or part of the following:
Curricular Focus  
Grades 6-8 | School-wide and Subgroup Goals
---|---
**English/Language Arts/Literacy Standards** | ▪ All students, including all subgroups, will increase proficiency in reading with comprehension, writing with clarity, speaking with meaning, and possess familiarity with literary works.  
▪ Students will develop appreciation for and enjoyment in reading literature for pleasure
**English Language Development** | ▪ ELL Students will improve English language proficiency as measured by CELDT assessment.
**Mathematics Standards** | ▪ All students, including all subgroups, will increase proficiency in understanding the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.
**Science Standards** | ▪ All students, including all subgroups, will increase proficiency in investigation and experimentation, and understanding of the principles of earth, life and physical science.
**History/Social Science Standards** | ▪ All students, including all subgroups, will increase proficiency in intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, research evidence, and point of view.
**Community Service** | ▪ 8" grade students, including subgroups, will demonstrate that they are active members of their community. Students will participate in meaningful community volunteer efforts, tracked by using the Skirball Student Volunteer Form
**Health/Physical Education** | ▪ All students, including all subgroups, will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well being through healthy physical, social and mental habits.

**Measuring Pupil Progress Toward Outcomes**

Using the Common Core and CA Standards where applicable, Skirball Middle School has clearly defined what students should know in each core subject at each grade/course level. We will monitor the progress of all subgroups against target goals by disaggregating data for all assessments and grades.

Student achievement in developing conceptual thinking, problem-solving skills, and content mastery is assessed using multiple measures, based on an assessment program that both improves learning and provides assurances of accountability. Students are able to demonstrate proficiency when measured against multiple measures. Proficiency is measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm referenced. The approach is conducive to benchmarking students against statewide benchmarks and against themselves, evaluating groups of students and assessing the whole school from year to year for longitudinal study of our progress.

Common Core Online Assessments will be used to inform ongoing classroom practice. Student performance on Common Core units in English and Math as assessed by classroom teachers will be analyzed and shared across Alliance schools. As other reliable CCSS assessments become available we will consider adding to our assessment tools.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Frequency and Grade Level*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Aspire</td>
<td>Bi-annually Fall and late Spring</td>
</tr>
<tr>
<td>State Mandated Standardized Tests (CELDT)/ELPAC</td>
<td>Annually, Spring Initial – Throughout the school year</td>
</tr>
<tr>
<td>Academic Performance Index</td>
<td>Annual as it may be amended by the State Superintendent of Instruction based on AB 484</td>
</tr>
<tr>
<td>Smarter Balanced Interim Assessments</td>
<td>Every 6 weeks</td>
</tr>
</tbody>
</table>
Skirball Middle School tests independently of LAUSD. Assessments and standardized testing of students with disabilities is conducted using state and District guidelines for modifications, accommodations, and the student’s IEP.

The assessment structure includes, in addition to other standards-based and performance-based assessment tools, comprehensive final exams in each of the core academic subjects, quizzes and tests, homework assignments, essays and research reports, and teacher evaluation of in class performance. These measurements are weighted and combined into a comprehensive educational program assessment to determine student achievement and promotion to the next grade level. The aggregate results are issued as a report card to the community evaluating the measurable goals and terms outlined in the charter.

Alliance interim benchmark assessments are administered online in order to prepare students for CAASP online assessments. Every student has an CAASP ready computing device.

**Data Collection**

Ongoing data gathering and analysis guides and informs decisions for determining successful progress or the need for program adjustments.

<table>
<thead>
<tr>
<th>Data to Be Gathered By:</th>
<th>Purpose</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal and Assistant principal Observing the lessons teachers are delivering and the nature of student participation in classroom activities</td>
<td>To measure effectiveness of instruction. Data is used to inform professional development needs.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Principal and assistant principal Classroom curriculum and instruction walk-throughs</td>
<td>To measure the degree of and consistency with which grade appropriate standards based instruction is taking place. Data is used to share best practices.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Teachers/Advisory teachers Interviewing students about their courses of study</td>
<td>Connect with individual students on their progress towards meeting graduation and college requirements, to develop student awareness of their progress and to assist them with maintaining their individual portfolio.</td>
<td>Ongoing in advisory periods and counseling sessions at least at 5 week and 10 week periods each semester.</td>
</tr>
<tr>
<td>Principal and assistant principal Conduct student surveys</td>
<td>To learn how individual students and their families are affected by our instructional program and to learn about how they feel their needs are being met.</td>
<td>Selected students reflecting low and high achievement.</td>
</tr>
<tr>
<td><strong>Administration (principal, assistant principals, counselors)</strong>&lt;br&gt;Shadowing students during their school day</td>
<td>To experience a school day from the perspective of individual students and to insure that our school maintains a student centered focus.</td>
<td>Ongoing, at least once every 5 weeks.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Using rubrics and benchmarks to calibrate teacher assessments of student work projects</td>
<td>To insure consistency of high expectations in determining criteria for proficient student work.</td>
<td>Ongoing as part of weekly professional development</td>
</tr>
<tr>
<td>Using electronic pupil portfolios as part of data collection</td>
<td>To measure student progress towards meeting graduation and college-entrance requirements.</td>
<td>Annual</td>
</tr>
<tr>
<td>Analyzing the results of parent and student surveys</td>
<td>To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter.</td>
<td>Annual, Spring</td>
</tr>
</tbody>
</table>

Data gathered is used to measure progress towards stated goals and to determine the effectiveness of our instructional program. Multiple opportunities for data analysis are available at Skirball Middle School including the following:

- Regular assessments and common planning time provides consistent opportunities for teachers to work together to analyze student work and share classroom practices as they relate to student achievement.
- Programs that provide support for instruction include regular real-time performance data that teachers can use to structure classrooms, differentiate individual and group tasks, and provide more adapted options for students to demonstrate their learning.
- School level and Alliance-wide professional development, provides opportunities for teachers and school leaders – both within their school and across the Alliance Network of schools - to work with each other and with the Alliance instructional team to analyze data on a school, classroom and individual student basis.
- Alliance instructional coaches use data to work individually with teachers to improve classroom practice and assist them in planning and modifying the most effective instructional practices.
- Alliance also works third party evaluators evaluate the implementation of the Alliance school model and results. This helps to document best practices and provides longitudinal data for continuous improvement.

At each level, data informs our decisions regarding the need to continue, modify, improve, add to or discontinue instructional strategies to best meet the needs of our students and provide the necessary supports to help accelerate their progress. Administration participates in the instructional process through discussions with teachers about instructional issues, observations in the classroom, and interactions with teachers when examining student data. Communicating directly with teachers about instructional matters helps promote, encourage and reinforce what is needed in the classroom. Administration and staff contribute to the decision making process and next steps from our school-wide learning results.

**Student Progress Reports**

Skirball Middle School issues student progress reports every ten weeks based on student proficiency on grade level/subject standards and expectations designated for the quarter. The student progress report is based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards advanced, proficient, basic or below proficient performance. Interim assessment results, daily student work, and finalexams are used to determine student performance.
Student course grades to meet graduation requirements including A-G are A, B, C or NP (Not Proficient) grades. Student reports are issued and recorded through our PowerSchool data system. Parents of students performing below/far below proficient performance participate in a scheduled parent conference to discuss the parents’ and the teachers’ plan to improve their child’s performance. Teachers and advisors meet together to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

**Promotion and Retention of Students**

Skirball Middle School is committed to helping students achieve the necessary skills to progress from grade to grade yearly and does not endorse social promotion. Because of the linguistic and socioeconomic barriers this student population may have faced, readiness to move to the next grade level is examined on an individual basis. Each student is assessed individually according to his/her total needs.

Skirball Middle School has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion and retention of students is based on multiple assessment measures. Assessment measures include the student progress report and teacher recommendations. Students whose average rubric score classification is not at or above grade level on the final student progress report for the academic year are eligible for retention.

The principal and/or teaching staff prepares a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination is provided to and discussed with the student's parents, teachers, and principal.

Student’s identified for retention will work closely with the counselor and are encouraged to participate in a remediation program that includes after-school activities, tutoring, and summer school. All students are also provided additional in-class support, which ensures that students who cannot participate outside of school hours are also supported. The student’s academic performance is reassessed at the end of the remediation program, and the decision to retain or promote the student is reevaluated at that time.

**Informing Stakeholders of School Performance**

The Skirball Middle School principal is responsible and accountable to the school community for the same Title I accountability requirements as other non-charter public schools in California. Alliance is responsible and accountable for guarantees made to Skirball Middle School in monitoring progress, and documenting and publishing results to the school community and the community of Los Angeles.

The principal informs the school community of the school’s performance by:
- communicating student performance through personalized student data forms sent home to all parents
- sharing schoolwide data performance in parent data meetings and workshops
- linking up with parents through email and text messaging
- Updating school signs around the school that celebrate student and schoolwide data milestones
- Utilizing the suggestion boxes, newsletters, focus groups, and satisfaction surveys to gather opinions

Alliance also has memorandums of understandings to work with third party to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation serves to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, inform parents and the community on the degree to which Skirball Middle School is achieving its stated goals for individual students.
ELEMENT 4: Governance

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or
professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of 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 notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

Public Operating Principles

Skirball Middle School is incorporated as a nonprofit public corporation and such corporation is the corporate entity operating the Charter School. The Board of Directors of Alliance Skirball Middle School is the governing board of the Charter School and holds the ultimate responsibility and authority for the oversight of the Charter School. Charter School operates under the charter authorization of Los Angeles Unified School District. Charter School abides by the current published, communicated and defined LAUSD policy for charter schools. Charter School is and will be solely responsible for the debts and obligations of Charter School.

