Bright Star Secondary Charter Academy (BSSCA)

Petition Respectfully Submitted to the Los Angeles Unified School District
August 21th, 2015

For the charter term of July 1, 2016 – June 30, 2021
Bright Star Secondary Charter Academy Charter Petition

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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 ....................................................................................................... 7

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AFFIRMATIONS AND ASSURANCES

Bright Star Secondary Charter Academy also referred to herein as “BSSCA” 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).)
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.
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 beginning August 1, 2014 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.

Section 1: General Information

<table>
<thead>
<tr>
<th>BSSCA GENERAL INFORMATION</th>
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<tr>
<td>The contact persons for Charter School is:</td>
<td>Monique Bonilla and Melissa Kaplan</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>5431 West 98th Street Los Angeles, CA 90045</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>424-789-8337</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>Target Community - West Adams</td>
</tr>
<tr>
<td></td>
<td>Site Address - 5431 West 98th Street Los Angeles, CA 90045</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>Yes</td>
</tr>
<tr>
<td>This location is in LAUSD Local District</td>
<td>West</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>7-12</td>
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<tr>
<td>The number of students in the first year will be:</td>
<td>600</td>
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<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>9th-12th</td>
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<tr>
<td>The enrollment capacity is:</td>
<td>750</td>
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<td></td>
<td>(Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency).</td>
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<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional</td>
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<td>The bell schedule for Charter School will be:</td>
<td>7:48AM – 3:23PM</td>
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The term of this charter shall be from: July 1, 2016 to June 30, 2021

Section 2: Community Need For Bright Star Secondary Charter Academy.

Part A: School’s Performance Over The Current Term Charter Term

1. Academic Performance

In Partnership with parents and the community, BSSCA prepares our students for success in college and life beyond. To achieve this goal, we provide a rigorous academic program, tools for good decision-making and a culture of accountability, creativity and compassion.

Students at BSSCA (herein referred to as “BSSCA” or “Charter School”) enjoy several educational benefits:

- Team building and character education development;
- Out-of-class Educational Opportunities including Service Learning and experiential field trips throughout the county, state and country;
- Exposure to a culture of higher learning through a robust advanced placement program specifically targeted for students in their 11th and 12th grade years.
- WASC accreditation through the end of the current school year. The school is currently undergoing the study process to renew the accreditation prior to expiration. The initial WASC visit has been scheduled.

All BSSCA students are a part of a school environment where school administrators personally know each student and all the staff members know each other and the families they serve. Finally, students and parents have the assurance from the school that students are given all the time they need to complete their educational experience prior to being promoted to the next grade, class or level if they have not yet mastered the requisite skills. The school implements a number of interventions embedded within the school day in the form of additional interventions periods, after school in the form of tutoring, and additional school sessions over breaks (fall, winter, and spring) in order to allow students to achieve mastery of the learning objectives. Students who need credit recovery have both summer and online options provided by the school. Lastly, students who are missing up to two graduation requirements are allowed participate in the culmination ceremony with their classmates and are given the summer following their Senior year to complete those remaining requirements. This overarching approach has resulted in exciting educational outcomes for students. It is our hope that we will be able to continue serving the needs of our students for the upcoming charter term.
In accordance with education code 47607(b) Bright Star Secondary Charter Academy has satisfied the following criteria for charter renewal.

a. **State-wide Decile Ranks**¹

In accordance with education code 47607(b) (2) BSSCA has met the state’s requirement that its state-wide rank be between deciles 4-10 inclusive in both 2013 and 2012.

<table>
<thead>
<tr>
<th>Year</th>
<th>API State Rank</th>
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<tr>
<td>2013</td>
<td>8</td>
</tr>
<tr>
<td>2012</td>
<td>9</td>
</tr>
</tbody>
</table>

b. **Similar Schools Decile Rank**²

In accordance with education code 47607(b) (3) BSSCA has met the state’s requirement that its similar schools rank be between deciles 4-10 inclusive in both 2013 and 2012.

<table>
<thead>
<tr>
<th>Year</th>
<th>API Similar Schools Rank</th>
</tr>
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<tbody>
<tr>
<td>2013</td>
<td>10</td>
</tr>
<tr>
<td>2012</td>
<td>10</td>
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</table>

¹ Decile information was retrieved from the California Department of Education.
² ""
c. Academic Performance at least Equal to the Academic Performance of Surrounding Schools

In accordance with education code 47607(b) (4)(A) BSSCA has met the state’s requirement that the performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would have otherwise been required to attend. This is true both school-wide as well as for special student populations. Below you will see student achievement data which demonstrates both historical and current positive student outcomes. The data included below includes: Historical API scores, 2012-2013 STAR results, and 2014-2015 CAASPP results.

i. Surrounding Schools API Score Comparison

1. SCHOOL-WIDE
As noted in Chart 1.1 BSSCA has outperformed surrounding traditional public schools, as well as LAUSD (LEA-wide) in school-wide API scores from 2011-2013.

Chart 1.1: 2011-2013 Comparison of BSSCA’s School-wide API Scores to LAUSD and surrounding schools*4

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* All API scores were retrieved from the California Department of Education.
* Westchester does not have data but is a surrounding school this continues for charts 1.1 -1.5
ii. Surrounding Schools API Score Comparison

1. **Significant Student Populations**

   As noted in Charts 1.2 -1.4 BSSCA has outperformed surrounding traditional public schools, as well as LAUSD (LEA-wide) in significant student population API scores from 2011-2013.

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5 All API scores have been retrieved from the California Department of Education
Chart 1.2: 2013 Comparison of BSSCA’s Significant Student Population’s API Scores to LAUSD and Surrounding Schools

![Bar Chart]

Note: If there is a missing data point it is because the data was missing as this is not a significant student population at the comparison school.

Chart 1.3: 2012 Comparison of BSSCA’s Significant Student Population’s API Scores to LAUSD and Surrounding Schools
Chart 1.4: 2011 Comparison of BSSCA’s Significant Student Population’s API Scores to LAUSD and Surrounding Schools
iii. 2012-2013 STAR ELA and Math Results

1. All Students

Chart 1.5 demonstrates that BSSCA outperformed surrounding schools in both ELA and Math on the STAR test school-wide.

Chart 1.5: BSSCA’s 2012-2013 STAR ELA and Math Results

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6 The sources for this data are the Ed-Data’s website (https://www.ed-data.k12.ca.us/) and Bright Star’s student information system (Illuminate).
i. **2012-2013 STAR ELA and Math Results**

1. **Significant Student Populations**

Table 1.3 demonstrates that BSSCA’s significant student populations have outperformed their peers in surrounding schools. Through a combination of rigorous instruction, high expectations, and targeted supports, it is clear that our students are capable of achieving high standards of learning. While our ELL’s significantly outperform district students in ELA, Math performance slightly lags behind the district. In order to increase student performance in math, we have adopted the research-based Ascend Math computer program, which is implemented in a blended learning model within the regular math classrooms in order to fill in student skill gaps. One reason for this is BSSCA’s ELL support program is relatively new; additionally, we have placed a greater focus on developing ELL’s literacy skills as opposed to focusing on disciplinary literacy. Moving into the 15-16 school year, BSSCA will have 1.5 full time employees dedicated solely to assisting ELL’s, a 300% increase in manpower.

We have also struggled with supporting our Special Education Students. Bright Star Schools have experienced a 44% increase in Special Education numbers in the past three years alone. Prior to that, our Special Education enrollment was very low and we were not fully prepared to support staff in supporting student achievement. We have hired a Special Education Coordinator for the 15-16 school year who will spend one full day a week coaching our Resource Specialist Program Teachers (RSPs) in increasing student’s achievement. Additionally, we have adopted the research-based Language! and Ascend Math as skill building curriculum so that our RSP’s can more effectively move our students forward.
Table 1.3: 2012-2013 STAR ELA and Math Results by Subgroup

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>School-wide ELA % Proficient &amp; Advanced</th>
<th>School-wide Math % Proficient &amp; Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bright Star Secondary Charter Academy</td>
<td>63%</td>
<td>28%</td>
</tr>
<tr>
<td>Susan Miller Dorsey Senior High</td>
<td>23%</td>
<td>8%</td>
</tr>
<tr>
<td>Los Angeles High School</td>
<td>31%</td>
<td>11%</td>
</tr>
<tr>
<td>Crenshaw Science, Technology, Engineering, Math and Medicine Magnet</td>
<td>20%</td>
<td>5%</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bright Star Secondary Charter Academy</td>
<td>43%</td>
<td>21%</td>
</tr>
<tr>
<td>Susan Miller Dorsey Senior High</td>
<td>28%</td>
<td>5%</td>
</tr>
<tr>
<td>Los Angeles High School</td>
<td>26%</td>
<td>9%</td>
</tr>
<tr>
<td>Crenshaw Science, Technology, Engineering, Math and Medicine Magnet</td>
<td>18%</td>
<td>3%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bright Star Secondary Charter Academy</td>
<td>61%</td>
<td>28%</td>
</tr>
<tr>
<td>Susan Miller Dorsey Senior High</td>
<td>26%</td>
<td>7%</td>
</tr>
<tr>
<td>Los Angeles High School</td>
<td>33%</td>
<td>14%</td>
</tr>
<tr>
<td>Crenshaw Science, Technology, Engineering, Math and Medicine Magnet</td>
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<td>4%</td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td></td>
</tr>
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<td>Bright Star Secondary Charter Academy</td>
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<td>4%</td>
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<td>6%</td>
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<td>2%</td>
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<td>22%</td>
<td>13%</td>
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<td>Los Angeles High School</td>
<td>18%</td>
<td>4%</td>
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<tr>
<td>Crenshaw Science, Technology, Engineering, Math and Medicine Magnet</td>
<td>17%</td>
<td>10%</td>
</tr>
</tbody>
</table>

ii. 2014-2015 CAASPP ELA and Math Results

1. All Students

The most current achievement data from BSCCA is reported below. This is the CAASPP first year being taken and therefore we are unable to make a historical comparison. We are also unable to compare this data to surrounding schools.

Chart 1.6: BSSCA’s 2014-2015 CAASPP ELA and Math Results

The CDE has released Scale Score Ranges for the state. Based on the score distribution of all test takers in the Smarter Balanced Assessment Consortium, California 11th grade students scoring in the third level

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7 This data was pulled from CAASPP.org and our login is specific to BSSCA
or higher in ELA scored in at least the 61st percentile in the consortium. Eleventh grade students scoring
in the third level or higher in math scored in at least the 68th percentile in the consortium. Therefore,
61% of BSSCA students (scoring 3 or better) tested above the 61st percentile in ELA and 34% of students
tested above the 68th percentile in math.

i. AP Five-Year School Score Summary (2011-2015)⁹

Over the past 5 years BSSCA has expanded and improved its AP class offerings. In 2010 BSSCA had 7
students take the US history exam. This has expanded to 152 students in 2014 taking AP exams in:
United States Government and Politics, United States History, Calculus AB, Calculus BC, Biology,
Chemistry, and Spanish Language and Culture. Chart 1.7 indicates that BSSCA has shown consistent
growth both in the number of students taking AP exams as well as the total % of AP students who are
receiving scores of 3+. According to College Board “success” on an AP exam is defined by an exam score
of 3 or higher. They believe that a 3 or higher score is predictive of college success and college
graduation. BSSCA’s increased number of students receiving a 3+ score on AP exams demonstrates
increased college readiness and preparedness amongst BSSCA students.

Charts 1.7: BSSCA’s AP Five Year School Score Summaries

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⁸ The CDE has released Scale Score Ranges for the state were retrieved from
http://www.cde.ca.gov/ta/tg/ca/sbscalerange.asp.
⁹ These scores were obtained from the College Board. The College Board’s definition of success was obtained from BSSCA’s
AP Five-Year School Score Summary produced by the College Board.
2. Success of the Innovative Features of the Educational Program
   a. Connections Program

Program Description:

The Connections Program is our latest and most comprehensive program created to meet the academic, social and emotional needs of our mainly low-income and minority students. The program consists of four strategic initiatives, Student Services, Family Services, Grit Curriculum, and Alumni Support. BSS designed the Connections Program so that every student will have an ally on staff whose sole purpose is to help them graduate from high school prepared to enter and succeed in a four-year college or university or equipped with a viable post-secondary career plan. The Connections Program provides every BSS student with individual guidance counseling, academic support, and social
service referrals from their personal advocate ("Connector"). The section below will detail the impact both the connectors and the family services have on our student population.

**CONNECTORS IMPACT**

In order to understand the impact connectors have on our student population we look at several points of data. The first data point we consider is the suspension and expulsion rates. Chart 2.1\(^{10}\) indicates a significant decline in the suspension rate from 2011-2012 to 2012-2013. This significant reduction in suspension rates can be attributed to a focus on a less punitive model of shaping student behavior. With the support of the Connectors and the Student Conduct Team, we made a strong shift toward other means of correction and addressing students’ underlying needing which may prompt misbehavior. Some other means of correction commonly used are:

- opportunities for students to reflect on their behavior, including perceived or actual consequences for themselves and others
- logical consequences that relate to the misbehavior
- lunch or after school detention
- student and parent conferences are held with key stakeholders including administration, teachers, and counselors
- provision of any number of resources or referrals to community based organizations offering youth programs or supports
- opportunities for school based counseling through our partnership with Didi Hirsch
- push in support services from campus support staff

In addition to suspension and expulsion data we consider student satisfaction as reported on student surveys. Chart 1.8\(^{11}\) indicates student responses to the question, “Overall I feel good about being in this school” and Chart 1.9 contain student responses to the question, “Adults in this school want me to succeed.” As you can see from the Chart 1.8 and 1.9 students have consistently and overwhelmingly agreed that they feel good about attending BSSCA. While there are 25% of students who do not report feeling good about attending schools, our connectors proactively work to identify students who are not currently engaged in school or who are experiencing other challenges and provide them with the support needed. Additionally, based on Chart 1.9 students also feel that adults want them to be successful.

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\(^{10}\) Suspension and expulsion rates were obtained from the California Department of Education. The most current data (2014-2015) are our numbers which have been submitted to the state however, have not been posted to the website yet.