Governance Structure

Alliance for College-Ready Public Schools, a California nonprofit public corporation (Alliance), elects all members of the Charter School Board of Directors other than the LAUSD representative, if any. Two of the nine members elected by Alliance are to be teachers employed by the Charter School, and two of such nine members are to be parents or guardians of pupils attending the Charter School. The election of the teacher and parent members of the Charter School Board of Directors is made after considering recommendations made by the principal of the Charter School. The Board generally meets at least quarterly, operating in accordance with the Brown Act and Skirball Middle School’s Articles of Incorporation and Bylaws. All meetings of the Board or any Board committees will be held within the jurisdiction of LAUSD.

Each parent and teacher appointed by the Board holds office for a term ending on the next June 30 following his or her appointment and until a successor has been elected and qualified. Each other member holds office for a term ending on the third June 30 following his or her appointment and until a successor has been appointed and qualified. A representative designated by a school district shall serve for such term of office as is specified by the school district. In appointing the five non-teacher, non-parent members of the Board, Alliance takes into account the following considerations and qualifications: a candidate’s signed commitment to participate in 75% of school board meetings; a candidate’s knowledge of effective organizations and fiscal systems; a candidate’s commitment to visit and be knowledgeable of Alliance schools; a candidate’s background and experience as a successful leader of a school, company or other organization. The nine board members are voting members.

The nine members of the Charter School Board are:

- two teachers with both educational expertise at the secondary level and a commitment to outcomes.
- two parents who represent our most valuable stakeholders and who have long established roots within the community we serve.
- a life-long educator and a product of LAUSD with deep understanding of secondary education and school management
- a successful 25-year strategic and financial advisor to large corporations
- a former Urban Fellow for the NYC Board of Education and former corps member and recruiter for TFA, who also has strong experience in human capital and in developing, assessing and monitoring strategic plan
- The founder and CEO of successful insurance, wealth management and data systems companies with a wealth of expertise in business development, operation, finance, and human resources.
- the current Professor of Clinical Education at USC’s Rossier School of Education who also served at Superintendent of the Los Angeles County Office of Education and was a 30-year teacher and administrator in California

The Charter School will abide by all conflict of interest laws applicable to the Charter School.
The Board of Directors of Charter School nominates and elects the officers of the Charter Schools. The current officers of the School are: its President, Chief Financial Officer and Secretary.

The school’s principal and assistant principals are charged with directing, evaluating and holding the staff of the school accountable. There is a comprehensive evaluation system in place for the school’s staff. The principal of the school attends all school board meetings and are available to address any staff concerns that the school board might have. The Board of Directors of Charter School, the Charter School administrative staff, and their respective representatives responsible for, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. The Alliance staff can make recommendations to the board and is called on to make reports at the request of the board, but the board is totally independent. The Alliance staff also provides support to school leadership and staff.

A quorum of the Charter School Board for the transaction of business requires a simple majority of official voting board members physically present for in-person meetings or on the phone for teleconferenced board meetings. All board voting action is taken by roll call voted. An act or decision made by majority vote of the directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of directors.

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in accordance with the requirements of the Brown Act. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the LAUSD. Participation in a meeting through use of teleconferencing pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call. For the purposes of this subsection (i), “teleconference” means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this subsection shall prohibit the corporation from providing the public with additional teleconference locations.

The Charter School Board is responsible for providing fiscal accountability by approving and monitoring the budget, which is initially reviewed and provided to the Charter School Board by the Charter School staff and Alliance as the back-office provider. The Charter School Board helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies including but not limited to: compliance mandates, health and safety, use and maintenance of facilities, monitoring of the academic success of the school program and overseeing that Charter School resources are managed effectively.

The Charter School Board votes on contracts, financial dealings, and other transactions between the Charter School and third parties.

The teachers who serve on the Charter School Board are required to annually sign a statement acknowledging any conflicts of interest and are required to recuse themselves from any discussion or voting that has any impact on their compensation or benefits.

The LAUSD representative, if LAUSD opts to exercise its statutory right to have a representative on the board, has the opportunity to facilitate communications and mutual understanding between Charter School and LAUSD. As the entity with ultimate oversight responsibility, LAUSD is provided with an annual
programmatic and fiscal audit. The programmatic audit includes a summary of major decisions and policies established by the Charter School Board during the year. The annual audit abides by current audit guidelines established by the State of California for K-12 public schools.

Charter School has provided the LAUSD Charter Office with a copy of the articles of incorporation, bylaws and names of board members of Charter School. Any changes made to these documents that materially alter the charter must first be approved through the District’s charter amendment process in order to be effective.

Charter School complies with the Brown Act. It posts its Board of Directors schedule of quarterly meetings; it posts notices and agendas of regular meetings at least 72 hours in advance; and it records and posts actions of the Board. Postings occur by email and in a visible location in the Charter School office as well as on the Charter School’s website in English and Spanish or other dominant language as needed by the community served. Charter School maintains for its Board a record book of meeting agendas and minutes. Agendas and minutes are provided in English and Spanish. For easier access, Charter School posts the agendas and minutes on its website. The law requires no less than one meeting annually; however, the Board meets at least quarterly to conduct business plus special meetings, see pages 3-4 of Bylaws. All meetings of the Charter School Board are open to the public, excluding closed sessions as permitted by the Brown Act.

Grievance Procedure for Parents and Students

Charter School will implement the following:
1. Designate one certificated person to coordinate compliance with federal laws, specifically, Title IX and Section 504.
2. Adopt and publicize its internal grievance procedures.
3. Notify parents, students, and employees of its nondiscrimination policy.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements.

School Coordinating Council (Advisory)

Charter School has a School Coordinating Council of 10 to 20 members consisting of the principal, parent representatives, teachers, classified staff, the student body president, and local community members. The School Coordinating Council typically meets monthly to provide suggestions and recommendations, advising the principal on day-to-day operations and issues including, but not limited to budgeting, curriculum, school policies, school/community participation, and the general direction of Charter School. The coordinating council meets at Charter School’s site. If requested by the principal and if the subjects to be discussed warrant it, members of the Charter School Board attend School Coordinating Council meetings.

Parent/Community Town Hall Meetings

Approximately once a month, Charter School holds meetings in a Town Hall Meeting format that all parents, community and staff members are welcome to attend. Topics for discussion or presentation include school-wide topics of interest related to achieving the goals of Charter School and its students.
Meetings are generally attended by the principal and administrative staff of Charter School and, if the subjects to be discussed warrant it, members of the Charter School Board.

**Business and Operations Assistance**

Alliance for College-Ready Public Schools provides for Charter School certain back-office services, including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. Alliance also provides oversight and monitors adherence by the Charter School Board to the charter process and any applicable law. The Los Angeles County Office of Education (LACOE) receives and forwards public funds for Charter School directly to the Charter School’s operating account. Alliance maintains separate financial records for Charter School and assures that all accounting complies with generally accepted accounting principles.

**Parent Engagement**

Parents have a right to choose to send their children to excellent high-performing schools and have a right and the responsibility to participate actively in insuring the success of their child and the school. Charter School understands the importance of active parent involvement in the education of their children.

Parents of Charter School students are meaningfully and actively engaged in their children’s education. Parents are responsible and accountable for supporting their children’s learning at school and at home through their participation in understanding what it takes for children to achieve college-readiness, and by their active voice in achieving the goals of the school through volunteering. At Charter School, it is anticipated that:

- Parents are actively engaged as members of the ongoing School Coordinating Council.
- Parents of participating Title 1 students participate in an Annual Charter School Title 1 meeting. Charter School applied for and obtained the status School-wide Program.
- Parents are guaranteed access to the school, school leaders and classroom teachers to support their children’s education.
- After the enrollment of a student, each parent and each student meet with the principal.
- Parents are provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Parents are supported in their participation in monitoring their child’s individual learning plan towards college readiness.
- Parents are encouraged to participate in a minimum of four Parent Education Academies each year.
- Each parent, their child and school leadership participate in annually developing and signing a Parent/Student/School Compact acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of Charter School.
- Each parent, the student and their teacher advisor participate in developing a Personal Student Learning Plan, based on an initial assessment, student interests and needs. Parents are encouraged to accept responsibility and accountability for committing to volunteering time to support the school and to participate as parent mentors.
- Charter School seeks to establish partnerships with effective parent engagement leaders such as Families-in-Schools which has a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.
- Meetings are arranged with individual classroom teachers, with the student’s instructional team and with the student’s advisor. These meetings are held on a regular basis.
- Individual parent-teacher conferences are held quarterly to share and discuss the progress and needs of each individual student.
- Parents are encouraged to participate in an active parent volunteer program, so that each parent feels part of the school and understands their responsibility to the school.
Charter School makes every effort to fully inform parents as to the curriculum offered and their child's progress. In addition to representation on the School Coordinating Council, Charter School Parent/Community Town Hall Meetings are held to address school related issues, including, but not limited to, parent/teacher/student relations. A failure of a parent to meet volunteer hours or to participate in Charter School’s programs has no effect on a student’s enrollment, grades, credits or ability to graduate.

**Community Engagement**

Charter School also understands that if Charter School is to be effective, it must be part of the community. To that end, Alliance employs the Director of Parent and Community Engagement who reports to the Alliance Chief Academic Officer. The Director of Parent and Community Engagement provides services to the Charter School principal to support him or her in representing the interests of the community.