\(^{11}\) Student satisfaction survey results come from a school wide survey which is administrated twice a year.
In addition to school culture, connectors have a strong impact on college acceptance rate as well as college persistence rate. Connectors work directly with students and families to help them select the college that is likely to be the best fit for them. Additionally, we have used historical persistence data gathered directly from alumni to inform our strategies. For instance, Connectors have found many students leave school before completion due to financial concerns. Knowing that this is a challenge for our students, we work directly with students and families to prior to entering college to prepare them for the likelihood of experiencing said challenge. Connectors assist students and families for creating contingency plans so that they are prepared for meeting a challenge should it occur.

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12 All survey data comes from an internal student survey administered multiple times a year
**Family Services Impact**

Bright Star Schools understands that our students and families face many barriers to academic success. Among the challenges identified in urban education are higher concentrations of poverty, greater racial and ethnic diversity, larger concentrations of immigrant populations and linguistic diversity, and more frequent rates of student mobility (Kincheloe, 2004, 2010). We believe that it is also necessary to educate the majority of our parents about America’s higher education system so that they may plan

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13. College Acceptance Rate is tracked internally and ongoing.
14. This data is collected by the school through ongoing contact with alumni.
for their student’s future. We see it as our responsibility to assist our families in overcoming these challenges to ensure successful outcomes for the students we serve. Our parent satisfaction data is overwhelming positive, with 75%+ of our parents agreeing or strongly agreeing with our focus statements.

**BSSCA’s Parent’s Satisfaction Survey Results**

Chart 2.2 Parent Survey Question, “I am satisfied with the overall education my child is receiving”

Chart 2.3 Parent Survey Question, “I feel Welcomed at my Child’s School”

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15 Parent Satisfaction Survey Results come from a survey which is administered twice a year to parents.
Chart 2.4: Parent Survey Question, “I’m satisfied with the WAY my child’s school communicates with me”

b. Restorative Justice Programs

Bright Star attributes the decrease in suspensions and expulsions to an ongoing effort to implement other meaningful forms of correction and restorative justice practices on the campus. All connectors and deans have received extensive training in leading restorative justice circles and both routinely implement in their ongoing work with students. These practices allow the students to learn from their mistakes by correcting them and repairing any harm they may have done to their community. Trainings on restorative practices are offered to staff members through a variety of workshops on and off site. These trainings focus on the theory and practice of restorative justice in schools. When applicable we utilize the services of Council in Schools to facilitate harm circles or restorative conferences with involved students, parents, staff and/or community members.

Chart 2.5: BSSCA’s Suspensions Rate and Number of Expulsions Overtime
c. Life Experience Lessons (LEL)

Program Description:
Life Experience Lessons (LELs) have been a hallmark of Bright Star’s program since our founding. We believe that students must be offered opportunities to enhance their education with real-life experiences if they are going to succeed in life outside the classroom. Each year BSSCA students participate in several life experience lessons. It is important to note that these trips are entirely paid for by Bright Star Schools. While parents are asked for a small donation, no eligible child is ever turned away for not contributing the donation. Students are selected to attend the LELs through an application process, which includes a personal statement as to why the student believes he or she will benefit from the experience.

Wilderness Trip
Each year BSSCA sends 60 students on a weeklong trip to Yosemite. The focus of our Yosemite/NatrueBridge trip is exploring and gaining respect for nature, while also gaining valuable experience in teambuilding and leadership. These are critical skills and experiences for our students to combine with the academic components they receive in our classrooms. We want to ensure that our students are equipped with the tools and opportunities they need to succeed in college, and in life, and this opportunity can help achieve it.

College Experience Lessons
BSSCA sends 45 students each year on a college tour. These 45 students are comprised of approximately 15 ninth graders, 15 tenth graders and 15 eleventh graders. The purpose of this trip is to encourage all students to pursue a secondary degree upon high school graduation. These LEL’s provide an opportunity for students to visit college campuses outside of Southern California. At the end of a student’s high school career at Bright Star, all top achieving students will have visited college campuses from 4 different regions of the United States (West, South East, North West, and Mid-West). Southern Loop (LA, GA, NC, TN); Northern Tour (NY, PA, NJ); Mid-Western Loop (IL, IA, MO).

In addition to these week long college trips BSSCA hosts college day trips to introduce students to college campuses. BSSCA requires all students to visit at least 5 college campuses prior to graduation. These opportunities are all provided by the school and require no financial or time commitment on the part of parents. All students are attend these trips which are often organized by grade level.
**Wilderness Mentorship Trip (11th Graders)**

BSSCA sends 10 students each year to act as mentors for a 5th grade LEL trip hosted by Stella Middle Charter Academy (SMCA). Most of BSSCA’s high school students who act as mentors on this trip have also attended this trip as a 5th grader. Having previously attended this trip BSSCA students are uniquely positioned to support Stella’s Middle School Students, many of whom are experiencing Big Bear or Sequoia/Kings Canyon for the first time. This trip not only provides BSSCA students with an additional opportunity to explore a state or national park but also an opportunity to build leadership skills and share basic camping skills with younger students.

**Northern California Mentorship Trip (10th Graders)**

Similar to the wilderness trip, each year BSSCA sends 10 students on Stella Middle Charter Academy’s 6th grade LEL trip to Northern California. On this trip students experience the Northern California culture through museum visits, city tours and restaurant dining. Additionally, students are given the opportunity to complete their first “physical challenge” which are a requirement for graduation from Bright Star Schools. As mentor’s on this trip BSSCA students serve as positive roles models, take on increased responsibility, and learn how to manage large groups of younger students. This experience is intended to prepare students for their 11th grade trip where they will take on a greater responsibility as a mentor.

3. **Success of the Schools Educational Program in Meeting the Specific Needs of its Student Population (overall and by subgroup)**

BSSCA has a diverse student body with student’s speaking 6 different primary languages. The most common primary language spoken at BSSCA is Spanish. As noted in Chart 2.7 and 2.8 the vast majority of BSSCA’s student qualify for free and reduced lunch and are considered to be socio-economically disadvantaged. Regardless of the challenges our student face, all student populations are performing at high levels relative to their peers at surrounding schools.

Above we have shared the API and CST results school-wide and for significant student populations. Both performance metrics indicate that all groups are performing at high levels, especially when compared with surrounding schools. In the following section we will dig a deeper into how BSSCA’s educational program has supported students in the following areas; Graduation, High School Exit Examination, EL reclassification and CELDT passage rate. Each of these rates has been compared to the surrounding schools our students would have otherwise attended.
Chart 2.6 BSSCA’s Student Demographics - Primary Languages Spoken

- Bengali: 0.18%
- Punjabi: 0.18%
- Other non-English languages: 1.07%
- Korean: 0.18%
- Ukrainian: 0.18%
- Spanish: 74.96%
- English: 23.26%

Chart 2.7 BSSCA’s Student Demographics - Socio-Economic Status

- N: 6.44%
- Y: 93.56%

Chart 2.8 BSSCA’s Student Demographics – Lunch Status

- Paid: 7.87%
- Reduced: 17.89%
- Free: 74.24%

Chart 2.9 BSSCA’s Student Demographics - Ethnicity and Race

- White: 0.36%
- Asian: 1.97%
- Hispanic: 85.87%
- Black/African Am: 11.81%

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16 This data was retrieved from the 2014-15 CALPADS Fall 1 reporting period
a. Graduation Rate

According to chart 3.1 BSSCA’s graduation rate is just under 74% this represents a significant increase over past years the 2011 and 2012 school years. During that time the school was piloting a “5Y” program where students eligible to graduate were encouraged to complete a fifth year of high school to strategically raise their GPA’s and be more competitive to colleges and universities. This program has since been discontinued because it did not produce the desired result. While BSSCA’s graduation rate hovers slightly below neighboring high schools, it should be noted that all BSSCA graduates complete all A-G Requirements with a “C” or better (a standard that district schools will not adopt until 2017). BSSCA has begun offering a comprehensive summer school program available to all students who need credit recovery at no cost. For students who are unable to attend summer school due to family commitments, the school also offers online credit recovery programs. Most importantly, though, is ensuring that students do not fall significantly behind to begin with. For that reason, every quarter, parents receive a graduation tracker report which their child’s overall progress toward meeting the A-G and all other graduation requirements.
Chart 3.1 BSSCA’s High School Graduation Rate (2010-2014)

- BSSCA
- Susan Miller Dorsey Senior High
- Los Angeles Senior High School
- Crenshaw Science, Technology, Engineering, Math and Medicine Magnet

b. California High School Exit Examination

BSSCA students consistently outperform neighborhood schools significantly on the CAHSEE.

Chart 3.2 BSSCA’s ELA CAHSEE Rate

- BSSCA
- Susan Miller Dorsey Senior High
- Los Angeles Senior High School
- Crenshaw Science, Technology, Engineering, Math and Medicine Magnet
c. EL reclassification and CELDT passage rates

BSSCA consistently supports students in passing the CELDT at higher rates than district schools and reclassifies at a higher rate. As shown below, there have been fluctuations in RFEP rates over the years. One of the main reasons is that at the outset of the 2012-2013 school year, BSSCA changed its RFEP criteria to align with LAUSD. Prior to 2012 students were required to have achieved a Proficient score on the CST, as opposed to Basic as adopted by LAUSD.
4. Areas of Challenge and How the School has/will continue to improve in the New Charter Term

a. Initial Low Special Education Student Enrollment

In 2010-2011 year the Charter School Division provided feedback that BSSCA’s special education student population was significantly below that of surrounding schools. As a result of this feedback BSSCA has worked to recruit and retain a special education student population that is roughly equal to that of the surrounding schools so as to ensure that the school is meeting community’s needs. BSSCA began by reviewing its marketing and enrollment materials and making sure they were welcoming to parents and students with special needs. Additionally, we have focused on improving the quality services of support
services in order to retain our new enrollees. Many of our new special education enrollees state that they learned about BSSCA by word of mouth, supporting that the latter is the more powerful lever in increasing our population. Chart 3.7 depicts BSSCA’s increasing special education enrollment since receiving this feedback. In addition Chart 3.8 demonstrates the 2014-2015 breakdown of student’s special education needs.

Chart 3.7 BSSCA’s Special Education Enrollment from 2010/2011- 2014/2015

![Chart 3.7 BSSCA’s Special Education Enrollment from 2010/2011- 2014/2015](chart)

Chart 3.8 BSSCA’s 2014-2015 Special Education Student Population Breakdown

**Part C: Surrounding Schools Demographic And Performance Data**

The specific address used as the center point of the analysis is the address of Stella Middle Charter Academy located at 2636 S. Mansfield Ave, Los Angeles, CA 90016. The reason we have chosen this address is because many of BSSCA’s students matriculate from Stella Middle Charter Academy, and 75% of our students come from the West Adams community.

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17 This data (certified Fall 1 Enrollment Counts by subgroup - Special Education) was obtained from the California Department of Education’s California Longitudinal Pupil Achievement Data System online at WWW.CALPADS.CA.GOV.
<table>
<thead>
<tr>
<th>LAUSD High Schools</th>
<th># of Students (2013-2014)</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>[2013] Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>[2011-2013] API 3 Year Average</th>
<th>API Similar Schools Rank</th>
<th>School Performance Framework Classification (SPF)</th>
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</thead>
<tbody>
<tr>
<td>Bright Star Secondary Charter School</td>
<td>510</td>
<td>93.3%</td>
<td>8.2</td>
<td>15.9</td>
<td>Latino - 65.1</td>
<td>African American - 12.2</td>
<td>Asian - 1.8</td>
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<td>Susan Miller Dorsey Senior High Schools</td>
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<td>82.3%</td>
<td>15.9%</td>
<td>15.6%</td>
<td>African American - 52.2%</td>
<td>Hispanic/Latino - 45.4%</td>
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<td>African American - 9.4%</td>
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<td>LAUSD Middle Schools</td>
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<td>% of English Learners</td>
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<td>% Major Ethnicity #2</td>
<td>% Major Ethnicity #3</td>
<td>[2013] Growth API</td>
<td>Met Schoolwide Growth Target?</td>
<td>Met Subgroup Growth Targets?</td>
<td>[2011-2013] API 3 Year Average</td>
<td>API Similar Schools Rank</td>
<td>School Performance Framework Classification (SPF)</td>
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¹⁹ School Performance Frameworks for all schools was retrieved from http://schoolinfosheet.lausd.net/budgetreports/sfsearch.jsp#searchbit. All frameworks are 2013-2014. All enrollment information was obtained from 2013-2014 SARC documents on each school. While 2013 API scoring information was obtained from the California Department of Education API school reports. All 3 year average API scores are the non-weighted average API for a school located on the California Department of Education website.

Demographic information only available for 2014-2015 obtained from http://www.sarconline.org/Sarc/Order/19101990127274?year=
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<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>[2013] Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>(2011-2013) API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>School Performance Framework Classification (SPF)</th>
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<tr>
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<td>95</td>
<td>9</td>
<td>16</td>
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<td>African American - 12.2</td>
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<td>Does not have a school report</td>
</tr>
<tr>
<td>Frederick Douglass Academy Charter High School</td>
<td>299</td>
<td>46</td>
<td>9</td>
<td>3</td>
<td>Latino - 7</td>
<td>African American - 85</td>
<td>American Indian - 1</td>
<td>741</td>
<td>yes</td>
<td>no</td>
<td>751</td>
<td>2</td>
<td>7</td>
<td>Does not have a school report</td>
</tr>
<tr>
<td>Crenshaw Arts – Tech Charter High</td>
<td>201</td>
<td>95</td>
<td>9</td>
<td>0</td>
<td>African American - 92</td>
<td>Latino - 7</td>
<td>N/A</td>
<td>682</td>
<td>No</td>
<td>no</td>
<td>682</td>
<td>2</td>
<td>8</td>
<td>Service and Support</td>
</tr>
</tbody>
</table>
Section 3: Student Population To Be Served

Part A: BSSCA Target Student Population

District Area: West

Community: West Adams

75% of students attending Bright Star Secondary Charter Academy are from the West Adam’s community and bused to a school site near the Los Angeles International Airport (LAX). The borders of the West Adam’s community are the ten freeway, Rodeo, Fairfax and Crenshaw. West Adams’s location situates it’s self within the boundaries of LAUSD’s Board District 4. A neighborhood with pockets of deep poverty, the West Adams Neighborhood is beset by several challenges. Table 3.8 indicates that the average income in West Adams is $38,209, with the majority of households making less than $20,000. Additionally, only 7.8% of residents 25 and older have a four year college degree. This is relevant because according to Pew Research Center, a college graduate will earn on average 650,000 more than a high school graduate over the course of a 40 year career.