- The Alliance Director of Parent and Community Engagement and the principal of Charter School involve the community in Charter School. Students are encouraged to perform community service as part of their graduation requirements. Students develop community service projects as part of advisory. Community service prepares students to be positive contributing members of society. Students develop proposals to serve the school community that are reviewed and approved by the advisory teacher based the students ability to identify extracurricular activities and describe how these activities could enhance their own lives and benefit their school environment.
- Members of the community at large are solicited to serve in Charter School in various functions, including serving as mentors to students. The potential mentors are first interviewed by the principal, if selected, the mentor must get a TB clearance and must also submit DOJ clearance.
- Community resources, such as parks, libraries, athletic and classroom facilities may be used by the Charter School. Charter School believes that by using community facilities, it becomes an integral member of the community in which it is located.
- The Charter School consults with all stakeholders, including parents, teachers, staff, administrators and students in the development and updating of the school's LCAP and the educational program at School Town Hall meetings, School Advisory meetings, Parent meetings, and monthly Coffee with the Principal meetings.

**Organization Chart**
ELEMENT 5: Employee Qualifications

"The qualifications to be met by individuals to be employed by the 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 recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Skirball Middle School adheres to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

All employees must furnish or be able to provide:
- Verification of tuberculosis (TB) testing
- Complete a live scan for purposes of verifying criminal background history
- Provide a full disclosure statement regarding prior criminal record
- Prior to the first day of work for every employee, Skirball Middle School will process all background checks through the Department of Justice and/or Federal Investigation Bureau
- Legal documents establishing identity and employment authorization

Employee Recruitment

Various resources are used to recruit and hire the most qualified candidates to fill both classified and certificated positions, including utilizing various online job search tools, partnering with teacher recruitment organizations, and participating in local university job fairs. The principal interviews and selects the faculty and staff. All candidates are screened, formally interviewed and expected to complete a background check, as described in this element.

Code Of Conduct

Employees are expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and/or sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

Skirball Middle School shall comply with all provisions of the Educational Employment Relations Act (EERA).
Employment Eligibility Requirements

Background Check – As previously stated in the District Required Language, any candidate selected to fill a position at an Alliance school is required to complete a background investigation by using the Live Scan Service Request form. Since the Alliance has been authorized by the Department of Justice to receive background response information, the Department of Justice (DOJ) sends the applicant’s background investigation results directly to Alliance Secure Mail Server System. Designated members of the Alliance Human Resources Department are the only confidential employees of Alliance College-Ready Public Schools with access to this information. After reviewing the investigation results, if the results indicate that no criminal history exists for the applicant, then he/she is considered eligible to continue the hiring process. If the results indicate that a criminal history does exist for the applicant then the results are thoroughly reviewed by the Alliance Director of Human Resources, who determines if there are any convictions that would disqualify the applicant from employment.

Teaching Credential Verification - All teacher candidates are required to possess a valid teaching credential with an appropriate authorization for their assignment. All credential documents are verified with the California Commission on Teacher Credentialing (CCTC) by a Human Resources representative. The applicant’s credential subject authorization must meet state and federal (NCLB) requirements to teach the subject that he/she is being hired to teach. Since Alliance College-Ready Public Schools supports the employment of university intern eligible candidates, we work very closely with the universities to ensure that the candidate is eligible for an internship permit, that the subject authorization meets state and federal (NCLB) requirements, and that the applicant is able to complete the teaching credential program within two years. Teachers are also required to possess an English Learner Authorization, which is either embedded in their credential or an added authorization.

TB Verification - Candidates are required to submit current TB verification. TB verifications are required to reflect negative results for active tuberculosis and are required to be no older than 60 days from the date the candidate is hired for employment. All Alliance school employees are required to submit TB verification every four years.

Work Agreements - Employees’ job duties and work basis are negotiated in individual agreements. General job descriptions have been developed for all positions, including certificated and classified staff. Salaries are competitive with those of LAUSD.

Nepotism Policy – Skirball Middle School complies with conflict of interest laws that apply to all public entities per Government Code section #1090.

Administrative Structure

The principal and assistant principal are the primary school site administrators. The chairman of the School Board, the designated Alliance Area Superintendent and the principal confer regularly to address planning and management issues, student progress, and progress with the implementation of the educational program.

Principal - The Alliance Area Superintendent interviews potential principals on an application basis. Selection of the principal is based on proven experience in educational leadership; educational vision for, experience and success with low-income and/or minority children; demonstrated ability in program design and development; and interest in and commitment to educational reform. The Alliance Area Superintendent recommends viable candidates to Charter School officers (Chief of Schools and Chief Academic Officer) who then select the principal. The principal’s review and evaluation is conducted by their designated Area Superintendent. Responsibilities of the principal include, but are not limited to:

- Instructional leadership and accountability for implementation of curriculum and instruction
- Overseeing the development and implementation of all programs
- Facilitating communication between all school stakeholders
Hiring and terminating (with cause) all other employees according to the mission, philosophy, and obligations defined in the charter petition
Maintain a positive ongoing program of teacher supervision and evaluation in support of established school mission goals and procedures.
Overseeing the day-to-day operations of the school
Organizing professional development, with the support of the Alliance
Supervising and assisting in carrying out student discipline measures
Monitoring and reporting progress to the School Board of Directors (Alliance staff prepares data reports as a service to Skirball Middle School and reports data to LAUSD and the Alliance Board of Directors)
Assuming responsibility for security and pupil safety within the building; developing procedures designed to protect and enhance safety of students and staff, and promoting the security of property and equipment.
Opening and closing the campus
Maintaining a balanced budget and drafting an annual budget proposal for School Board review (Principal reports annual budget proposal to the School Board of Directors)

REQUIRED QUALIFICATIONS:
A graduate degree in education, educational leadership, public administration or a related field from an accredited college or university.
Two or more years of extensive, directly related and progressive experience.
Possess and maintain a valid California Teaching Credential & Administrative Services credential.
Articulates a vision, strategy and a set of goals that align with the mission of Alliance College-Public Schools.
Leads a culture of high expectations for ALL and a relentless focus on college-readiness.
Uses meaningful data and statistics to make informed decisions on school improvement.
Expertise in and values instructional technology as an educational tool.
Possesses a working knowledge of small school reform, elements of 21st Century learning environments, and distributive leadership models.
Ensures there is effective instruction occurring every minute, every period, every day.
Has a commitment to knowledge of and competences in inclusion of all students.
Attracts hires, supervises, and develops all school staff members to create a high-functioning team focused on student success.
Builds and maintains a positive and supportive staff culture based on trust, risk-taking, respect, reflective learning and collaboration.
Builds strong relationships with parents.
Embraces and fosters a culture of innovation and creativity.
Collaborates actively with other colleagues.

Administrative Staff - The principal selects an assistant principal and/or director of instruction depending on their desired program structure. Skirball Middle School employs two assistant principals for the 2015-16 academic school year.

Assistant Principal: The assistant principal will have experience in successful school leadership and management. The position assists the principal in supervising and providing education and administrative leadership to the professional staff and students. Responsibilities include, but are not limited to:
Projecting and encouraging a positive, cooperative atmosphere within the school and seeking to motivate all staff toward the fulfillment of the school's mission.
Promoting curriculum improvement and ensuring that instructional programs and courses are implemented within standards.

Enforce rules consistent with the approved Charter petition, the school’s philosophy and current law.

Assisting in the supervision and evaluation of teachers and staff.

Maintaining a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.

Developing a program of orientation and acclimation for all new students.

Promoting the general health, safety and welfare of the student body, guiding, supervising and/or coordinating all student activities to include school related activities outside of regular school hours, e.g. career exploration, field trips, service learning, etc.

Coordinating student enrollment, programming, and maintenance of cumulative records.

Maintaining effective relations with parents and parent groups.

Submitting all reports required by state, authorizer or other regulatory agency.

Assuming assigned roles and responsibilities of the director of instruction in their absence.

**MINIMUM QUALIFICATIONS**

Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance.

**EDUCATION:**
A Master’s Degree in Education.

**EXPERIENCE:**
- Experience in secondary school teaching and leadership.
- Experience in charter schools preferred.

**LICENSES OR CERTIFICATES:**
Possess and maintain a valid California secondary teaching credential and Administrative Credential.

**KNOWLEDGE, SKILLS, AND ABILITIES:**
- Experience with differentiated instruction and alternative assessments
- A track record as a successful and progressive educator
- Entrepreneurial spirit
- Experience with diverse student populations in urban settings
- Strong computer skills; e.g. Microsoft Office Suite, school information systems
- Spanish speaker (preferred)
- Ability to be flexible and be a team player

**TYPICAL PHYSICAL DEMANDS**
These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the job.
- Requires sitting, standing, bending, and reaching on a daily basis
- May require lifting up to 50 pounds
- Sufficient manual dexterity (repetitive movement of hands and fingers) to operate keyboard, laptop/PC, copier/printer, fax, and other office equipment
- Eyesight correctable to 20/20 to read numbers and reports
- Hearing within normal range

**TYPICAL MENTAL DEMANDS**
Must understand vague and implicit instructions and react favorably in all work situations.
Must be mentally adaptable and flexible in dealing with a variety of people and situations. Must be able to communicate providing verbal or written feedback in a professional manner. Requires public contact and good interpersonal skills.