Studies continually indicate that students living in households at or below the poverty line are at a greater risk of academic failure than their peers who live in households above the poverty line. Middle school and High School are the critical foundational bridges in skill acquisition, content knowledge, and character development necessary to prepare capable and confident students relentlessly pursuing higher education.

BSSCA aims to educate students in grades 7 – 12 in West Adams who want to enroll in a school with high expectations and a strong focus on rigor. Rigorous instruction and targeted

---

interventions and supports ensure that students have adequate opportunities to meaningfully engage the rigorous California Common Core State Standards and complete the A-G University of California (UC) and California State University (CSU) college entrance requirements. Our students will enroll in this challenging educational program in exchange for a commitment from the school that all of its students will learn and will be prepared not only to be accepted to, but to be successful in college and career.

As part of our school program, additional hours spent outside of the basic curriculum will be used for instruction in enrichment including structured co-curricular activities (athletic programs, clubs and the arts). Extra academic tutorial sessions will be provided at no extra cost for those students needing to “catch up” academically so that they can compete with their peers for college admission privileges and scholarship awards.

**Part B: Five Year Enrollment Rollout Plan**

The table below is a five year enrollment plan illustrating the number of students in each grade and the total number of students that BSSCA will serve in each year of the charter term.

<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>7</td>
<td>0</td>
<td>75</td>
<td>75</td>
<td>75</td>
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<td>8</td>
<td>0</td>
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<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>10</td>
<td>150</td>
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<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>11</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>12</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
<td>675</td>
<td>750</td>
<td>750</td>
<td>750</td>
</tr>
</tbody>
</table>
Section 4: Goals And Philosophy

Part A: Alignment Between Mission, Vision And Student Population

MISSION
BSSCA prepares high school students for educational success in college and life beyond. Within a rigorous, accountable, and supportive school community, students become high achieving, self-advocating, responsible scholars engaged in their community.

VISION
BSSCA believes that all students, regardless of socio-economic status, ethnicity, or language, are entitled to a high-quality education that will present them the opportunity to pursue college and a professional career. BSSCA will employ rigorous academics marked with frequent assessment and evaluation in order to consistently set high standards for achievement and encourage students to transcend all obstacles. Our instructional program has fully shifted to and aligned with the Common Core, with all midterm assessments and aligned instruction mirroring Performance Tasks. With high expectations for academics and behavior, and the supports and accountability measures to uphold those expectations, BSSCA will provide a school culture that engenders strong character, self-advocacy, and a responsibility to pursue education at every level. Through transparency in all policies and structures, devoted school leaders and faculty will ensure that students’ families and the communities in which they reside are invested in the success of their scholars. Preparedness, respect, engagement, and professionalism will be at the core of all BSSCA staff, their defined practices, and finally in the students who will emerge with the skills and character necessary to realize their educational and professional aspirations.

CORE VALUES
BSSCA strive to provide students with a well-rounded education, including a rigorous academic program that prepares students for college, and life experiences that expose students to a broad world beyond their current environments.

All of our programs are rooted in four core values:

- Our culture of **high expectations** emphasizes character development and strong values.
- Our **attention to detail** in all programs ensures we are thoughtful and effective in all we do.
- Our high **standards of accountability** ask the entire school community to strive for our shared success. One way we do this is by avoiding “social promotion” of our students before they meet grade level standards.
- Our openness to **continuous improvement** creates an atmosphere comfortable with change. We constantly evaluate and improve our curriculum and experiences as needed.
Part B: Describe What It Means To Be An “Educated Person” In The 21st Century

A 21st Century Educated Pupil
An educated person is a self-motivated, competent, lifelong learner who possesses the academic, intellectual, emotional and character skills necessary for success in high school, college and the world beyond.

For academic skills, such a person has a mastery of the English language along with a mastery of at least one other language. In addition to language, such a person demonstrates a fundamental understanding and fluency in mathematics, science, history, and the arts. An educated person has the ability to think both critically and creatively. Basic knowledge about the world and deep knowledge about subjects of interest and importance are essential, as are skills for effectively using technology and gathering information.

Being educated in the 21st Century requires an ability to work cooperatively and to understand and respect cultural and socio-economic differences between all people. An educated person understands the concept of global interdependence and sees clearly the need for greater social justice in the world.

An educated person in the 21st Century also must have developed an ability to monitor and maintain emotional and physical fitness. A quality education also instills habits that help one to have control of one’s life: to solve problems, to set and attain goals, to learn from experiences and to know when and how to follow social norms. Self-awareness involves recognizing one’s strengths and limitations, knowing what one wants to achieve in life and being reflective about one’s interactions and relationships with others.

An educated person Participates constructively in society, for one knows that such Participation is necessary for the benefit of society and for the individual as well. Such a person has developed a broad knowledge base and has acquired skills which allow one to enter the economic mainstream. Such a person works cooperatively to achieve constructive answers to difficult questions for the benefit of society. Such a person understands that every problem has some solution, although it often may not be a perfect solution.

An educated person in the 21st Century understands that character counts, and that we live on a planet where everybody and everything is interconnected, often in ways that we cannot see or comprehend. Such a person knows that one’s actions cause many further actions and reactions. Because of this, an educated person refers to and utilizes one’s own belief and value systems prior to making important decisions about oneself and about others.

An educated person communicates effectively, both orally and in writing, and bases his thoughts and arguments on a thoughtful consideration of the evidence at hand. He is able to participate in the larger intellectual dialogue by creating his own thoughts and ideas, using others’ ideas as a
springboard to form his own. In order to do this, the educated 21st Century learner is a savvy user of technology. He understands how to use the available tools to further his own learning, form opinions, interact with the world, and present the portrait of himself as a thoughtful and responsible citizen.

**Part C: How Learning Best Occurs**

Our instructional practices and program design are largely informed by Marzano’s research in What Works in Schools and What Works in Classroom Instruction and the guidelines for 21st Century Learners in David Conley’s work. Additionally, we believe that non-cognitive skills (or soft skills) to be essential to the successful of the students. These practices are embedded in our advisory program, our Connecting Program, and throughout the core courses; and, they are based largely on the research of Carol Dweck and Angela Duckworth.

Here at BSSCA, we believe that learning best occurs when students learn in an environment where they feel safe, where expectations for all students are clear and high and students are given the opportunity to make mistakes, learn from them, work hard and achieve their goals. We believe that all students can succeed academically when given the opportunity to learn through active participation in engaging activities. We further believe that all high school students need to develop high standards of honesty, industriousness, enthusiasm, kindness, compassion and generosity. Students participate in a daily advisory program with explicitly teaches the values and character traits that we want students to embody. Through direct instruction on character eduation, relevant readings, and monthly character education assemblies, our values are embedded within the very culture of the school.

Learning best occurs when learners start with their own knowledge and experience as the basis for learning. Students must feel that new ideas, information and skills are relevant, useful or important. They must be motivated by genuine interest or purpose, and should be challenged to work to high expectations. Students construct meaning through their learning experiences by doing more often than seeing or listening. Additionally, students learn best when they practice and apply new skills and concepts to real-life situations.

A school culture where learning is fun, exciting and essential helps all students in that environment. When academic learning is coupled with emotional and physical development, students come to feel comfortable in their environment and thus work harder to achieve academic goals.

Learning best occurs when educational objectives are simple, measurable and attainable. Clear definitions of what students should know and be able to do in each academic content area at grade level determines the content of the curriculum, affect teaching strategies, provide a perspective for selecting and training teachers and help parents understand what is expected of the children.
Learning best occurs when class size and school size are manageable. Although there are no magic numbers or solutions for what is manageable, it is imperative that the members of the school community know one another as individuals. We also believe that learning is most effective when parents understand and are involved in the educational goals of the school.

BSSCA has short-term, intermediate and long-term goals. The short-term goal is to provide a meaningful educational experience; one that impresses upon students the amount they can accomplish in a single year of dedicated hard work and the level to which they can enhance their self-confidence through achievement. The intermediate goal is to help students carry this sense of academic commitment and accomplishment throughout their high school experience. The long-term goal is to instill in our students the belief that they should and be able to attend college, and through this process, provide them the tools to do so.

**Part D: How The Goals Of The Program Enable Students To Become Self-Motivated, Competent And Lifelong Learners**

The fundamental goal of BSSCA is to help its students become self-motivated, competent, lifelong learners. BSSCA strives to educate students so that they know and understand how they learn, and how they can continue learning in college and beyond. Students understand how to learn from a classroom situation or from a group interaction and (probably most importantly) how to learn on their own.

A fundamental educational objective for BSSCA is to educate all of its students so that they are able to compete for selective and limited positions and/or scholarships at colleges and universities. Yet, given the current funding crisis in higher education, we also explore alternative post-secondary options for students that lead to attainment of a viable post-secondary plan, which is developed by the student and connector, in conjunction with his family.

An intense schedule ensure that there is enough time to teach all materials covered by the California Common Core State Standards and the UC/CSU A-G requirements. Yet the goal of the program will be that nobody falls behind. We will train students to employ effective study habits by providing them support in school and after school so that they can reach their full potential. We know that if students put in the required time and effort, and get the additional support and resources they need, they can be successful in the academic program.

Students will work toward mastering skills: developing concepts, critical thinking and problem solving. Students develop self-worth and respect for their heritage and the cultural heritage of others through arts, literature, social studies, science and math. Students receive an enriched curriculum in language arts, math, history and science through excellent teaching practice. Students strive to become proficient in both English and their native language. Students work towards demonstrating cooperative social behavior with a sense of responsibility toward their school, home and community through our connectors program, advisory and character building programs, and community service. Students are exposed to career, post-secondary opportunities and should begin to develop personal and professional life goals through exposure
to local leaders and our partnerships with local businesses and community organizations. Student performance will increase as demonstrated by standardized, criterion-referenced and performance-based tests.

BSSCA’s curriculum is based on the California Common Core State Standards. In addition, BSSCA offers many expanded options to meet the needs of all of its diverse students. These include more instructional time on task, life experience lessons outside the classroom and exposure to college expectations through a robust AP Program. Additionally, we offer a robust intervention program to our English Language Learners, as outlined in our EL Master Plan. We utilize our school counselors to develop truly effective and SSTs and ensure adherence to a tiered intervention program. SMCA is piloting a cutting edge blended learning classroom model for its Special Education students, and if it proves successful (and needed by the BSSCA student body), we anticipate replicating it at BSSCA.

**Part E: Description Of The School’s Annual Goals, For All Pupils (I.E. Schoolwide) And For Each Subgroup Of Pupils Identified Pursuant To Education Code § 52052, For Each Of The Eight (8) State Priorities Identified In Education Code § 52060(D). Description Of The Specific Annual Actions The School Will Take To Achieve Each Of The Identified Annual Goals**

These charter provisions address the requirements of Education Code § 47605(b)(5)(A)(ii). They are reflective of and consistent with this school’s Local Control Accountability Plan.

<table>
<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL #1</strong></td>
</tr>
<tr>
<td>Core academic teachers will have the appropriate certification and highly qualified status for the classes to which they are assigned.</td>
</tr>
<tr>
<td>Related State Priorities:</td>
</tr>
<tr>
<td>☒ 1  ☐ 4  ☐ 7</td>
</tr>
<tr>
<td>☐ 2  ☐ 5  ☐ 8</td>
</tr>
<tr>
<td>☐ 3  ☐ 6</td>
</tr>
<tr>
<td>Local Priorities:</td>
</tr>
<tr>
<td>☐:</td>
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<td>☐:</td>
</tr>
</tbody>
</table>

Specific Annual Actions to Achieve Goal
1. Adoption of Paycom system to monitor teacher credentials and expirations.


3. One National Board Certification Program scholarship and district support provided each year.

4. Teacher subsidy for adding SS authorization to MS credential.

5. BTSA program offered to teachers.

6. Increase the teacher salary scale by 2% until LCFF is fully funded.

7. Addition of Director of Teacher Development to manage hiring processes and all above initiatives and administration of induction program.

8. Addition of Hiring Manager to execute on the teacher hiring process and a teacher retention program.

## Expected Annual Measurable Outcomes

### Outcome #1: 100% of core content and college academic elective teachers will be appropriately credentialed or in a program working toward credential.

**Metric/Method for Measuring:** Metric: SARC, & Teacher HQT status

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>100% of core content and college academic elective teachers are appropriately credentialed</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### GOAL #2

100% of graduates will complete the A-G requirements.

**Related State Priorities:**

- ☐ 1
- ☒ 4
- ☒ 7
- ☒ 8
Specific Annual Actions to Achieve Goal

1. Connectors monitor student progress on a quarterly basis.
2. School publishes a quarterly graduation requirement tracker.
3. Course remediation offered via online programming and Summer School

Expected Annual Measurable Outcomes

Outcome #1: 100% of graduates will complete the A-G requirements.

Metric/Method for Measuring: A-G Completion via Illuminate

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>100% of graduates completed the A-G requirements (by June 2015)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

GOAL #3

English Language Learners will make significant and continual progress toward Advanced status until reclassification.

Related State Priorities:

☐ 1 ☒ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6
Specific Annual Actions to Achieve Goal

1. ELD Specialist to work with ELLs Level 1 & 2.
2. Professional Development for all staff on SDAIE strategies.
3. Professional Development on integration of ELD standards.
4. Adoption of differentiated resources.
5. Addition of Senior Literacy Coach.

Expected Annual Measurable Outcomes

Outcome #1: % of ELL students will increase one CELDT level each year until reclassification.

(Note: actual desired outcome varies year to year and specific outcome for year is indicated in subgroup table below.)

**Metric/Method for Measuring:** CELDT

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td>28% of students increased one CELDT level in 2014-15.</td>
<td>40% of ELL students to increase one CELDT level until reclassification.</td>
<td>45% of ELL students to increase one CELDT level until reclassification.</td>
<td>50% of ELL students to increase one CELDT level until reclassification.</td>
<td>55% of ELL students to increase one CELDT level until reclassification.</td>
<td>60% of ELL students to increase one CELDT level until reclassification.</td>
</tr>
</tbody>
</table>

Expected Annual Measurable Outcomes

Outcome #2: School will increase reclassification rate by 5% of the previous year’s rate.

(Note: actual desired outcome varies year to year and specific outcome for year is indicated in subgroup table below.)

**Metric/Method for Measuring:** Reclassification rate

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td>38.5%</td>
<td>School will increase reclassification rate</td>
<td>School will increase</td>
<td>School will increase</td>
<td>School will increase</td>
<td>School will increase</td>
</tr>
</tbody>
</table>
GOAL #4

Students will consistently participate and pass the EAP.

Related State Priorities:

☐ 1 ☐ 4 ☒ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

1. Senior Literacy Coach to provide targeted coaching in critical reading and writing.

2. 11th grade students will receive content rich SAT prep embedded within the GRIT course.

3. The Director of Curriculum and Instruction will work collaboratively with teachers and administrators to identify and help implement high quality math interventions and increase the overall quality of math instruction.

Expected Annual Measurable Outcomes

Outcome #1: 90% of students will participate in the EAP and 50% will pass.

Metric/Method for Measuring: EAP

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>100% participation: 71% passed ELA and 34% passed Math.</td>
<td>90% of students will participate in the EAP and 60% will pass one section.</td>
<td>90% of students will participate in the EAP and 65% will pass one section.</td>
<td>90% of students will participate in the EAP and 65% will pass one section.</td>
<td>90% of students will participate in the EAP and 65% will pass one section.</td>
<td>90% of students will participate in the EAP and 65% will pass one section.</td>
</tr>
</tbody>
</table>
**GOAL #5**

**All students will have access to AP courses and school will maintain a substantial passage rate.**

<table>
<thead>
<tr>
<th>Related State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1 ☒ 4 ☒ 7</td>
</tr>
<tr>
<td>☐ 2 ☐ 5 ☒ 8</td>
</tr>
<tr>
<td>☐ 3 ☐ 6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities:</th>
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<tr>
<td>☐:</td>
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<td>☐:</td>
</tr>
</tbody>
</table>

### Specific Annual Actions to Achieve Goal

1. School to develop an AP enrollment protocol which accepts all students who have successfully completed the prerequisite courses.

2. 100% of students are expected to take the AP test. School to pay testing fee as needed.

3. Teachers to receive AP course training.

4. School to begin vertically articulating AP skills and strategies beginning in grade 9.

### Expected Annual Measurable Outcomes

**Outcome #1:** 85% of graduates will take at least one AP course. School will maintain a passage rate (3+) of 60% or higher.

**Metric/Method for Measuring:** AP Access and Passage

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>All students (school wide)</td>
<td>60.7% of AP test takers have passed with a 3+.</td>
<td>85% of graduates will take at least one AP course. School will maintain a passage rate (3+) of 60% or higher.</td>
<td>85% of graduates will take at least one AP course. School will maintain a passage rate (3+) of 60% or higher.</td>
<td>85% of graduates will take at least one AP course. School will maintain a passage rate (3+) of 60% or higher.</td>
<td>85% of graduates will take at least one AP course. School will maintain a passage rate (3+) of 60% or higher.</td>
<td>85% of graduates will take at least one AP course. School will maintain a passage rate (3+) of 60% or higher.</td>
</tr>
</tbody>
</table>
GOAL #6

**Teachers will integrate explicit strategies and instruction to ensure ELLs have access to the core content.**

**Related State Priorities:**
- ☒ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8

**Local Priorities:**
- ☐:
- ☐:

**Specific Annual Actions to Achieve Goal**

1. Teacher professional development on SDAIE strategies by ELD specialist.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Teachers will provide differentiated resources and materials for ELLs.

**Metric/Method for Measuring:** Classroom Observations

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>All Teachers integrated SDAIE strategies into core classes.</td>
<td>Teachers will provide differentiated resources and materials for ELLs.</td>
<td>Teachers will provide differentiated resources and materials for ELLs.</td>
<td>Teachers will provide differentiated resources and materials for ELLs.</td>
<td>Teachers will provide differentiated resources and materials for ELLs.</td>
<td>Teachers will provide differentiated resources and materials for ELLs.</td>
</tr>
</tbody>
</table>

GOAL #7

**Classroom instruction and instructional materials will fully align to CCSS and NGSS.**

**Related State Priorities:**
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8

**Baseline**

- ☒ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
Specific Annual Actions to Achieve Goal

1. Adoption and purchase of core texts in alignment with CCSS.
2. Adoption of Illuminate System to align benchmark assessments to CAASPP.
3. Director of Curriculum and Instruction hired to oversee implementation of CCSS.
4. Purchase of math manipulatives and consumables.

Expected Annual Measurable Outcomes

Outcome #1: All classrooms will integrate CCSS and NGSS 100%

Metric/Method for Measuring: Classroom Observations, examination of pacing guides, assessments, and lesson plans.

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<tr>
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<tbody>
<tr>
<td>All students</td>
<td>Classroom Instruction in English classes and Math integrated 100% of CCSS.</td>
<td>Classroom Instruction in Visual and Performing Arts and PE will integrate 100% of CCSS for Literacy.</td>
<td>All classrooms will integrate 100%</td>
<td>All classrooms will integrate 100%</td>
<td>All classrooms will integrate 100%</td>
<td>All classrooms will integrate 100%</td>
</tr>
</tbody>
</table>

GOAL #8

Students will continually demonstrate increased proficiency on CAASPP.

Related State Priorities:

☐ 1 ☒ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

☐:
Specific Annual Actions to Achieve Goal

1. Grade Level Leads to guide teams in analysis of student data and implementation of strategic interventions.

2. Targeted summer program to provide students with remediation on core skills.

3. Instructional assistants used to provide targeted intervention to students on identified areas of need.

4. Adoption of writing assessment system

5. Addition of targeted intervention block and targeted writing instructor


7. Intervention via ELD Specialist and/or designated TA’s if necessary.

8. Enrollment in summer program and online intervention if progress is not maintained.

Expected Annual Measurable Outcomes

Outcome #1: Base + 5% of Base

Metric/Method for Measuring: CAASPP

<table>
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<tbody>
<tr>
<td>Overall ELA – 61.06%</td>
<td></td>
<td>Base + 5% of Base</td>
<td>Base + 5% of Base</td>
<td>Base + 5% of Base</td>
<td>Base + 5% of Base</td>
<td>Base + 5% of Base</td>
</tr>
<tr>
<td>Overall Math – 34.21%</td>
<td></td>
<td>Base + 5% of Base</td>
<td>Base + 5% of Base</td>
<td>Base + 5% of Base</td>
<td>Base + 5% of Base</td>
<td>Base + 5% of Base</td>
</tr>
</tbody>
</table>

GOAL #9

All subgroups will consistently increase performance until closing the school’s achievement gap.

Related State Priorities:

☐ 1 ☒ 4 ☐ 7

☐ 2 ☐ 5 ☐ 8

☐ 3 ☐ 6
Local Priorities:

☐:

☐:

---

Specific Annual Actions to Achieve Goal

1. ELLs to receive targeted support with mastery of content, including small group intervention for ELD specialist.

2. ELD specialist to consistently monitor and communicate progress to leadership team on a bi-monthly basis.

3. Special Education teachers to be trained in the analysis and use of data to improve student outcomes.

4. Resource Specialist Teachers to consistently monitor and communicate student progress to leadership team on a bi-monthly basis.

5. Online reading program adopted to assist our most challenged readers.

6. Adoption of online math intervention curriculum for students.

7. Hire EL specialist

8. Hire Special Education Coordinator to coach and develop


10. Designated ELD class

---

Expected Annual Measurable Outcomes

Outcome #1: Base + 5% of Base

Metric/Method for Measuring: CAASPP

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<tbody>
<tr>
<td>English Learners</td>
<td>Subgroup ELA – 12.5%</td>
<td>Subgroup Base + 5% of the difference between subgroup performance and overall school performance</td>
<td>Subgroup Base + 5% of the difference between subgroup performance and overall school</td>
<td>Subgroup Base + 5% of the difference between subgroup performance and overall school</td>
<td>Subgroup Base + 5% of the difference between subgroup performance and overall school</td>
<td>Subgroup Base + 5% of the difference between subgroup performance and overall school</td>
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<tr>
<td></td>
<td>Subgroup Math – 0%</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Overall ELA – 61.06%</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overall Math –</td>
<td></td>
<td></td>
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</tbody>
</table>
GOAL #10

The school will maintain a 95% ADA.

Related State Priorities:
☐ 1  ☐ 4  ☐ 7
☐ 2  ☒ 5  ☐ 8
☐ 3  ☐ 6

Local Priorities:
☐
☐

Specific Annual Actions to Achieve Goal

1. School to use attendance assistant to track and monitor student attendance.
2. School to develop and access the SARB program.
3. Student attendance incentives.

Expected Annual Measurable Outcomes

Outcome #1: 95%

Metric/Method for Measuring: ADA via Illuminate

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</thead>
<tbody>
<tr>
<td>All Students (school-wide)</td>
<td>94.4%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>
GOAL #11

No more than 5% of students will be identified as chronically absent—defined as missing more than 10% of instructional days.

Related State Priorities:

☐ 1  ☐ 4  ☐ 7
☐ 2  ☒ 5  ☐ 8
☐ 3  ☐ 6

Local Priorities:

☐

Specific Annual Actions to Achieve Goal

1. School to use attendance assistant to track and monitor student attendance.
2. School to develop and access the SARB program.
3. Student attendance incentives.

Expected Annual Measurable Outcomes

Outcome #1: No more than 5% of students will be identified as chronically absent—defined as missing more than 10% of instructional days.

Metric/Method for Measuring: Absenteeism via Illuminate

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</thead>
<tbody>
<tr>
<td>All Students (school-wide)</td>
<td>70 students out of 533 students have missed 13 or more days. 13.13%</td>
<td>No more than 6% of students will be chronically absent.</td>
<td>No more than 5% of students will be chronically absent.</td>
<td>No more than 5% of students will be chronically absent.</td>
<td>No more than 5% of students will be chronically absent.</td>
<td>No more than 5% of students will be chronically absent.</td>
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</tbody>
</table>
**GOAL #12**

No more than 5% of students will experience an incident of suspension. Total days of suspension not to exceed 5% of the product of total enrollment and instructional days.

<table>
<thead>
<tr>
<th>Related State Priorities:</th>
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<tbody>
<tr>
<td>☐ 1</td>
</tr>
<tr>
<td>☐ 2</td>
</tr>
<tr>
<td>☐ 3</td>
</tr>
<tr>
<td>☐ 4</td>
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<tr>
<td>☐ 5</td>
</tr>
<tr>
<td>☐ 6</td>
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<tr>
<td>☐ 7</td>
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<tr>
<td>☐ 8</td>
</tr>
</tbody>
</table>

**Local Priorities:**

- ☐
- ☐

### Specific Annual Actions to Achieve Goal

1. Dean’s List Software to track culture and climate and allow for pro-active intervention.
2. Professional development for Dean’s and Connector’s for Restorative Justice Intervention
3. Implementation of Council for Schools. Professional development for Dean’s, Connectors, and teaching staff.
4. Connectors Program

### Expected Annual Measurable Outcomes

**Outcome #1:** No more than 5% of students will experience an incident of suspension. Total days of suspension not to exceed 5% of the product of total enrollment and instructional days.

**Metric/Method for Measuring:** LAUSD School Suspension Reports; CalPads

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</thead>
<tbody>
<tr>
<td>All Students (school-wide)</td>
<td></td>
<td>No more than 5% of students will experience an incident of suspension. Total days of suspension not to exceed 5% of the product of total enrollment and instructional days.</td>
<td>No more than 5% of students will experience an incident of suspension. Total days of suspension not to exceed 5% of the product of total enrollment and instructional days.</td>
<td>No more than 5% of students will experience an incident of suspension. Total days of suspension not to exceed 5% of the product of total enrollment and instructional days.</td>
<td>No more than 5% of students will experience an incident of suspension. Total days of suspension not to exceed 5% of the product of total enrollment and instructional days.</td>
<td>No more than 5% of students will experience an incident of suspension. Total days of suspension not to exceed 5% of the product of total enrollment and instructional days.</td>
</tr>
</tbody>
</table>
GOAL #13

No more than 1% of students will be expelled.

Related State Priorities:

☐ 1  ☐ 4  ☐ 7
☐ 2  ☐ 5  ☐ 8
☐ 3  ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

(Actions completed in earlier goal)

1. Dean’s List Software to track culture and climate and allow for pro-active intervention.
2. Professional development for Dean’s and Connector’s for Restorative Justice Intervention
3. Implementation of Council for Schools. Professional development for Dean’s, Connectors, and teaching staff.
4. Connectors Program

Expected Annual Measurable Outcomes

Outcome #1: No more than 1% of students will be expelled.

Metric/Method for Measuring: LAUSD School Suspension Reports; CalPads

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</thead>
<tbody>
<tr>
<td>All Students (school-wide)</td>
<td>1 student has been expelled this school year = .0018%</td>
<td>No more than 1% of students will be expelled.</td>
<td>No more than 1% of students will be expelled.</td>
<td>No more than 1% of students will be expelled.</td>
<td>No more than 1% of students will be expelled.</td>
<td>No more than 1% of students will be expelled.</td>
</tr>
</tbody>
</table>
GOAL #14
Parents will support their students and the school through regular attendance at school events.