**EQUIPMENT TO BE USED**
Standard office machines and equipment, including laptop/PC, copier/printer, telephone, and fax.

**WORK ENVIRONMENT**
While performing the responsibilities of the job, these work environment characteristics are representative of the environment the job holder will encounter:
- Work indoors in a standard school/office environment
- Work outside of normal workdays and office hours to meet deadlines
- Occasionally work under pressure

Director of Instruction: The director of instruction shall meet teacher qualifications and have a record of successful teaching experience. The position assists the principal in leading the implementation of the educational model and core values, ensuring that the school’s academic achievement goals are met, and ensuring classrooms consistently reflect rigorous standards-based instruction. Responsibilities include, but are not limited to:

- Assuming responsibility for the supervision of programs and improvement of instruction within the school.
- Providing assistance to new and experienced teachers in: effective teaching practices, planning and assessing student proficiency on content standards, and analyzing data to inform instruction.
- Keeping informed and up to date regarding new developments in curriculum, instruction and administration, i.e. workshops, meetings, credit classes, etc.
- Securing substitute teachers and assuming responsibility for the proper reception, instruction, and appraisal of substitute teachers assigned to the school.
- Assuming assigned roles and responsibilities of the assistant principal in their absence.

**MINIMUM QUALIFICATIONS**
Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance.

**EDUCATION:**
A degree in teaching, curriculum and instruction or a related field from an accredited college or university is desired.

**EXPERIENCE:**
Three or more years of successful secondary teaching experience.

**LICENSES OR CERTIFICATES:**
Possess and maintain a valid California secondary teaching credential.

**KNOWLEDGE, SKILLS, AND ABILITIES:**
- Principles, theories, practices, methods, and techniques used in classroom instruction
- Methods and approaches to planning specialized instructional programs
- Evaluation and assessment techniques used in determining proper teaching and instructional methods
- Federal, state, and local laws, codes, ordinances and regulations as they pertain to charter schools
- Personnel management principles and practices, including selection, training, supervision, and performance evaluation.
- Assume responsibility for the administration of a school
- Provide effective education leadership to assigned teachers and instruction support staff
Identify, plan, and articulate future educational programs, approaches, and methods to meet student needs
Participate in the process of staff development and teacher training
Communicate, effectively, orally and in writing.

TYPICAL PHYSICAL DEMANDS
These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the job.
Requires sitting, standing, bending, and reaching on a daily basis
May require lifting up to 50 pounds
Sufficient manual dexterity (repetitive movement of hands and fingers) to operate keyboard, laptop/PC, copier/printer, fax, and other office equipment
Eyesight correctable to 20/20 to read numbers and reports
Hearing within normal range

TYPICAL MENTAL DEMANDS
Must understand vague and implicit instructions and react favorably in all work situations.
Must be mentally adaptable and flexible in dealing with a variety of people and situations.
Must be able to communicate providing verbal or written feedback in a professional manner.
Requires public contact and good interpersonal skills.

EQUIPMENT TO BE USED
Standard office machines and equipment, including laptop/PC, copier/printer, telephone, and fax.

WORK ENVIRONMENT
While performing the responsibilities of the job, these work environment characteristics are representative of the environment the job holder will encounter:
Work indoors in a standard school/office environment
Work outside of normal workdays and office hours to meet deadlines
Occasionally work under pressure

Teaching Staff - Teachers shall meet the requirements for employment as stipulated by the California Education Code section 47605(l) and the applicable provisions of No Child Left Behind. Teachers of core, college preparatory subjects (English language arts, language, mathematics, science, history, special education) shall hold a California Commission on Teacher Credentialing certificate/permit,. To insure that the needs of English learners are met, teachers selected will have a valid EL authorization, such as CLAD or BCLAD certification and all teachers shall be trained in the effective use of sheltered-English. These documents will be maintained on file at the Alliance office and will be subject to periodic inspection by LAUSD. The Alliance Vice President Human Resources is responsible for monitoring teacher and administrator credentials.

The principal selects Skirball Middle School teachers on an application and interview basis. Selection of teachers shall be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Responsibilities for the teachers include, but are not limited to:
Creating and maintaining a nurturing and engaging classroom environment.
Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content.
Employing a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for students at all levels of ability within a class. Regularly assessing student progress and maintaining accurate records. Participating regularly in professional development opportunities. Maintaining frequent communication with students, student’s families, colleagues, and other school stakeholders to promote academic success for all students. Maintaining regular and punctual attendance. Submitting completed report cards and school-wide assessment records on time.

QUALIFICATIONS:
Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance would be qualifying. A typical method of demonstrating these requirements would be:

EDUCATION:
An undergraduate degree from an accredited college or university. Possess and maintain a valid California Teaching Credential in the subject area of her/his assignment.

KNOWLEDGE, SKILLS, AND ABILITIES:
Principles, theories, practices, methods, and techniques used in classroom instruction. Methods and approaches to planning specialized instructional programs. Evaluation and assessment techniques used in determining proper teaching and instructional methods. Federal, state, and local laws, codes, ordinances and regulations as they pertain to charter schools. Identify, plan, and articulate future educational programs, approaches, and methods to meet student needs. Oversee an effective program of school records maintenance. Communicate, effectively, orally and in writing.

EQUIPMENT TO BE USED:
Operates calculator, computer terminal, PC, printer, fax copier, and other standard office machines.

TYPICAL PHYSICAL DEMANDS:
Requires prolonged sitting, some standing, bending, and reaching. Requires eye-hand coordination and manual dexterity sufficient to operate a keyboard, photocopier, telephone, calculator, and other office equipment. Requires eyesight correctable to 20/20 to read numbers and reports. Requires hearing within normal range for telephone use. May require lifting up to 50 pounds.

TYPICAL MENTAL DEMANDS:
Must understand vague and implicit instructions, and react favorably in all work situations. Must be mentally adaptable and flexible in dealing with a variety of people. Must be able to communicate providing verbal and written feedback in a professional manner. Requires public contact and excellent interpersonal skills.

Office Personnel (classified staff) - The principal selects Skirball Middle School’s office personnel on an application and interview basis. Selection shall be based on the ability to perform the job duties for that position. Office personnel duties include, but are not limited to:
- Maintaining a welcoming atmosphere in the school office for parents, students, staff, and visitors.
- Maintaining employee time reporting and student attendance records.
- Answering telephones.
- Assisting with the student application and registration process.
- Searching records and obtaining information from other schools, offices and agencies.
Managing and monitoring office operations.
Ordering and purchasing office and classroom supplies and managing vendors.
Developing and implementing clerical and administrative procedures for daily school operations.
Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
Providing bilingual translation and communication with parents and community members.
Maintaining accounts of all expenses and assist in using Alliance Financial Management system.
General Bookkeeping.

MINIMUM QUALIFICATIONS
Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance.

EDUCATION:
BA or AA in Business

EXPERIENCE:
No previous experience required.

LICENSES OR CERTIFICATES:
No requirement.

KNOWLEDGE, SKILLS, AND ABILITIES:
Excellent interpersonal skills and demonstrated success building trusting relationships with teachers and school site administrators.
Ability to set priorities and manage multiple projects simultaneously while meeting customer expectations.
Strong customer service orientation, responding to customer needs in a timely manner
Analytical and problem-solving skills.
Strong oral and writing skills.
Ability to learn quickly.
Flexibility to adapt to constantly changing environments.
Passion for improving urban public education and a willingness to make a long-term commitment to K-12 education.

TYPICAL PHYSICAL DEMANDS
These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the job requires sitting, standing, bending, and reaching on a daily basis
May require lifting up to 50 pounds
Sufficient manual dexterity (repetitive movement of hands and fingers) to operate keyboard, laptop/PC, copier/printer, fax, and other office equipment
Eyesight correctable to 20/20 to read numbers and reports
Hearing within normal range for telephone use

TYPICAL MENTAL DEMANDS
Must understand vague and implicit instructions and react favorably in all work situations.
Must be mentally adaptable and flexible in dealing with a variety of people and situations.
Must be able to communicate providing verbal or written feedback in a professional manner.
Requires public contact and good interpersonal skills.

The Alliance Chief Financial Officer and Controller, employed by the Alliance, set up the school financial system, school accounts for receipt of funds and work directly with the principal on managing and providing data for input into the system.

**Instructional Assistants (classified staff)** - The school principal selects and terminates (with cause) instructional assistants on an application and interview basis. Instructional assistants work in classrooms and provide assistance to students in A-G core academic courses. They are directly supervised by highly qualified teachers and meet *No Child Left Behind* qualification requirements including: high school diploma, General Equivalency Diploma (GED) or equivalent; and two years of college (minimum 48 semester or 72 quarter units) or associate’s degree or higher; or pass a local assessment of knowledge and skills in assisting in instruction. Responsibilities include, but are not limited to:
- Working with individual students or small groups to reinforce learning material or skills introduced by the teacher.
- Operating and caring for equipment or instructional materials used in the classroom for instructional purposes.
- Helping students master equipment or instructional materials assigned by the teacher.
- Distributing and collecting workbooks, papers, and/or instructional materials.
- Guiding independent study, enrichment work, and remedial work as assigned by the teacher.
- Assisting with the supervision of students during meals, emergency drills, assemblies, break periods, or field trips.
- Providing information and assistance to a substitute teacher should one be assigned.
- Participating in appropriate staff development as required to ensure professional growth.