Related State Priorities:
☐ 1  ☐ 4  ☐ 7
☐ 2  ☐ 5  ☐ 8
☒ 3  ☐ 6

Local Priorities:
☐
☐

Specific Annual Actions to Achieve Goal

1. Implementation of College Knowledge Curriculum for parents. Training for school and parent leaders.

2. SSC implementation.


Expected Annual Measurable Outcomes

Outcome #1: Specific yearly attendance outcomes are outlined by year below.

Metric/Method for Measuring: Attendance at parent events via Sign In

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>All Students (school-wide)</td>
<td>26% Parent Teacher Conferences (Invited)</td>
<td>Parents will attend the following events:</td>
<td>Parents will attend the following events:</td>
<td>Parents will attend the following events:</td>
<td>Parents will attend the following events:</td>
<td>Parents will attend the following events:</td>
</tr>
<tr>
<td></td>
<td>Back to School Night (did not track but will in the future)</td>
<td>35% Parent Teacher Conferences (Invited)</td>
<td>40% Parent Teacher Conferences (Invited)</td>
<td>45% Parent Teacher Conferences (Invited)</td>
<td>50% Parent Teacher Conferences (Invited)</td>
<td>55% Parent Teacher Conferences (Invited)</td>
</tr>
<tr>
<td></td>
<td>Parent education seminar</td>
<td>60% Back to School Night</td>
<td>60% Back to School Night</td>
<td>60% Back to School Night</td>
<td>60% Back to School Night</td>
<td>60% Back to School Night</td>
</tr>
<tr>
<td></td>
<td>(still gathering data from all parent education leaders)</td>
<td>50% One parent education seminar</td>
<td>50% One parent education seminar</td>
<td>50% One parent education seminar</td>
<td>50% One parent education seminar</td>
<td>50% One parent education seminar</td>
</tr>
<tr>
<td></td>
<td>80% one yearly</td>
<td>80% one</td>
<td>80% one</td>
<td>80% one</td>
<td>80% one</td>
<td>80% one</td>
</tr>
</tbody>
</table>
### GOAL #15

**Parents will consistently rate the schools as meeting the needs of their students.**

**Related State Priorities:**

- [ ] 1
- [ ] 4
- [X] 7
- [ ] 2
- [ ] 5
- [ ] 8
- [X] 3
- [ ] 6

**Local Priorities:**

- [ ]
- [ ]

### Specific Annual Actions to Achieve Goal

See actions for above goal "Parents will support their students and the school through regular attendance at school events."

### Expected Annual Measurable Outcomes

**Outcome #1:** 80% of parents will positively rate the school of the bi-annual survey.

**Metric/Method for Measuring:** Parent Survey

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<tbody>
<tr>
<td>All Students (school-wide)</td>
<td>89% positively rated the school on the bi-annual parent survey administered in Winter. 83% positively rated</td>
<td>80% of parents will positively rate the school of the bi-annual survey.</td>
<td>80% of parents will positively rate the school of the bi-annual survey.</td>
<td>80% of parents will positively rate the school of the bi-annual survey.</td>
<td>80% of parents will positively rate the school of the bi-annual survey.</td>
<td>80% of parents will positively rate the school of the bi-annual survey.</td>
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</tbody>
</table>
the school on the bi-annual parent survey administered in the Winter.

---

**GOAL #16**

**A substantial group of parents will return surveys each year**

Related State Priorities:

☐ 1  ☐ 4  ☐ 7

☐ 2  ☐ 5  ☐ 8

☒ 3  ☐ 6

Local Priorities:

☐

☐

Specific Annual Actions to Achieve Goal

1. Survey software

2. Set up of survey stations at key school events

---

Expected Annual Measurable Outcomes

**Outcome #1**: 70% of parents will return surveys.

**Metric/Method for Measuring**: Survey Completion Rate

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<tbody>
<tr>
<td>All Students (school-wide)</td>
<td>55% of parents returned survey in Winter and 82% of parents returned Spring surveys (up from 5% return rate in 2013-14.)</td>
<td>70% of parents will return surveys.</td>
<td>70% of parents will return surveys.</td>
<td>70% of parents will return surveys.</td>
<td>70% of parents will return surveys.</td>
<td>70% of parents will return surveys.</td>
</tr>
</tbody>
</table>
GOAL #17

**Students will report a high level of connectedness, support and a positive attitude toward school**

**Related State Priorities:**
- ☐ 1
- ☐ 4
- ☒ 7
- ☐ 2
- ☒ 5
- ☐ 8
- ☐ 3
- ☐ 6

**Local Priorities:**
- ☐:
- ☐:

**Specific Annual Actions to Achieve Goal**

1. Dean’s List Software to track culture and climate and allow for pro-active intervention.
2. Professional development for Dean’s and Connector’s for Restorative Justice Intervention
3. Implementation of Council for Schools. Professional development for Dean’s, Connectors, and teaching staff.
4. Grade based and school wide events
5. School field trips
6. Life Experience Lessons
7. Connecting program, including connectors/counselors
8. Life Skills/Advisory Curriculum
9. Addition of elective courses in VAPA and/or technology.

**Expected Annual Measurable Outcomes**

**Outcome #1:** 80% of students will positively rate the school

**Metric/Method for Measuring:** Annual Survey

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</thead>
<tbody>
<tr>
<td>All Students (school-wide)</td>
<td>74.2% positively rated</td>
<td>80% of students will positively rate</td>
<td>80% of students will positively rate</td>
<td>80% of students will positively rate</td>
<td>80% of students will positively rate</td>
<td>80% of students will positively rate</td>
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</tbody>
</table>
GOAL #18

Students will attend school in facilities that are safe, clean, organized, in good repair, and conducive to learning.

<table>
<thead>
<tr>
<th>Related State Priorities:</th>
</tr>
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<tbody>
<tr>
<td>☒ 1  ☐ 4  ☐ 7</td>
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<tr>
<td>☐ 2  ☐ 5  ☐ 8</td>
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<tr>
<td>☐ 3  ☐ 6</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Local Priorities:</th>
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</table>

Specific Annual Actions to Achieve Goal

1. Ops Directors completing monthly facility walkthroughs, rubrics, and meetings with principal.
2. Ops Coordinators responsible for day to day repairs, materials, and service.
3. Investment in buildings, repairs, and technology.

Expected Annual Measurable Outcomes

**Outcome #1**: 100% of areas will rate as good or excellent on the SARC. School will average a 3.3/4.0 on the operations walkthrough rubric.

**Metric/Method for Measuring**: SARC, Operations Rubric

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<tbody>
<tr>
<td>All Students (school-wide)</td>
<td>Overall school facilities rating according to SARC is good.</td>
<td>100% of areas will rate as good or excellent on the SARC. School will average a 3.3 on the operations walkthrough rubric.</td>
<td>100% of areas will rate as good or excellent on the SARC. School will average a 3.3 on the operations walkthrough rubric.</td>
<td>100% of areas will rate as good or excellent on the SARC. School will average a 3.3 on the operations walkthrough rubric.</td>
<td>100% of areas will rate as good or excellent on the SARC. School will average a 3.3 on the operations walkthrough rubric.</td>
<td>100% of areas will rate as good or excellent on the SARC. School will average a 3.3 on the operations walkthrough rubric.</td>
</tr>
</tbody>
</table>
GOAL #19

Students will persist in completion of their education.

Related State Priorities:
☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:
☐ :
☐ :

Specific Annual Actions to Achieve Goal

1. Connecting program and connectors.
2. Quarterly culmination requirement tracker
3. Career Readiness Exposure program
4. SAT prep program
5. Advisory, Life Skills classes and internally developed Grit Curriculum

Expected Annual Measurable Outcomes

Outcome #1: school dropout rate will be less than 5%

Metric/Method for Measuring: CALPADS data, CDE

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<tbody>
<tr>
<td>All Students (school-wide)</td>
<td>June 2015 2014-2015 cohort dropout rate data is unavailable however, 2013-2014 cohort dropout rate was 16.3.</td>
<td>School dropout rate will be less than 15%</td>
<td>school dropout rate will be less than 12%</td>
<td>school dropout rate will be less than 9%</td>
<td>school dropout rate will be less than 5%</td>
<td>school dropout rate will be less than 5%</td>
</tr>
</tbody>
</table>
GOAL #20

Students will successfully complete their high school education in four years.

Related State Priorities:
☐ 1  ☐ 4  ☐ 7
☐ 2  ☒ 5  ☐ 8
☐ 3  ☐ 6

Local Priorities:
☐
☐

Specific Annual Actions to Achieve Goal

1. Connecting Program
2. Quarterly Graduation Tracker
3. Summer School and Online Credit Recovery
4. RTI and other interventions

Expected Annual Measurable Outcomes

Outcome #1: School will continue to increase their cohort graduation rate.

Metric/Method for Measuring: CALPADS data, CDE

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<tbody>
<tr>
<td>All Students (school-wide)</td>
<td>2014-2015 cohort graduation rate data is not available. However 2013-2014 data showed a 73.8% cohort graduation rate.</td>
<td>The school will maintain a cohort graduation rate of 77% or higher.</td>
<td>The school will maintain a cohort graduation rate of 80% or higher.</td>
<td>The school will maintain a cohort graduation rate of 85% or higher.</td>
<td>The school will maintain a cohort graduation rate of 85% or higher.</td>
<td>The school will maintain a cohort graduation rate of 85% or higher.</td>
</tr>
</tbody>
</table>
Section 5: Instructional Program And Curriculum

Part A: Description Of The Overall Curricular And Instructional Design And Structure Of The Proposed Educational Program. Key Educational Theories And Research That Support And Inform The General Design Of The Educational Program. Research Based Evidence Demonstrating How Design Will Successfully Serve School’s Targeted Student Population.

The educational philosophy, teaching methodology and subsequent instructional program of BSSCA are heavily informed by the practices utilized at Bright Star Secondary Charter Academy and are aligned with DuFour’s work and what he terms the “Henry Higgins” school mindset which relies on high expectations for students with the understanding that is learning at high levels is the constant, then time and resources must be the variables. Dufour describes the “Henry Higgins School” as one in which the adults believe, “We believe that all students can and must learn at relatively high levels of achievement. We are confident that students can master challenging academic material with our support and help. We establish standards that all students are expected to achieve, and we continue to work with them until they have done so.”

Additionally extensive research into the elements that comprise the most successful schools in the country has been conducted to ensure a premier academic program. BSSCA has recruited our best practices from schools that have had great success with students in underserved communities. School leaders have conducted many school visits and met with school leaders from:

- Alliance College Ready #4—Los Angeles, California.
- Boston Collegiate Charter School—Boston, Massachusetts.
- Camino Nuevo Schools – Los Angeles, California.
- Granada Hills Charter High—Granada Hills, California.
- Green Dot Schools – Los Angeles, California.
- KIPP Academy Bronx—Bronx, New York.
- KIPP Academy of Opportunity—Los Angeles, California.
- KIPP Los Angeles Preparatory Charter School—Los Angeles, California.
- KIPP Houston High School—Houston, Texas.
- Roxbury Preparatory Charter School—Boston, Massachusetts.
- Synergy Charter School—Los Angeles, California.
- Wildwood Charter School—Los Angeles, California.
- Bright Star Secondary Charter School Academy - Los Angeles, California.

Schools in which economically disadvantaged students achieve mastery in the core subjects and experience academic success are those that offer:

- Frequent use of data to drive instruction
- Maintain an unyielding focus on ensuring students’ literacy and numeracy skills in the earliest grades, and commit to unique programming to remediate these schools in the upper grades if necessary.
- Adopt teaching methodologies that have proven successful in urban settings.
- Set high expectations both behaviorally and academically.
- Employ frequent teacher observation and data driven professional development.
- Develop a strict code of conduct and character building opportunities.
- Subscribe to masterful and specialized teachers.
- Involve parents and the community in the life of their scholars’ education.
- Treat each child as an individual, assessing them at their baseline, setting high standards and ensuring that they meet their goals through structured supports.

The instructional program that we have developed for BSSCA is critical to students’ academic success. In no way have we reinvented the wheel on instructional delivery, but instead studied models of success and recruited their best practices. Below is an example of design elements that we have replicated in the BSSCA model.

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<tbody>
<tr>
<td>Instructional Consistency</td>
<td>Excel Academy Charter School, Boston, MA</td>
<td>Character Development</td>
<td>KIPP Aspire, San Antonio, TX</td>
<td>Character Development</td>
<td>Wildwood School, Los Angeles, CA</td>
</tr>
<tr>
<td></td>
<td>KIPP Houston HS, TX, BSSCA</td>
<td></td>
<td>5 Pillars, Wooden’s Pyramid of Success</td>
<td></td>
<td>Advisory Curriculum</td>
</tr>
<tr>
<td>Character Development</td>
<td>KIPP Aspire, San Antonio, TX</td>
<td>Character Development</td>
<td>Wildwood School, Los Angeles, CA</td>
<td>Character Development</td>
<td>Wildwood School, Los Angeles, CA</td>
</tr>
<tr>
<td>Life Work Course</td>
<td>KIPP Houston HS, TX; Yes, College Prep, Houston</td>
<td>Professional Development</td>
<td>KIPP Leadership Summit; California League of Middle and High Schools</td>
<td>Professional Development</td>
<td>KIPP Leadership Summit; California League of Middle and High Schools</td>
</tr>
<tr>
<td></td>
<td>College prep, career choices, service learning</td>
<td>Academic Accountability</td>
<td>Achievement First, Crown</td>
<td>Academic Accountability</td>
<td>Achievement First, Crown</td>
</tr>
</tbody>
</table>

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<tr>
<th>Academic Accountability</th>
<th>Academic Accountability</th>
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<td>Academic Accountability</td>
<td>Academic Accountability</td>
<td>Academic Accountability</td>
<td>Academic Accountability</td>
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</tbody>
</table>
| Cultural Accountability | Yes College Prep; Houston, TX  
Match Charter Public School; Boston, MA | Uniform, missing assignments, parent contracts, home visits, student discipline |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Student Discipline</td>
<td>Self-Developed</td>
<td>William Glasser’s Choice Theory; Marvin Marshall’s Discipline without Stress</td>
</tr>
<tr>
<td>Student and Staff Support</td>
<td>Match Charter Public School, Boston, MA; Roxbury Preparatory Charter School, Boston, MA</td>
<td>Effective use of Teacher Assistants</td>
</tr>
<tr>
<td>Arts Program</td>
<td>KIPP Schools; Renaissance Arts Academy</td>
<td>Music and Fine Arts Literacy, open room learning</td>
</tr>
<tr>
<td>Assignment &amp; Grading Alignment with Standards</td>
<td>Dr. Olga Mohan High School aka Alliance College Ready #4</td>
<td>Standards-based grading</td>
</tr>
</tbody>
</table>

**Part B: Curriculum And Instruction**

Below you will find a description of BSSCA’ courses with corresponding instructional materials, as well as the innovative curriculum components within proposed educational program, and intervention and enrichment programs. Together these components describe our school’s educational program.

**Course Descriptions**

Course descriptions for core subjects in ELA, math, science, history and Spanish for high school follow below. All students will graduate having successfully completed the A-G Requirements, while students are strongly encouraged to complete the Recommended Requirements.

- **History** – 2 years required: World History and US History
● **English** – 4 years required: Literature: all 4 years

● **Math** – 3 years required, 4 recommended: Algebra I, II, and Geometry

● **Lab Science** – 2 years required, 3 recommended: Biology and Chemistry. All courses include lab work.

● **Foreign Language** – 2 years required, 3 recommended: All 3 levels of Spanish

● **Visual & Performing Arts** – A full year course in Music (Vocal or Instrument) where students learn to appreciate, compose, and perform music.

● **College Prep Electives**: At scale, the school will offer a full catalogue of UC Approved College Prep Electives.

*Alignment to Common Core and California Content Standards: All courses will be aligned to the Common Core and California Content Standards. 1. Course Descriptions – English Language Arts

1. Course Descriptions – English Language Arts

**A. English Language Arts 7th-8th**

ELA is based on the California Common Core Standards for English-Language Arts. The course covers the skills included in the concepts of word analysis and fluency, vocabulary development, comprehension of informational material, literary response and analysis, writing strategies, writing applications, written and oral English language conventions, listening and speaking strategies and speaking applications. Students are exposed to classic, modern, technical and electronic works of literature and information. Implementation of the course is in keeping with the guidelines of the Reading/Language Arts Framework for California public schools.

**B. English 9 (Core Academic, A-G)**

English 9 will be based on the California Common Core standards for English-Language Arts with emphasis on the skills and knowledge that pertain to ninth grade: citing textual evidence to support analysis, determining central ideas or information of primary and secondary sources, providing accurate summaries that clear relationships among key details and ideas, determining meaning of words and phrases as they are used in a text, and integrating and evaluated multiple sources. The course will cover the skills included in the concepts of word analysis and fluency, vocabulary development, comprehension of informational material, literary response and analysis, writing strategies, writing applications, written and oral English language conventions, listening and speaking strategies and speaking applications. Students are exposed to classic, modern, technical and electronic works of literature and information. Implementation of the course is in keeping with the guidelines of the Reading/Language Arts Framework for California public schools.
public schools and the Common Core. By the end of 12th grade students must be able to read and comprehend a variety of complex texts across all subject areas.

In covering the 9th and 10th grade Language Arts standards, students are able to read and respond to historically or culturally significant works of literature, write coherent and focused essays, demonstrate understanding of basic principles of research, write and speak with a command of standard English conventions and develop their personal vocabularies. In addition to assigned reading in literature and research, students will read independently in a wide variety of genres and media, to include classical and contemporary literature. This independent reading is in part assessed and aggregated by the Reading Counts program. Students who require accommodations may have modified reading requirements as documented in their IEP or may opt to read in their native language if deemed appropriate by the EL Specialist.

C. English 10 (Core Academic, A-G)
English 10 is based on the California Common Core Standards for English-Language Arts and the Common Core with emphasis on the skills and knowledge that pertain to tenth grade: citing textual evidence to support analysis, determining central ideas or information of primary and secondary sources, providing accurate summaries that clear relationships among key details and ideas, determining meaning of words and phrases as they are used in a text, and integrating and evaluated multiple sources. Students will be exposed to world literature, technical and electronic works of literature as well as informational material. Implementation of the course is in keeping with the guidelines of the Reading/Language Arts Framework for the California public schools. By the end of 12th grade students must be able to read and comprehend a variety of complex texts across all subject areas.

In covering the 9th and 10th grade English Language Arts standards, students read and respond to historically or culturally significant works of world literature, write essays that convey a well-defined perspective and tightly reasoned arguments, demonstrated understanding of library skills including generating relevant questions and using current technology to find materials and formulate judgments about oral communications by analyzing logic and content in various media genres.

D. English 11 (Core Academic, A-G) Honors Option Offered

English 11 is based on the California Common Core Standards for English-Language Arts with emphasis on the skills and knowledge that pertain to eleventh grade: citing textual
evidence to support analysis, determining central ideas or information of primary and secondary sources, providing accurate summaries that clear relationships among key details and ideas, determining meaning of words and phrases as they are used in a text, and integrating and evaluated multiple sources. Students are exposed to classic American literature, technical and electronic works of literature as well as informational material. Implementation of the course is in keeping with the guidelines of the Reading/Language Arts Framework for the California Public Schools. By the end of 12th grade students must be able to read and comprehend a variety of complex texts across all subject areas.

Students develop their skills in reading, thinking, writing, listening and speaking through in-depth study of American literature in a variety of genres and through researching informational materials. The course of study complements the student’s study of U.S. history in the eleventh grade. Focus is also on characteristics of subgenres (including satire, parody and allegory), analysis of irony, tone, mood, style, voice and figures of speech. Readings trace the development of American literatures from the colonial period forward, contrasting major periods, themes, styles and cultures of each period.

E. English 12 (Core Academic, A-G)
English 12 is based on the California Common Core Standards for English-Language Arts and the Common Core with emphasis on the skills and knowledge that pertain to twelfth grade: citing textual evidence to support analysis, determining central ideas or information of primary and secondary sources, providing accurate summaries that clear relationships among key details and ideas, determining meaning of words and phrases as they are used in a text, and integrating and evaluated multiple sources. Students are exposed to classic World literature, technical and electronic works of literature as well as informational material. Implementation of the course is in keeping with the guidelines of the Reading/Language Arts Framework for the California Public Schools and the Common Core. By the end of 12th grade students must be able to read and comprehend a variety of complex texts across all subject areas.

Students develop their skills in critical reading, thinking, writing, listening and speaking through in-depth study of World literature in a variety of genres such as short stories from the Czech. Republic, British poetry, Latin Magical Realism, French novels and American & Asian autobiographies. The course of study complements the student’s study of World and U.S. History. Course Goals are to help students become college ready writers and readers

2. Course Descriptions – History and Social Sciences
A. History 7th

7th History is based on California History standards and is a study of world history and geography during the ancient, medieval and early modern eras. Students study the development and changes of complex civilizations. TCI’s History Alive series is used as the primary history text for this course. Students identify and explore the similarities and patterns of these civilizations. Emphasis is placed on the fact that many of the civilizations developed concurrently and impacted each other. All units include an examination of the impact of religion, economics, politics and social history on the medieval and early modern eras. The Five Themes of Geography (location, movement, region, place and human-environmental interaction) are woven into all the units, with emphasis on how geography affected the development of these civilizations. Students will learn about related careers in history/social science. Students in the DLP will learn all the same materials, but in another language.

B. US History 8th

8th History is a study of the critical events, issues and individuals in United States History. TCI’s History Alive series is also used as the primary history text for this course, which begins with a selective review of the Age of Exploration, the colonial period and the American Revolution. The major focus of the year is the development of the Constitution, the impact of the Westward Movement and the struggles of the Civil War and Reconstruction. All units include an examination of the impact of economics, politics and social history on the development of the United States. The five themes of geography (location, movement, region, place and human-environmental interaction) are woven into all the units, with emphasis on how geography affected the development of the growing nation. Students learn about related careers in history/social science. Students in the DLP will learn all the same materials, but in another language.

C. Human Geography & Cultures (Elective)

The course emphasizes the skills for grades 9-12 in the California content standards for Historical and Social Science analysis and the Common Core standards for Literacy, along with prerequisite knowledge and skills for success in AP History classes. The focus of the content is on studying Latin America, Africa, Asia, and Europe and the peoples and cultures in each of them. Skills, including chronological and spatial thinking, historical research, evidence, point of view and historical interpretations. Students learn the skills necessary for astute investigation and analysis of historical events and documents that transfer to other disciplines. In addition, students investigate various disciplines within the social sciences, such as psychology, sociology, anthropology, geography, history, political science, economics and the future.
D. Modern World History (Core Academic, A-G)
This history/social science course examines the major turning points of the modern world from approximately 1750 to the present. Components of this class include: Historical Linkage, the French Revolution, the Industrial Revolution, the Rise of Imperialism and Colonialism, World War I, Totalitarianism, World War II and Nationalism. Students develop an understanding of the historic as well as the contemporary geographic, social, political and economic consequences of the various areas and problems they review.

E. United States History (Core Academic, A-G)
The year begins with a review of the settlement of the colonies and the American Revolution, to westward expansion, the Civil War and Reconstruction. This provides the students with a connection to their past learning. Students then examine the major turning points in American History from the Industrial Revolution through the twentieth century. Emphasis is on the expanding role of the federal government and the federal courts; the balance of power between the right of the individual and states’ rights; and the continuing struggle between minority rights and majority power. Importance should also be placed on the emergence of a modern corporate economy, the impact of technology on American society and culture, the movements toward equal rights for racial minorities and women and the role of the United States as a major world power.

F. AP United States History (Core Academic, A-G)
This course covers the same standards and skills as United States History but do so at a more intensive level. Additional homework, reading and writing assignments are included to prepare students for the AP US History exam which earns college credit for those students who pass the exam.

G. Government (College Prep Elective, A-G)
Government is a yearlong course that explores our representative democracy and how our leading voice for freedom in the world depends on our understanding and participation in government, encouraging students to be positive, interested, and contributing citizens. Many high school students often believe that government is uninteresting and irrelevant to their lives. This course, however, will show them that the subject can be both engaging and relevant. Government addresses some of the most basic issues in our lives such as the purity of the food we eat, our personal safety, our education, and our right to voice our opinion. This course will cover the growth of democracy, federalism, separation of powers, checks and balances, civil liberties, civil
rights, civic participation, comparative government, global perspectives, constitutional interpretations, political process, public policy, free enterprise, and cultural pluralism. This course will also illustrate connections between students' lives and the role of government. Students will uncover patterns of government, identify key figures of democracy, explore democratic movements and concepts, and analyze comparative governments. Students will build upon their ability to read for comprehension and critical analysis by summarizing and paraphrasing, note taking and organization, categorizing, comparing, and evaluating information, as well as writing clearly and convincingly, expressing facts and opinions orally, and using technology appropriately to present information.

H. AP Government (College Prep Elective, A-G)
AP United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US government and politics. AP United States Government and Politics students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students successfully completing this course will:

1. Know important facts, concepts, and theories pertaining to US government and politics
2. Understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures)
3. Be able to analyze and interpret basic data relevant to US government and politics (including data presented in charts, tables, and other formats)
4. Be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.
3. Course Descriptions – Mathematics

A. Mathematics 7th/Pre-Algebra

7th grade students take Math 7/Pre-Algebra course covering the California 7th grade math standards. Problem-solving is an essential skill taught throughout our math program. In 7th grade, students aim to master pre-algebra, using the content standards as a guideline. Those students who master the standards take Algebra in 8th grade, while those who do not have an additional year to master the pre-algebra standards in a Math 8 course.

B. Math 8/Pre-Algebra

Similar to Math 7/Pre-Algebra, this course is also designed to provide students with the understanding of the concepts and skills needed to be successful in Algebra 1 and Geometry. Because this course is a review of pre-algebra for most of the students taking it, it focuses on re-teaching the material that has already been presented in different ways using a variety of methods of instruction.

C. Algebra I (Core Academic, A-G)

Algebra I is based on the California Common Core Standards. The course is designed to extend students' experience with patterns to a formal understanding of relations, function and the symbolic language and structure of algebra. Students will gain mastery of the five critical areas required by the CCSS in Algebra I: 1) the ability to analyze and explain the process of solving an equation, fluently writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems; 2) the ability to compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change, and interpreting arithmetic sequences as linear functions and geometric sequences as exponential functions; 3) the ability to use regression techniques to describe approximately linear relationships between quantities and use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models; 4) the ability to create and solve equations, inequalities, and systems of equations involving quadratic expressions; and, 5) the ability to compare the key characteristics of quadratic functions to those of linear and exponential functions and selecting from among these functions to model phenomena.

D. Geometry (Core Academic, A-G)

Geometry is based on the California Common Core Standards and presents geometrical concepts and patterns that are important to the development of students' thinking and problem-solving skills. Students learn geometry theorems involving two and three dimensions and will develop their ability to construct formal logical arguments and proofs in geometric settings and problems.
E. Algebra II (Core Academic, A-G)
Algebra II is based on the California Common Core Standards. Algebra II complements and expands the mathematical content and concepts of Algebra I and Geometry. Students who master Algebra II gain experience with algebraic solutions of problems in various content areas including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem and the complex number system.

F. Pre-Calculus (Core Academic, A-G)
Pre-Calculus serves as an advanced level of mathematics concentrating on algebra and functions, maxima/minima problems, average rate of change, compound interest, which will lead into the discussion of trigonometry. Students will be able to utilize advanced technologies to assist in solving problems, as well as will be able to apply material learned in class to real life examples.