**MINIMUM QUALIFICATIONS**
Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance.

**EDUCATION:**
A high school diploma or equivalent and at least 48 college semester units.

**EXPERIENCE:**
0-2 years of related experience. Prior experience working with children, preferably in an instructional setting.

**LICENSES OR CERTIFICATES:**
No requirement.

**KNOWLEDGE, SKILLS, AND ABILITIES:**
- Knowledge of appropriate and effective approaches to discipline
- Knowledge of school objectives, policies and regulations
- Ability to work with students and staff in maintaining a safe and welcoming school campus
- Ability to establish and maintain cooperative relationships with all members of the school community
- Follow verbal and written instructions
- Ability to work cooperatively with others and maintain a positive attitude in the work environment
Ability to use good judgment in problem-solving and decision-making
Use time productively
Ability to follow district policies and procedures
Ability to accept supervisory direction and desire to improve job skills
Ability to demonstrate tact, courtesy and helpfulness in dealing with staff, students, parents, and visitors to the school

**TYPICAL PHYSICAL DEMANDS**
These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the job.
- Requires sitting, standing, bending, and reaching on a daily basis
- May require lifting up to 50 pounds
- Sufficient manual dexterity (repetitive movement of hands and fingers) to operate keyboard, laptop/PC, copier/printer, fax, and other office equipment
- Eyesight correctable to 20/20 to read numbers and reports
- Hearing within normal range for telephone use

**TYPICAL MENTAL DEMANDS**
- Must understand vague and implicit instructions and react favorably in all work situations.
- Must be mentally adaptable and flexible in dealing with a variety of people and situations.

**Campus Assistants (classified staff)** - The school principals select campus assistants on an application and interview basis. Selection shall be based on qualifications, experience and the ability to perform the job duties. Responsibilities include, but are not limited to:
- Developing appropriate interpersonal relationships with students in order to earn their respect and cooperation in following directions and school rules.
- Assisting in supervising student activity areas during the break and lunch periods.
- Assisting in general supervision of the campus as directed by the principal.
- Assisting in communicating school policies and procedures regarding student behavior and discipline; reporting incidents to administrators.
- Positively interacting with parents and other members of the school community.

**MINIMUM QUALIFICATIONS**
Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance.

**EDUCATION:**
High School Diploma or equivalent.

**EXPERIENCE:**
0-2 years of related experience.

**LICENSES OR CERTIFICATES:**
No requirement.

**KNOWLEDGE, SKILLS, AND ABILITIES:**
Knowledge of appropriate and effective approaches to discipline
Knowledge of school objectives, policies and regulations
Work with students and staff in maintaining a safe and welcoming school campus
Establish and maintain cooperative relationships with all members of the school community
Follow verbal and written instructions

TYPICAL PHYSICAL DEMANDS
These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the job.
Requires sitting, standing, bending, and reaching on a daily basis
May require lifting up to 50 pounds
Sufficient manual dexterity (repetitive movement of hands and fingers) to operate keyboard, laptop/PC, copier/printer, fax, and other office equipment
Eyesight correctable to 20/20 to read numbers and reports
Hearing within normal range for telephone use
May be subject to extreme physical acts of others (i.e. restraining students involved in altercations.)

TYPICAL MENTAL DEMANDS
Must understand vague and implicit instructions and react favorably in all work situations.
Must be mentally adaptable and flexible in dealing with a variety of people and situations.
Must be able to communicate providing verbal or written feedback in a professional manner.
Requires public contact and good interpersonal skills.

Custodian (classified staff) – The school principals select the custodian on an application and interview basis. Selection shall be based on qualifications, experience and the ability to perform the job duties. The custodian is charged with maintaining building and classroom maintenance at the facility.
Responsibilities include, but are not limited to:
Ensuring classrooms, restrooms, lunch areas and other common areas are cleaned and well maintained.
Emptying waste receptacles.
Cleaning restrooms and replenishing supplies.
Securing the building in the evening.
Performing small painting jobs and minor building and grounds repairs.
Ordering cleaning products and maintaining stock of supplies.

MINIMUM QUALIFICATIONS
Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance.

EDUCATION:
No requirement.

EXPERIENCE:
No requirement.

LICENSES OR CERTIFICATES:
No requirement.

**KNOWLEDGE, SKILLS, AND ABILITIES:**
Ability to read, write and comprehend Basic English
Ability to operate floor polishers, buffers and shampooers

**TYPICAL PHYSICAL DEMANDS**
These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the job.
Lift, bend, kneel and stand for long periods
Requires eyesight correctable to 20/20 and hearing within normal range
May require lifting up to 50 pounds

**TYPICAL MENTAL DEMANDS**
Communicate effectively in oral form
Develop and maintain effective working relationships

**Alliance Vice President, Human Resources** – Vice President of Human Resources for the Alliance is selected by and reports to the Alliance Chief Operating and Financial Officer and works closely with the Alliance President/CEO, Chief Academic Officer and VP of Finance, principal and school employees. Experience in professional human resource functions is required, and technical experience in employee recruitment, selection, position classification, labor relations, staff development, or salary administration is desirable. A master’s degree in human resources, personnel, public or business administration is desirable. This position performs professional-level, technical human resources work in the area of classification, compensation, human resources rules and legislation, recruitment, and selection; and assists with more complex assignments for all Alliance schools. Duties and responsibilities include, but are not limited to:

- Working with school leadership to develop job descriptions for school positions.
- Coordinating advertising and recruitment for teachers through RISE, Edjoin, Monster.com, Job Fairs, Universities, etc.
- Providing information regarding eligibility requirements to teacher and classified candidates.
- Conducting initial screening of applications for eligibility criteria. Verifying compliance with hiring criteria for principals, financial services before employees begin work.
- Collecting completed employee agreements.
- Maintaining current record of all school employees and required employment data.
- Analyzing laws, rules, reports, publications, and court cases for information relating to human resources.
- Assist in designing, constructing and conducting surveys to gather compensation, classification, training, entrance requirements, rules, employee selection, or other human resources data.
- Formulating or assisting in formulating recruitment and training plans and assists in implementing plans by arranging for facilities, equipment, advertising, informational materials, and other details.
- Composing or assist in composing a variety of technical written materials, including rules, procedures, class descriptions, salary reports, job market trend reports, and other specialized reports.
- Developing and designing recruitment literature including advertisements, and brochures.
- Overseeing the development, planning and implementation of employee recruitment strategies and procedures.
ELEMENT 6: Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.
Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

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

**Policies**

In order to provide for the safety of all students and staff, Skirball Middle School has adopted and implemented a comprehensive set of student health, safety and risk management policies that are reviewed regularly with staff and that address the following:

- A comprehensive health and safety plan that describes how the school will maintain campus safety;
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes;
- A policy for reporting child abuse and other improprieties as mandated by federal, state, and local agencies;
- A requirement that school staff receives training in emergency response, including “first responder” training or its equivalent as appropriate;
- A policy relating to the administration of prescription drugs and other medicines;
- A policy relating to bloodborne pathogens;
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace;
- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in non-charter public schools;
- A requirement for student health screenings for vision, hearing and scoliosis, as applicable under CA Ed Code section 49450 et seq.;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (e.g., food services, transportation) and those required by CAL/OSHA, the California Health and Safety Code, and EPA.

**Facilities**

The school is housed in facilities that have received state Fire Marshall approval, and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic facilities inspections are undertaken, as necessary, to ensure safety standards are met.

**Background/TB Clearances and Custodian of Records**

Employees of Skirball Middle School shall submit to a criminal background check and furnish a criminal record summary as required in Education Code section 44237. The school also requires that employees are examined and determined to be free of active tuberculosis as described in Education Code section 49406. The Human Resources Manager and Senior Human Resources Representatives serve as Alliance’s Custodian of Records per California Department of Justice requirements. Staff records are maintained by the Alliance Human Resources department.
Health and Wellness

Skirball Middle School supports and promotes the health and wellness of students through physical education courses, nutrition and various after-school programs. The school participates in the National School Lunch Program (NSLP), which is a federally-assisted meal program operating in public and nonprofit private schools and residential child care institutions. NSLP provides nutritionally balanced, low-cost or free lunches to children each school day. The school and its food vendors comply with federal and state regulations and requirements of the program, including, but not limited to, the nutritional requirements of food served that promote a healthy growth in physique and the stimulation of the mind.
**ELEMENT 7: Means to Achieve Racial and Ethnic Balance**

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

**COURT-ORDERED INTEGRATION**

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their "right to know" the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE

- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I School-wide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

- Maintain inventory of equipment purchased with categorical funds, where applicable

- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

- Participate in any applicable federal program monitoring conducted by the California Department of Education

- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

**Written Plan to Achieve and Maintain LAUSD Ethnic Balance Goal**

- Distribute notification about enrollment opportunities at Skirball Middle School to all communities in Los Angeles Unified School District including communities that serve diverse populations.
- Publicize Skirball Middle School through publicity flyers, the Alliance Website, notices to school administrators about available openings and through media.
- While open to all students, Skirball Middle School will seek to serve the students who reside in the South Los Angeles area, with efforts to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

Skirball Middle School will make every effort to recruit students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

Skirball Middle School will conduct annual orientation sessions in English and in Spanish prior to the opening of school. The typical schedule for these orientation sessions is at least one weekday and one Saturday per month from January to August.