This course is designed to introduce students to rigorous analysis of functions and function modeling. By the end of the course, students will be able to analyze the characteristics of various functions using multiple representations--including graphical, numerical, and analytical methods--and use them to communicate effectively. Students will also be able to model various real-world scenarios using an appropriate model, and will develop their skills in justifying a chosen function model using mathematical properties as well as real-world context. Students will develop their ability to use mathematics to problem-solve, working both independently and collaboratively to solve open-ended theoretical and real-world problems by making conjectures, identifying patterns, and attempting multiple approaches using multiple representations. Students will leave this course with a deeper appreciation of the interaction between mathematics and the world around them, and will be equipped with the procedural fluency to handle the conceptual and numerical rigor of calculus.

G. AP Calculus AB (Core Academic, A-G)
The main purpose of this course is to provide students with a rigorous and challenging course that could be similar to what they would see in college, while in high school. Students will learn how to master and apply the various concepts of Calculus. They will learn not only the content but also how to overcome academic obstacles. All students will learn how to motivate themselves intrinsically, reflect on their own learning, communicate their learning to others both verbally and in well-written sentences, and learn to work cooperatively with their peers. By the end of the course, students will not only have a strong foundation of mathematics through Calculus but will also be prepared
for the rigorous academics found at the college/university level. By the end of the school year, our students will develop into life-long learners who will be better prepared for their first year of college.

Students are taught to understand calculus concepts through multiple representations that include numerically, graphically, analytically and verbally. The connections between these multiple representations are stressed repeatedly and students are held accountable to using these methods in drawing their conclusions. Use of a graphing calculator will enhance the student’s learning and students are taught how to graph a function, find intersection points, find a numerical value of the derivative and find a numerical value for an integral.

4. Course Descriptions—Science

A. Life Science 7th
Seventh grade science is a standards and laboratory based program. Students spend approximately forty percent (40%) of their class time on hands-on activities. Introductory principles of life science are explored in detail, with some related topics from physical and Earth sciences included. Science activities are based on the Generation Science Standards and focus on developing both inquiry and science literacy skills while focusing on the NGSS cross cutting standards.

B. Physical Science 8th
Eighth grade Science is a standards and laboratory based program. Students spend approximately forty percent (35%) of their class time on hands-on activities. Introductory principles of physics and chemistry are explored in detail, with some related topics from earth and life sciences included. Science activities are based on the Generation Science Standards and focus on developing both inquiry and science literacy skills while focusing on the NGSS cross cutting standards.

C. Biology (Core Academic, A-G)
This course is a standards-based study of living things: origins, structures, functions, heredity, growth and development, interactions among and behavior of living things. Content is built around major biological concepts such as biochemistry and the biology of cells, genetics, evolution, ecology, physiologic systems and the diversity of living things. Emphasis is placed on the utilization of mathematical, analytical, data acquisition and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals and the
utilization of technology are included, as is consideration of the impact of human activity on biological systems. Literacy skills will also be reinforced in aligned with the Common Core Literacy Standards.

D. Chemistry (Core Academic, A-G)
This course is a standards-based study of fundamental chemical concepts, such as atomic theory and its relation to chemical behavior, chemical bonding, the mole and stoichiometry, molecular kinetics, energy relationships, solution dynamics, acids-bases, equilibrium, organic and biological chemistry and nuclear interactions. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals and the utilization of technology are included. Literacy skills will also be reinforced in aligned with the Common Core Literacy Standards.

E. Physics (Core Academic, A-G)
This course is a standards-based study of fundamental physics concepts, such as measurement, calculation and graphing in kinematics and dynamics, propagation and conservation of energy and momentum, gravitation and orbital mechanics, heat and thermodynamics, waves, optics, electromagnetic phenomena and relativity and quantum physics. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, graphical and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals and the utilization of technology are included. Literacy skills will also be reinforced in aligned with the Common Core Literacy Standards.

F. AP Biology (Core Academic, A-G)
AP Biology course is designed to offer students a solid foundation in introductory college-level biology. By structuring the course around the four big ideas, enduring understandings, and science practices I assist students in developing an appreciation for the study of life and help them identify and understand unifying principles within a diversified biological world. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course.

At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is
similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives.

G. AP Chemistry (Core Academic, A-G)
AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. For most students, the course enables them to undertake, as a freshman, second year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. AP Chemistry is open to all students that have completed a year of chemistry who wish to take part in a rigorous and academically challenging course.

5. Course Descriptions – Foreign Language

A. Spanish I (Core Academic, A-G)
Spanish I is an intensive introduction to Spanish emphasizing communicative-based competencies and Spanish language culture. Correlated to the curriculum are the broad Goals of the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities) which define the essential skills and knowledge that all students need to acquire. Students actively practice and learn to greet others, tell date and time, express likes and dislikes and ask and answer simple questions on a variety of topics. They will also learn to read, write and conjugate verbs in different tenses in Spanish. Students that start school with us at 7th or 8th grades, take Spanish before they enter high school. This offers more time in their high school schedule to take other courses, electives and even community college courses.

B. Spanish II (Core Academic, A-G)
This comprehensive program builds on the communicative-based competencies, grammar and the Spanish language culture learned in Spanish I. Students that elect this course must have successfully completed Spanish I. Correlated to the curriculum are the broad Goals of the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities) which define the essential skills and knowledge that all students need to acquire. Students express themselves using the present, past and future tenses on a variety of topics. The course is recommended for students who anticipate continuing on to more advanced levels of
Spanish, including Advanced Placement and/or college entrance. Students also begin to read simply literature in Spanish and present projects that demonstrates their language development.

C. Spanish III (Core Academic, A-G)
Spanish 3 builds on the communicative-based competencies, grammar and the Spanish language culture learned in Spanish 1 - 2. Students that elect this course must have successfully completed Spanish I and II. Correlated to the curriculum are the broad Goals of the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities) which define the essential skills and knowledge that all students need to acquire. Students at this level speak Spanish conversationally and/or fluently. They can express themselves using the present, past and future tenses on a variety of topics, but also they learn how to conjugate in the imperfect tense; differentiate between the use of the preterite and imperfect tenses; conjugate in the future/conditional tenses; employ prepositional pronouns; form commands using the formal you—usted; differentiate between the two verbs "to be" ser and estar; employ double object pronouns, etc. Students also read literature in Spanish and present projects on their novel of choice in Spanish. This course is instructed exclusively in Spanish.

D. AP Spanish Language (Core Academic, A-G)
Advanced Placement Spanish Language covers the equivalent of a third-year college course in advanced Spanish composition and conversation. Students that elect this course must have successfully completed Spanish I, II and/or III. It encompasses aural/oral skills, reading comprehension, grammar and composition. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions must be an integral Part of the Advanced Placement Spanish Language course. Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading and writing.
6. Course Descriptions – Visual and Performing Arts

A. 7th Grade Physical Education/Dance

This course provides students the opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program aligned with the Physical Education Model Content Standards for California Public Schools. In 7th grade, the content standards emphasize meeting challenges and making decisions. The focus of this course is the application of movement skills and knowledge to individual and dual physical activities; the assessment and maintenance of physical fitness to improve health and performance and the requisite knowledge of physical fitness concepts, principles and strategies; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity.

This course will also help students learn the beginning skills of dance while improving their techniques, poise, self-confidence, and creative ability. Students will choreograph and dance in class presentations.

B. 8th Drawing and Painting 1/Music I/Theater I

This course will develop a foundation in drawing and painting through the five components of the Visual and Performing Arts Framework. Students learn techniques for using a variety of two-dimensional media and explore the expressive potential of those media. Reading, writing and studio production expand the student’s understanding of the visual arts. A portfolio will be developed and this course will help bridge all the skills and standards the student has learned for their final digital portfolio presentation in the 8th grade.

Music I will be designed to introduce students to the fundamentals of music in the following areas of percussion, string, voice and woodwind.

Theater Arts 1 will be designed to introduce students to the world of Theatre Arts. Exercises to build self-esteem, trust and empathy are integrated with the technical aspects of drama. Basic stage terms are taught, vocal and movement exercises, as well as, writing activities are incorporated. Students will learn the art as an audience member, as well as a performer.

C. Music I (A-G)

Students will follow a basic beginning/intermediate method book provided in class. All lessons taught in the Music Lab course are aligned with the National Visual and Performing Arts Standards and the California Common Core Literacy Standards. BSSCA’ Music Instrument Lab course utilizes the Yamaha Music In Education (MIE) system. MIE is a unique, turnkey program that uses technology to make teaching and learning music
more efficient and enjoyable. The curriculum is concept-based, teaching the same musical concepts (note reading, melody, harmony, rhythm, form, texture, etc.) as would normally be taught in general music programs. Although, MIE uses a classroom of state-of-the-art piano keyboards as the learning interface, students still sing, move and discuss music that they are now able to play, compose and record.

D. Dance (A-G)
The purpose of Dance I is to introduce the students to movement. The students will experiment with many different techniques and forms of dance including Jazz, Modern (Horton & Dunham), Ballet & Hip Hop. The students will learn the technique, as well as the historical content surrounding the unit of study. The students will focus on vocabulary, body placement, musicality, timing & emotional expression. The goal of this class is not only to develop an understanding for various dance forms but to increase balance, flexibility, eye hand coordination, body alignment & strength.

The purpose on Dance I is to introduce the students to movement through dance. The students will experiment with many different techniques and forms of dance including Jazz, modern (Horton & Dunham), Ballet & Hip Hop. The students will learn the technique of dance as well as the historical context surrounding the unit of study. The students will focus on vocabulary, body placement, musicality, timing & emotional expression. The goal of this class is not only to develop an understanding for various dance forms but to increase balance, flexibly, eye hand coordination, body alignment & strength.

7. Course Descriptions – College Preparatory Elective

C. Journalism (A-G)
Journalism is a year-long introduction to media studies focused on newspaper writing and magazine writing formats, with some discussion of writing for websites and television broadcast. The main writing styles taught in this course include profile writing; review writing (book reviews, movie reviews, restaurant reviews, product reviews, news writing); investigative feature writing; opinion writing (including editorials and opinion pieces); and sports writing (sports news, sports columns and sports features). The course will also survey the history of American journalism from the late 1700s through the present with a focus on some of the famous journalists including Benjamin Franklin, Ida Tarbell, Lincoln Steffens, Upton Sinclair, Jessica Mitford, Ralph Nader, Carl Bernstein, Bob Woodward, Ben Bradlee, Ted Koppel, Arthur Sulzberger, Art Buchwald, and Thomas Friedman. Students also are introduced to the role and the impact of the media in a
democratic society from a sociological perspective. Students will read Time magazine on a weekly basis as well as San Francisco Chronicle, San Jose Mercury News, The New York Times and USA Today. They also read one recently published fiction or non-fiction book of their choice for a book review as well as multiple excerpts from books on a weekly basis. Students will also learn basic publishing skills, including the use of Adobe’s InDesign and PhotoShop as well as MS Word. The students’ final examination involves the use of these computer skills to demonstrate their writing and layout proficiency. In addition, students will write a short research paper on a famous journalist. Over the duration of the course, students gain interviewing skills, information analysis skills, writing skills, and listening and speaking skills. They learn to write with an understanding of audience and purpose. Over the course of the semester, students write twelve articles and revise each one at least twice.

D. Creative Writing (A-G)
Students will examine and imitate methods of writers, including texts such as “Temporary Poem of My Time” by Yehuda Amichai, “Kubla Khan” by Samuel Taylor Coleridge, “Joyas Voladoras” by Brian Doyle, and select short stories from Suddenly, a Knock on the Door by Etgar Keret. Students will examine poetry, short stories, and personal essays enhance student writing. The class will study the elements of fiction, including dialogue, voice, image, character, point of view, and structure. Additionally, the students will study and practice the processes of writing, rewriting, and publishing. Throughout the semester, the class will dabble in many genres: poetry, personal essay, short story, and screen-writing. Throughout all of the units, students will receive direct instruction and individual and group practice with critical reading, writing and presentation skills. Throughout the school year, students will learn how to analyze various works of literature, including poetry, essays, short stories, and plays, identifying and analyzing theme, character, and rhetorical devices. Students will manifest their understanding in a range of writings and presentations throughout the year.

Goals of the course are for students to understand concepts of dialogue, voice, image, character, point of view, and structure. Students will examine and article the methods that writers use to communicate their messages. Students will read, interpret, and analyze grade level materials, including “Phenomenal Woman” by Maya Angelou, “Harrison Bergeron” Kurt Vonnegut, "Why Boys Become Vicious" by William Golding, and Streetcar Named Desire by Tennessee Williams. By the end of this course, students will have practiced the writing process (brainstorming, drafting, editing, rewriting, and publishing). For instance, each unit will begin by focusing on reading and evaluating writing for structural elements and literary elements and then the class will progress to
writing workshop specific to the unit’s genre. In the poetry unit, students will learn poetry structure, voice in poetry, literary devices, and so on, and then students will apply those elements to their final writings. Because they have read and imitated great works of writing, they will be able to apply their understandings of writing methods, such as literary devices and modes of persuasion, to original student writing through writing workshop and presentation of student work. Students will have a kept a daily writing journal that will supplement a full body of published work throughout the year in spoken presentations as well as printed writings.

E. Academic English Class

The Academic English class is a designated support class for Beginning and Early Intermediate English Learners. This course focuses on speaking and listening skills for beginning level English Language Learners. This course helps students develop basic interpersonal communication skills. Through quality interactive instruction and activities, the course introduces both communicative and academic vocabulary, covers language patterns, grammatical structure, and oral skills to help the student survive academically in American schools and functionally in society. This course will also emphasize reading, writing, and literacy skills for the beginning level English Language Learners. Students begin by learning how to compose paragraphs and progress to authoring organized expository and narrative writings, including descriptive, compare and contrast, narratives, and literary response essays.