Information and orientation sessions will be advertised through direct mail to the parents of eligible students who attend middle and high schools in the target community and surrounding neighborhoods. Skirball Middle School using flyers (printed in English and Spanish) distributed at local businesses and community organizations, youth organizations, social service providers, faith-based organizations, grocery stores, public libraries, overcrowded middle and high school campuses, and at school bus stops where students are sent out of the community. Orientation sessions will be conducted in English and in Spanish and held at different venues throughout the community. Open houses and school tours will also be offered on a regularly scheduled basis.

- Anticipated schedule of annual school tours: September, November, February, April
- Open House Prior to the Opening of School – Anticipated Date: First Week in August

Annual outreach will include:

- Posting banners in front of the school announcing, “now enrolling”
• Distributing printed flyers announcing the enrollment period, deadline for applications, dates and times of orientation sessions via US mail to all households within a 3-mile radius of the school campus.
• Orientation sessions include presenting the school’s performance track record, the Alliance school mission, Alliance and school goals, what it means to be an Alliance school, school policies and procedures, and school calendar.

Skirball Middle School will make every effort to recruit and maintain students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD by targeting enrollment and marketing efforts to surrounding communities. Information with regard to race and ethnicity of students is not, however, gathered until students have been enrolled.
ELEMENT 8: Admission Requirements
“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter. Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admission to Skirball Middle School Element 8

Skirball Middle School will admit all students who wish to attend the school as outlined in Education Code section 47605(d)(2)(A). Admission to will not be determined Skirball Middle School according to the place of residence of his/her parent or legal guardian, within California. If the number of students who wish to attend the school exceeds capacity, enrollment will be determined by a random public drawing.

Student Recruitment

The intent of Skirball Middle School is to serve students living in and attending schools within a three to four-mile radius of the campus. As such, the school’s marketing efforts will be targeted to students residing in the community or attending schools in the community served, which includes primarily students within LAUSD.

Targeted neighboring schools and communities include, but are not limited to:

- Compton
- Huntington Park
- South Gate

Skirball Middle School is committed to serving all students, including students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities.
Enrollment will be monitored to ensure that, to the fullest extent possible, students enrolled in the school reflect the diversity of their communities.

Methods of recruiting students may include:

- Announcements mailed to families attending neighboring middle and senior high schools
- Flyers distributed throughout the local community that welcome students with special needs
- Community meetings open to all interested parents and community members
- Local newspaper announcements
- Open houses at the school site
- Open House at the school site prior to the opening of school
- The use of English and Spanish collateral and materials.

**Intent to Enroll**

Each student interested in enrolling at Skirball Middle School must be a resident of California and must submit an application form to the school. If more applications than seats available are received by the posted application deadline, a public random lottery will be held. The date and time of the lottery will be determined each year once it is determined that a lottery is required.

**Open Enrollment Period**

Skirball Middle School anticipates that the open enrollment period may start as early as October 1 and last until the lottery takes place (as needed), and no later than May 30. Parents/guardians of students who submitted applications and interested parties will be provided information about the timeline and procedures to be followed during the open enrollment and lottery processes. This information may be made available verbally, online and in print form.

**Lottery Preferences**

Existing students will be exempt from the public random drawing.

- Preferences will be extended to siblings currently attending Skirball Middle School. These siblings will be automatically accepted and will not be part of the lottery.
- Preferences will be extended to students living within the boundaries of LAUSD.

**Lottery Procedures**

Typically, the lottery will be held at the school or a large community center, auditorium, or public venue. If needed, the lottery will take place on a weekday evening or weekend morning to help ensure all interested parties can attend. Lottery procedures will be followed and related materials will be made available upon request. Interested parties are welcome to observe the random public drawing should one be necessary.

All students who complete an application will receive a lottery form (a copy of the application form) which will be numbered in order of its submission. If the number of applicants on the preference list exceeds the available seats on the application due date, the forms will be placed in a barrel and the number of seats available will be randomly drawn. Remaining applicants on the preference list will be placed on the waiting list in the order their names are drawn.

The applications not on the preference list will then be placed in the barrel and randomly drawn in the lottery to determine acceptance if available seats remain, or their order of placement on the waiting list. All applications and a record of the order in which they are drawn will be kept on file at the school. Also, the school may choose to conduct the lottery using an automated online system to ensure that the process is fair and equitable for all participants.
Filling Vacancies

Once the enrollment capacity is reached, and vacancies occur spaces will be filled from the waiting list by grade level, on a first come, first served basis by the date the application was received, unless there was a lottery. If there was a lottery, vacancies will be filled in the order the application is drawn.

Communication

The acceptance and waiting lists will be made available following the lottery (if needed) and upon request. Parents/guardians of applicants on the enrollment list and waiting list will be contacted by designated school office staff via phone and/or in writing. Multiple communications on different days will be attempted. Communication attempts will be logged by school office staff. Parents/guardians of applicants will have 10 school days from initial contact to respond to the designated contact person. If parents do not respond within the timeline, the applicant will be removed from the waiting list and the next applicant’s parents/guardians on the waiting list will be contacted.

Student Records

Skirball Middle School will adhere to procedures related to confidentiality and privacy of records. In the event that a student enters the school upon transfer from another school, the student's records (i.e. IEP, cumulative, bilingual) will be requested by Skirball Middle School from the respective school. Upon exit from Skirball Middle School, the student's records will be forwarded to the receiving school upon request.

Transportation

Transportation will be the responsibility of families who choose to attend Skirball Middle School. The school will not provide transportation for students from home-to-school or school-to-home, except in instances of compliance with the Americans with Disabilities Act, the McKinney-Vento Act or the Individuals with Disabilities Education Act ("IDEA") with regards to providing transportation to eligible students.
ELEMENT 9:  Annual Financial Audits

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

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

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Annual Audit Procedures

The Alliance Controller is responsible for selecting and contracting with an accountant chosen from the California state list of auditors approved to conduct charter school audits (available at CPADS.SCO.CA.GOV) to conduct the required annual financial audit, and works with the auditor to complete the audit. The auditor presents the audited financial statements to the Alliance Audit Committee and the Charter School’s Board, Chief Financial Officer and Controller addressing any findings, deficiencies, material weaknesses or audit exceptions. Immediately after the presentation, the CFO or designee (e.g., Controller) will contact the School Principal directly to address and resolve any issues or events that arise. The improvement strategy will be reported to the State Controller’s Office, as needed. Alliance’s Controller ensures that the auditor sends the completed audit to the required agencies by the statutory deadline.

Direct Funding

Skirball Middle School elects to receive direct funding from the State Fund to be deposited into its own operating account at the Bank of the West. All revenue generated by Skirball Middle School is deposited directly into its operating account. All payments (including payroll) are drawn on the operating account, which allows for complete segregation of assets, liabilities and financial records.

Revolving Accounts

The charter school receives full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes, but is not limited to, local control funding formula (LCFF), environmental protection account (EPA), and state lottery funds. Skirball Middle School receives revenue payments based on student attendance (ADA) records and eligibility requirements.

In accordance with applicable law, California’s Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to the charter school, or to an account held in the name of Skirball Middle School. The charter school notifies the superintendent of schools of the county in the affected year. Funds transferred directly from the State Fund to Skirball Middle School are transferred to the charter school account in the County Treasury by the County in the most expeditious manner.
possible. Charter school funds still flowing through the District will be paid to Skirball Middle School in a timely manner.

Skirball Middle School applies directly for funds not included in the charter school LCFF funding, but for which charter schools can apply directly. This includes, but is not limited to, programs such as Title 1, and the After-School Learning and Safe Neighborhood Partnership Program. Skirball Middle School reports to federal and state taxing authorities, as required by law. The charter school is responsible for payment of Social Security and all other applicable taxes.

Skirball Middle School responds to the California Department of Education request for confirmation that it receives funding directly on an annual basis. The school notifies the county superintendent of schools and LAUSD by June 1st prior to the affected fiscal year if it opts for local instead of direct funding. A copy of the approved charter is provided to the Los Angeles County Board of Education and the California Board of Education.

**Attendance Accounting**

Skirball Middle School procedures satisfy the requirements for LAUSD, LACOE, and CDE and are audited by an approved external auditor. Classroom teachers record daily attendance in Alliance’s student information system or on attendance rosters. When a student is absent school office staff verifies absences with parents/guardians and maintain the appropriate documentation. All required reports are completed regarding daily, weekly and monthly attendance and are submitted to requesting agencies.

**Food Service Program**

Alliance College-Ready Public Schools applies as its own sponsor for participation in the federal school nutrition programs. Eligible students are provided meals for free or at a reduced rate in accordance with the guidelines established by the USDA and in accordance to the National School Lunch Act. The school works with an approved vendor to provide lunches and breakfasts to students. The vendor prepares meals daily and organizes deliveries in accordance with state and federal guidelines for food services. Under this arrangement, all food is prepared on a daily basis at the vendor’s facility and delivered by the vendor to the school. Food is served by the vendor’s staff members who are trained and certified by the vendor. The school nutrition program is re-evaluated on an annual basis by Skirball Middle School.

**Financial Plan**

The Skirball Middle School financial plan contains a multiyear budget and forecast for the next five years of operation and monthly cash flow. Revenue entitlements are calculated based on published information on the state direct funding model, and by identifying any additional federal, state, and local funding for students in grades six through twelve typically available to a district-sponsored charter school based on characteristics of the school’s programs and student make-up. Skirball Middle School applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly.
ELEMENT 10: Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled." Ed. Code § 47605(b)(5)(J).

GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

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

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
• Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
• If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
• If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

**REINSTATEMENT**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.
Student Suspension and Expulsion Policy

The Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Skirball Middle School. The policy, procedures and grounds for suspension/expulsion are based on Education Code 48900 et seq. As required by the Modified Consent Decree, Skirball Middle School also follows the District’s Discipline Foundation Policy, including the school-wide positive behavior support plan and alternatives to suspension.

Skirball Middle School provides all students a safe and clean school environment as a result of a collaborative effort among students, staff and parents/guardians. The school’s suspension rate for 2014-15 was 0%, and zero expulsions. This is indicative of having a positive school environment and strong supports in place for student safety and learning. The foundation of our success starts with our annual 6th grade orientation. All students and families are informed of the school’s policies and expectations for student conduct in the student-parent handbook upon to enrollment. Following orientation, Skirball Middle School holds an annual Summer Bridge program for all incoming 6th grade students to attend. During this time, apart from academics, teachers also help students become familiar with the policies and expectations for appropriate student conduct. Also, the student conduct expectations are reinforced in Advisory class for all students at the start of each school year to remind and encourage students to behave in a manner that supports safety and academic environment.

When students are identified as presenting challenging behavior, there are several systems in place to support them. The foundation of the school’s support structure comes from a tiered system of interventions aligned to the Positive Behavior Intervention Supports (PBIS) and is influenced by the Restorative Justice model. These students are identified at grade-level meetings where school administrators and teachers review and analyze the data gathered about the student. During the meeting, teachers have an opportunity to share their concerns and review best practices in working with the students. As a team, the school’s administrators and teachers create Positive Behavior and Academic Support Plans for these students that are implemented in all classes.

Additionally, in lieu of suspension, Skirball Middle School provides students with academic opportunities in the form of tutoring and Saturday school to support their growth. The school’s counseling team also provides ongoing support. Counselors meet with students weekly or bi-weekly, one-on-one or in groups to build coping skills. Skirball Middle School also recognizes that challenging behavior can stem from other socio-emotional concerns. In these cases, the counseling team may work with families to connect them with outside resources and service centers. These resources may provide socio-emotional mental health services for students and their families including evaluation and assessment, individual and family counseling.

When the school discipline policy is violated, it may be necessary to suspend a student from regular classroom instruction. The following procedures shall serve as Skirball Middle School’s policy for student suspension and expulsion. The policy may be amended from time to time without the need to amend the charter to align with LAUSD’s policies, the School Climate Bill of Rights and all applicable laws and if necessary will require District’s Material Revision process. Skirball Middle School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the charter school’s parent-student handbook and will clearly describe discipline expectations. In addition, these policies and procedures will be available on request in the school’s main office.

Suspended students and students in in-school suspension shall be excluded from participating in all school and school-related activities unless otherwise agreed by the principal and the parent/guardians during the period of suspension. The maximum number of days a student may receive out-of-school or in-school suspension for is five (5) school days per incident Expelled students shall be excluded from participating in all school and school-related activities.
**Code of Conduct**

Student responsibilities include, but are not limited to:
- Following all rules of behavior and conduct set by the classroom teacher and contained within this policy.
- Respecting fellow students and school personnel.
- Attending classes regularly and on time.
- Completing all assigned work (to the best of the student’s ability).
- Being prepared for class (bringing materials such as books, homework, etc.).
- Participating in all assessment measures (e.g., tests).
- Respecting the property of the school and others.
- Keeping the campus clean.
- Wearing the school uniform. One school uniform shall be provided to each student per school year at no cost.

Alliance believes in a student discipline philosophy that is progressive in nature, but also emphasizes positive behavior supports to provide students with supports and opportunities to improve. Positive behavior supports will be provided as part of this progressive discipline policy. These include, but are not limited to: positive recognition, increased family and community collaboration, acknowledgement and reinforcement of appropriate behavior, clear definition of expectations, team-based implementation, and data-based decision making.

Students who violate the school rules are subject to, but not limited to the following progressive actions:
- Verbal warning
- Loss of privileges (e.g. attending afterschool activities, interscholastic sports, special non-instructional activities held during the school day)
- Detention
- Written notice to parents/guardian
- Conference with student and parent/guardian
- Suspension
- Opportunities for voluntary transfers to other Alliance schools – only considered if the school can clearly demonstrate and document that comprehensive intervention strategies have been fully utilized without success
- Expulsion - for Category I offenses or Category II offenses (only if additional findings are substantiated)

**Grounds for Suspension and Expulsion**

A student may be suspended or expelled for prohibited misconduct, as outlined in the section below, if the act is related to a school activity or school attendance occurring at Skirball Middle School, a Skirball Middle School sponsored event, within a school under the jurisdiction of the superintendent of the school district, or at a school within any other school district. The act may occur at any time, including, but not limited to:
1) While on school grounds,
2) While going to or coming from school,
3) During the lunch period whether on or off the school campus,
4) During, or while going to or coming from, a school-sponsored activity.
**Student Offenses**

Students may be suspended or expelled for any of the following acts, consistent with the requirements for Category I, Category II and Category III offenses as defined below, when it is determined that the pupil has:

(a) (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.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, “imitation firearm” means 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.

(n) Committed or attempted to commit a sexual assault or committed a sexual battery.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
(t) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment.

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

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

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

Alliance’s policy prohibits suspension and expulsion be utilized as corrective measures in response to student misconduct of willful defiance as described in Education Code section 48900(k).

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. (48900[w])

As used in this section, “school property” includes, but is not limited to, electronic files and databases.

A superintendent of the school district or the principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

The offenses noted above are annotated excerpts from California Education Code Section 48900. (’s student discipline code will Skirball Middle School conform as the law changes.)
Matrix for Student Suspension and Expulsion Recommendations

<table>
<thead>
<tr>
<th>Category I</th>
<th>Category II</th>
<th>Category III</th>
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<tbody>
<tr>
<td>Student Offenses with No Principal Discretion</td>
<td>Student Offenses with Limited Principal Discretion</td>
<td>Student Offenses with Broad Principal Discretion</td>
</tr>
</tbody>
</table>

1. Possessing, selling, or furnishing a firearm, E.C. 48915(b)(1); 48900(b) | 1. Causing serious physical injury to another person, except in self-defense, E.C. 48915(b)(1); 48900(b)(1), maybe also 48900(a)(2) | 1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious. See 422.1.) E.C. 48900(a)(1); 48915(b) |
| E.C. 48915(e)(2); 48900(b) | 2. Possession of any firearm, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(b)(1); 48900(b) | 2. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(a) |
| 2. Brandishing a knife at another person, E.C. 48915(e)(2); 48900(b) | 3. Unlawfully selling a controlled substance, E.C. 48159(c); 48900(c) | 3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(b); 48915(b) |
| 3. Unlawfully selling a controlled substance, E.C. 48159(c); 48900(c) | 4. Robbery or extortion, E.C. 48915(c)(1)(C); 48900(c) | 4. Caused or attempted to cause damage to school or private property. E.C. 48900(b); 48915(e) |
| 4. Robbery or extortion, E.C. 48915(c)(1)(C); 48900(c) | 5. Possession of an explosive, E.C. 48915(b)(1)(C); 48900(b) | 5. State or attempted to steal school or private property. E.C. 48900(g); 48915(e) |
| 5. Possession of an explosive, E.C. 48915(b)(1)(C); 48900(b) | 6. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) | 6. Possessed or used tobacco. E.C. 48900(h); 48915(e) |
| 6. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48904(a); 48915(e) | 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(j); 48915(e) | 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(j); 48915(e) |

**For Categories II and III, the school must provide evidence of one or both of the following additional findings: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.**

Process for Suspension

Suspension is preceded by a conference conducted by the principal or designee with the student and the student’s parent/guardian. The conference may be omitted if the administrative staff 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 the student is suspended without a conference, the parent/guardian is notified of the suspension, a request for a conference is to be made as soon as possible, and the conference is to be held as soon as possible.

Notice to Parents/Guardians

At the time of suspension, the principal makes a reasonable effort to contact the parent/guardian by telephone or by meeting. 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 shall also state the date and time the student may return to school. If Skirball Middle School administrators shall request to confer with the parent/guardian regarding matters pertinent to the suspension, the notice; parents/guardians are strongly encouraged to respond without delay as student violations of school rules may result in student expulsion
from the school.

**Length of Suspension**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the principal or principal’s designee (e.g., assistant principal), 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 principal or designee upon either of the following: 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. Students who receive an extended suspension will be offered an interim placement at another Alliance school campus when possible, or independent study from the attending school. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended pending an expulsion hearing.

**Suspension Appeals**

The suspension of a student is at the discretion of the principal or designee of Skirball Middle School. Parents/guardians shall be notified in advance of the enactment of the suspension and can appeal a student’s suspension. A suspension appeal shall be submitted to the Chief Schools Officer and shall be heard if requested within five (5) school days of the notification of suspension by the principal or designee. Upon consideration, the Chief Schools Officer’s decision shall be final. The student shall be considered suspended until a meeting is convened to hear the appeal. The decision regarding the appeal will be made within one (1) school day of the appeal hearing. Parents/guardians will be notified of the decision in writing within three (3) school days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

During the term of the suspension, Skirball Middle School shall provide the student with meaningful access to education. Missed assignments can be accessed virtually through class websites or arranged for pick-up or delivery with the parent/guardian. The student shall also be given the opportunity to take make-up tests if they were missed during the term of the suspension.

**Authority to Expel**

A student may be expelled by a three (3) member panel, known as the Expulsion Panel that is designated by the Skirball Middle School Board of Directors (“School Board”). The Expulsion Panel shall be selected by the Board President and will consist of Alliance staff. The members of the Expulsion Panel shall meet the following criteria:

1. The members shall have no knowledge or previous familiarity of the student or situation, and
2. The members are not Skirball Middle School employees.

**Process for Expulsion**

Upon a recommendation of expulsion by the principal or principal’s designee, the pupil and the pupil’s parent/guardian or representative will be invited, by letter or by phone, to a pre-expulsion conference within five (5) school days. During the conference, they will have the right to respond to the allegation. If necessary, they will be given three (3) additional school days after the conference to respond. This conference will also provide an opportunity to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or designee.

**Expulsion Hearing**

A hearing to determine whether the student should be expelled is required for recommendation for expulsion. The hearing shall be held within 30 school days after the principal makes his/her expulsion recommendation. The hearing shall be presided over by the Expulsion Panel described above.
The principal or designee provides written notice of the hearing to the student and the student's parent/guardian within ten (10) calendar days before the date of the hearing. This notice shall include:

a) The date and place of the expulsion hearing.

b) A statement of the specific facts, charges, and offense(s) upon which the proposed expulsion is based.

c) A copy of the charter school's disciplinary rules which relate to the alleged violation;

d) 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;

e) The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or a non-attorney advisor;

f) The right to inspect and obtain copies of documents to be used at the hearing;

g) The opportunity to confront and question witnesses who testify at the hearing;

h) The opportunity to question evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

i) Information on the family's right to postponement.

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 determination by the 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. Sworn declarations may be admitted as testimony from witnesses of whom the Expulsion Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Expulsion Panel shall be in the form of written findings of fact. The final decision by the panel shall be made within three (3) school days following the conclusion of the hearing.

If the Expulsion Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program or be given the opportunity to transfer to another Alliance school with mutual agreement of the parent and the other Alliance school.

Written Notice to Expel

Following a decision of the Expulsion Panel to expel, the principal or designee shall send to the student and parent/guardian written notice of the decision to expel within five (5) school days. This notice to expel a student will be sent by certified U.S. mail and will include the following:

a) The panel's adopted findings of fact.

b) The reinstatement eligibility review date. The student must have successfully completed the conditions outlined in the rehabilitation plan.

c) A copy of the rehabilitation plan. The rehabilitation plan typically includes one or more of the following categories: 1) academic performance (i.e. maintain a certain grade); 2) satisfactory behavior expectations (i.e. no suspensions related discipline referrals); and 3) other (i.e. counseling or other social services support that will have a direct impact on remedying the identified issue).

d) The type of educational placement or study plan during the period of expulsion.

e) Appeal procedures.

f) The specific offense(s) committed by the student.

g) Notice of the student’s or parent's obligation to inform any new school district in which the student seeks to enroll that the student has been expelled from Skirball Middle School.
**Appeal of Expulsion**

An expulsion decision may be appealed within 30 calendar days of the date of the Expulsion Panel’s written decision to expel. The parent/guardian must submit the appeal in writing to the School Board President. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student’s parent/guardian must attend to present his/her appeal either verbally or in writing. The Expulsion Appeal Panel shall have three (3) members. The panel shall be selected by the School. Panel members shall not be employees, shall have no Skirball Middle School or Alliance employees, shall have no familiarity of the incident or student, and shall not be the same individuals that served on the Expulsion Panel. The scope of review of the panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel shall be final. Parents will be notified of the Expulsion Appeal Panel’s decision, in writing, within two (2) school days of the hearing. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated.

**Expelled Pupils/Alternative Education**

In the event of a decision to expel a student from, the school will work cooperatively with the county and/or other schools to find alternative placement for the student. The school shall communicate any incident of violent and/or serious student behavior to the district/school in which the student matriculates.
ELEMENT 11: Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

Skirball Middle School assures that the school provides retirement information in a format required by LACOE.
ELEMENT 12: Public School Attendance Alternatives

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

Skirball Middle School is a school of choice; no student is required to attend. Skirball Middle School will support families interested in learning about their enrollment options by guiding them to nearby schools using resources such as LAUSD’s Resident School Finder and connecting them to the Local District Operations for placement.
**ELEMENT 13: Rights of District Employees**

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Job applicants for positions at Skirball Middle School are considered through an open process and, if hired, enter into a contractual agreement with the Charter School.
ELEMENT 14: Mandatory Dispute Resolution

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

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

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

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

Director/Principal
Charter School
603 E. 115th Street
Los Angeles, California, 90059
[See Element 14]

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

Disputes Arising Within Skirball Middle School

Disputes arising from within Skirball Middle School including disputes among and between students, staff, parents, volunteers, and partner organizations shall be resolved by the Skirball Middle School principal and/or Board of Directors.

Below are the general complaint procedures to address internal disputes which may arise and include:

- Parent Internal Complaint Resolution Procedures – Depending on the issue, Skirball Middle School shall provide the following recourses to resolve parent complaints
  - Classroom Teacher
  - Principal
  - Chief Schools Officer (as needed).
  - School Board of Directors (as needed).
School Staff (certificated, classified) Internal Complaint Resolution Procedures – Skirball
Middle School shall provide the following recourse to resolve staff member complaints
  o Supervisor
  o Employee Relations (as needed)
  o School Board of Directors (as needed)
ELEMENT 15: Exclusive Public School Employer

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code." Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT 16: Charter School Closure Procedures

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

The Alliance Chief Financial Officer and Chief Operating Officer are designated as the Charter School’s closure agent in the event the school closes.

REVOKEATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.
Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements.
In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

Records Retention and Transfer
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher grade books, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent, licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. **Final unaudited reports**

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a non-profit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
### ADDITIONAL PROVISIONS

#### FACILITIES

**District-Owned Facilities**

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
• **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

• **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

• **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

• **Minimum Payments or Charges to be Paid to District Arising From the Facilities**:
  1. **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  2. **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• **Maintenance & Operations Services**: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  1. **Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  2. **Sole Occuapt**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
• **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site**: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance**: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management**: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management**: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:
1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."
Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**Fiscal Matters**

**District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.
Audit and Inspection of Records
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

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

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

Assurances and Affirmations

Alliance Jack H. Skirball Middle School (also referred to herein as “Skirball Middle School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing 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”). (Ed. Code § 47605(d)(2)(A).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations 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

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.
**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.

**English Learners**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

**Students with Disabilities**
Federal Law Compliance
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

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

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

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

- **CBEDS (Including Charter Schools)**

- **All Students enrolled as of December 1 of each school year**

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

- **Dropout (Including Charter Schools)**

  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities
required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

**Element 4 – Governance**

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

**GENERAL PROVISIONS**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.
Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

**LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.
Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

**RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of 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 notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.
**STUDENT RECORDS**

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**PARENT ENGAGEMENT**

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

**Element 5 – Employee Qualifications**

“The qualifications to be met by individuals to be employed by the 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 recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.
Element 6 – Health and Safety Procedures

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

Health, Safety and Emergency Plan

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Clearances and Fingerprinting

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

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

**SAFE PLACE TO LEARN ACT**

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

**Element 7 – Means to Achieve Racial and Ethnic Balance**

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

**COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.
Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

**Element 8 – Admission Requirements**

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

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

**HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.
**NON-DISCRIMINATION**

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

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

**Element 9 – Annual Financial Audits**

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

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

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- **k. Provisional Budget** – Spring prior to operating fiscal year
- **l. Final Budget** – July of the budget fiscal year
- **m. First Interim Projections** – November of operating fiscal year
- **n. Second Interim Projections** – February of operating fiscal year
- **o. Unaudited Actuals** – July following the end of the fiscal year
- **p. Audited Actuals** – December 15 following the end of the fiscal year
- **q. Classification Report** – monthly according to Charter School’s Calendar
- **r. Statistical Report** – monthly according to Charter School’s Calendar of Reports
  
  In addition:
  - **P1, first week of January**
  - **P2, first week of April**
- **s. Instructional Calendar** – annually five weeks prior to first day of instruction
- **t. Other reports as requested by the District**
Element 10 – Suspension and Expulsion Procedures

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

**GENERAL PROVISIONS**

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

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

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

**STUDENTS WITH DISABILITIES**

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

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

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

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
  - Copy of parental notice of expulsion hearing
  - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  D. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).
OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

REINSTATEMENT

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)
Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

**Element 12 – Public School Attendance Alternatives**

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

**Element 13 – Rights of District Employees**

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

**Element 14 – Mandatory Dispute Resolution**

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)
The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

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

5) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

   Director/Principal
   Charter School
   [See Element 14]

6) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for
mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

8) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Element 16 – Charter School Closure Procedures

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

Revocation of the Charter

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.

Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

**Closure Action**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:
9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

13. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

7. The students’ school districts of residence

8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

3. A description of the circumstances of the closure

4. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

4. Information on how to enroll or transfer the student to an appropriate school

5. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School

5. The name(s) and contact information for the person(s) handling inquiries regarding the closure

6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:
9. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

10. Charter School’s process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

11. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

12. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

13. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

14. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

15. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

16. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

**Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the
charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue
until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

h. Make final federal tax payments (employee taxes, etc.)

i. File its final withholding tax return (Treasury Form 165).

j. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16.

The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

**Additional Provisions**

**FACILITIES**

**District-Owned Facilities**

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.
For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  1. **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  2. **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  1. **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  2. **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the
operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site**: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance**: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management**: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management**: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA
requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

9. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
10. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

12. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and
their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

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

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