Innovative Curricular Components of the Proposed Educational Program

1. Backwards Mapping

Our approach is to use state approved texts in our classrooms, utilizing them as a resource to create an internally crafted curricula which (a) is developed through the curriculum alignment process outlined below and (b) is fully aligned with Common Core Standards. The process of curriculum development adopted by BSSCA has been used by a number of high performing charter schools nationwide serving a similar demographic. While not necessarily innovative in nature, BSSCA has a high level of fidelity to the process of backwards planning. During the beginning of the year professional development, teachers unpack standards and examine assessment items (through the SBA practice and training site and materials, and SBA interim assessments. From there, teachers collaborate with a number of colleagues within and outside of their department, educational specialists, and colleagues at other schools within the network. From there teachers develop their midterm and final exams, including both SBA computer adaptive and performance task items models. Once teachers have determine the desired outcomes, they create a scope and sequence: their curriculum. Once their curriculum is established, teachers turn to determining appropriate instructional
strategies. Teachers first analyze their previous year’s data to determine the efficacy of their on instructional practice on their former students; then they examine their scores of their incoming students. Using this information, teachers determine the appropriate instructional materials, strategies, student grouping within their classroom, and additional research needed. This process is largely based on the work of Wiggins and McTeigh, Tomlinson, and DuFour.

2. **College Success**

Our program includes safeguards to ensure that students learn the material and skills they need not only to be accepted into universities, but also to be successful once they get there—as noted below in explanations of our Grading System, Independent Reading requirement, and Graduation Requirements. While we hope every student attends college, we realize it is not a realistic goals. For that reason, every student creates a “post-secondary plan” with his connector to ensure he has practically thought through the next steps upon leaving BSSCA. With the connector as a supporter, students who choose not to attend college, are still given support and resources and have a specific viable plan.

3. **Increased Academic Proficiency**

We DO NOT socially promote our students before they meet grade level goals: including performance on summative exams, passing of writing exams and a rigorous independent reading program and the completion of all A-G required coursework specific to the grade level with a C- or better. If a student does not pass the appropriate prerequisite courses, he will not be allowed to enroll in the next course—although exceptions are made in subject areas where the curriculum is not necessarily dependant on the skills of the preceding course. This may lead to mixed grade level course, and an individual student taken courses in assigned to different grade levels within a single year. As described elsewhere in the petition, there are numerous supports available for students to achieve all of the desired outcomes.

4. **Proficiency Requirement**

Because we believe that students must truly be proficient in their subjects before moving on, we do not accept grades below a C-. For students who are performing below grade level or who are historically low performers, please refer to Student Success Teams and our intervention programs in the Intervention and Enrichment programs section below. Additionally, students with IEPs and 504s may have a modified grading scale and/or reduced requirements as aligned to their IEP goals. Other at risk students, such as our homeless and foster youth are provided a myriad of resources through our connections program

Students who fail a class are required to replace the course using a credit recovery option, which includes summer school offered by the school or enrollment in an online credit recovery course supported by the school, such as Aventa or BYU. Students may also enroll in
the course again the following year. The school will accept other reasonable options for replacing the course not listed here, such as enrollment in a community college course, adult school, or other accredited online or independent study provider, but will not reimburse the student or provide time within the regular school day to complete the course. Upon completion of the course with a grade of C or better, the passing course grade replaces the prior failing grade in the student’s GPA.

In addition to Student Success Teams and intervention programs, BSSCA also offers remedial skills courses taught by credentialed teachers to help build the bridge to proficiency:

- **Academic English** - a designated English Language Development Program help EL students develop the literacy skills necessary to access the core curriculum
- **Foundational Algebra** – this is a two year Algebra course (to be followed by Algebra Concepts) for students who are at risk of not being successful in the traditional one year Algebra program

5. **A Rigorous Focus on Literacy**

Each year, students in the school’s Literature courses read at least four novels, plays, or full length non-fiction texts (e.g. memoirs) in class, along with ten to twelve shorter texts (articles, case studies, short stories). In each of the core academic classes other than English, students read at least one short non-fiction text of the discipline directly related to the unit of study (journal article, case study). Students also participate in a rigorous independent reading program where they read a combination of choice books and required selections. The details of this program are outlined in the next section.

As required by the Common Core, and as supported by David Conley’s work on college readiness, students must be able to read critically across the disciplines in order to succeed in higher education. In order to develop students’ ability to read for a specific discipline, all teachers explicitly teach reading comprehension and vocabulary acquisition strategies, such as those articulated in report *What Secondary Content Area Teachers need to know about Adolescent Literacy*.

In order to be successful in higher education, we understand that students will need to be able to both write to learn and to demonstrate their learning. In order to ensure that our students' are prepared for the rigors of college writing, students must pass four writing assessments each year in order to meet the graduation requirements. Students have multiple opportunities to retake assessments they do not pass and are offered a variety of supports including Tier I supports within the classroom, Tier 2 support offered within the classroom in small groups using Write Score, and if necessary, in small group intervention classes scheduled during students advisory periods. These prompts are designed to assess students’ ability to write argumentatively across the disciplines. Especially so at the upper
levels, where these assessments measure students’ ability to accurately and convincingly develop an argument and support it with reasons and evidence. Writing assessments are double-blind graded by a panel of teachers across all disciplines.

**Intervention and Enrichment Programs**

1. **Independent Reading Requirement**

Students in the 7th and 8th grade read four to six major works in their English class. In addition, 7th grade students must independently read seven books a year and eighth graders must read eight books a year. Students must select independent reading books that are within +/- 25 lexile points of their current lexile score as measured monthly through the ISIP.

Students in high school Literature read four to six major works in class and they also must earn 400 points on Reading Counts over the course of their high school career through independent choice reading. This is the equivalent of reading four books per year outside of class. Students who transfer to BSSCA after their Freshman year, have these requirements reduced by 25% each year that they have not been with us. Additionally, they must independently read required selections in each of the core content classes, broken down as follows:

- **English:** Two required novels per year. Mastery is demonstrated by independent Literary Analysis Essay.
- **History:** Two book length required readings. Mastery is demonstrated through an analytical essay.
- **Math:** Four magazine/journal articles (directly related to the content). Mastery is demonstrated by a written analysis of each.
- **Science:** Four magazine/journal articles (directly related to the content). Mastery is demonstrated by a written analysis of each.

Some required selections by grade level have included the following:

- Ninth: *I Know Why the Caged Bird Sings, The Devil’s Highway*
- Tenth: *The Shack, The Absolute Diary of a Part Time Indian*
- Eleventh: *The World is Flat, Three Cups of Tea*
● Twelfth: *Under the Banner of Heaven, The Outliers*

Many of these titles prove extremely challenging for our students to read independently, but they work through them, sometimes using audio-books, study groups, teacher led book clubs, assistance from their connector and/or TAs. Students with special needs may require accommodations which are explicitly included in their IEP, 504, or SST plan or as recommended by their connector. Accommodations may include, but are not limited to, reduction in required Reading Counts points, reading the text in the student’s native language, and replacement of the required texts with ones more appropriate to the student’s ability level, or purchasing personal copies of the text for students. Our school believes that independent reading is an essential skill for college preparedness and, thus, this requirement is closely monitored by both the student’s literature teacher and connector. Students and parents can also monitor their own progress through online access at home and at school to the student’s Reading Counts account. Additionally, we have students who may have additional barriers to completing these requirements, barriers that we may not be able to anticipate. This is the key function of the connector: to identify students who have barriers to learning—or demonstrating their learning—and recommend appropriate supports and accommodations for those students. Students may have modified reading requirements or may receive additional time and/or supports such as audio books or personal copies of the text.

2. **Homework Policy**

All students are required to write down their homework assignments each day. Students do not rely solely on a teacher’s bulletin board or web page for homework information. However, all teachers keep an up-to-date homework binder, bulletin board or web site so that students and parents can be made aware of the daily and weekly assignments. The course syllabus informs parents and students as to which option the teacher chooses to keep the community informed. This policy is detailed in the family handbook and is discussed at summer orientations and at back to school night. Additionally, each teacher sends home communication to families regarding their classroom expectations.

BSSCA has based its guidelines for assigning homework on the guidelines put forth by the National Parent Teacher Association and the research of Harris Cooper and others. The research supports that quality homework assignments, within appropriate limits shows a strong positive relationship with increased academic achievement. The guidelines for time spent on homework each night are roughly ten minutes per night per grade level. Thus, a
ninth grader will have approximately an hour and a half of homework, whilst a twelfth grader will have approximately two hours of homework.

Homework at BSSCA has three distinct but important purposes:

1. To give students time to practice the essential skills that they need to learn (having them practice the skills daily at home gives more time in class for teaching).
2. To develop independent study habits and provide students practice in self-discipline and time management so that students are prepared to study independently in college.
3. To ensure that as much time as possible can be spent on direct teaching, discussions, guided practice of skills and other learning experiences.

3. **Student Success Teams**

A Student Success Team (SST) is automatically formed for each student who does not have sufficient credits to be classified as matriculating to the next grade level. While students in High School do not repeat grades, they may fall behind in credits and may not earn the requisite amount to be classified as rising to the next grade level. SSTs are also conducted for any student that struggles in general and is identified through the COST process which is conducted at monthly grade level meetings. At the monthly COST meeting teachers within the grade level bring relevant data (e.g. benchmark assessments, gradebooks, discipline referrals) and discuss students who are at risk of not being successful. If it appears that a student is experiencing challenges in multiple classes, the grade level team refers the student for an SST. The SST is facilitated by the student’s connector, who acts as the main point of contact for monitoring the implementation of interventions. Also present are the principal, the student’s grade level teachers, parent, and student. If the tiered interventions are not producing the anticipated improvements and any signs of a disability are present, the student is referred for an assessment process. If a disability is not present, the SST team reconvenes to determine additional supports and the process continues.

Students are typically referred by the classroom teacher, but any member of the school staff may request support from the SST for a student whose learning, behavior or emotional needs are not being met under existing circumstances. All SST meetings are documented, and student progress is reviewed in subsequent meetings. If a student is following the SST plan and achieving, than a successive meeting is not necessary; rather additional meetings are planned for students who continue to demonstrate that they are struggling.

4. **Response to Intervention (rti) model**

At BSSCA, Response to Intervention is a multi-tier approach to the early identification and support of students with possible learning and behavioral needs. Struggling students are
identified by procedures established by each school site, including CAASPP results, CELDT results, student performance below 70% in a core subject area and/or a failing grade. These students are provided with interventions at increasing levels of intensity. These services are provided by a variety of personnel including paraprofessionals (i.e. Teacher Assistant) and teachers during a scheduled RtI period during the students’ Advisory. Progress is monitored to assess the students’ progress on a monthly meeting during the COST meetings.

A. Components of response to intervention (rti) model

There are four major components to the RtI model used by BSSCA. They are:

1. **High Quality, Research Based Classroom Instruction:** At BSSCA, classroom teachers are expected to differentiate instruction to students through researched based strategies and techniques. The Director of Curriculum and Instruction works closely with each site to assist in the implementation of current instructional practices.

   Classroom teachers are required to attend a two to three week-long professional development prior to the start of the school year. During these weeks, teachers explore the most current instructional practices. Throughout the school year, each site is responsible for the implementation of professional development opportunities with the concentration being in classroom instruction. BSSCA also requires the teachers to attend professional development sessions once a week and on six professional development days throughout the year. Teachers also have the opportunity to attend professional development workshops and conferences throughout the year.

   The principal and assistant principal are also required to attend monthly instructional meetings led by the Head of Schools. The site is formally visited by the Head of Schools each month. During those visits, the site administrator and the Head of Schools visit each classroom to review instruction. Accomplishments are acknowledged and, if needed, an action plan is developed to enhance instruction. The action plan is monitored by both the site administrator and the Head of Schools.

2. **Ongoing Student Assessment:** At BSSCA, data drives classroom instruction. Students are consistently and regularly assessed through various tools that include district created benchmarks, teacher created tests, assignments, and quizzes. The information can be quickly assessed by the teachers and staff by using Illuminate, an online data and assessment management system. School personnel uses Illuminate to monitor all student progress throughout the year. Teachers meet regularly through collaboration and Student Success Teams to review the data and make educational decisions.
3. **Tiered Instruction:** The use of a multi-tiered instruction based on student data allows teachers to differentiate instruction for all students. A teacher assistant works with the classroom teacher in the implementation of tiered instruction through small group and one to one instruction. The classroom teacher and teacher assistant work together to deliver specific instructional strategies that will differentiate concepts for students considered at risk for academic failure.

4. **Parent Involvement:** BSSCA strongly believe that instruction is best delivered and retained when there is an active relationship between the home and school. Through the Student Success Team approach, parents are involved in creating an individual learning plan for their students. Parents are also asked, but not required, to volunteer at their child’s school. We encourage parents to aspire to volunteering forty hours a year coordinating and participating in a variety of school activities; however, it is in no way required and parents who do not volunteer are not penalized. In order to assist parents in having a role in their child’s education, BSSCA has a full time Family Services Coordinator.

**B. Response to intervention as a response to disproportionality**

A key goal to the BSSCA RtI model is to improve the outcomes for all students. Through the RtI model instruction and intervention are aligned with students’ needs. High quality instruction is delivered with good fidelity. The RtI model allows BSSCA to monitor disproportionality, not based solely on a head count, but rather through a focus on differences in outcomes experienced by various groups.

**C. BSSCA ‘response to intervention model:**

BSSCA uses a three tier intervention model as its Response to Intervention. The three tiers are as follows:

1. **Tier One: Core Instruction:** Powerful instruction begins with the adoption and use of an evidence-based curriculum. Effective teachers do not simply teach such a program page by page for all students. Rather, they differentiate the instruction so it is designed to meet the specific needs of students. We believe that there are five key components that are critical to effective and powerful instruction. They are:

   A. Essential skills and strategies are taught regularly and in a timely manner.
   B. Differentiated instruction based on assessment results is provided.
   C. Explicit and systematic instruction includes lots of practice, with and without teacher support and feedback.
D. Opportunities are given to apply skills and strategies throughout the instructional day.

E. Student progress is monitored regularly with re-teaching given as needed.

At BSSCA, teachers are required to incorporate these key components in their daily instruction. Students who are not successfully mastering daily learning objectives as measured by formative assessments and checks for understanding are given focused teacher support through more frequent instructor feedback and instructive reteaching. Furthermore, school-wide prevention efforts have been established to promote learning for all students. BSSCA anticipates that the majority of students will respond to these strategies and will not require additional interventions.

1. **Tier Two: Strategic Interventions:** Students who are not achieving in the course as identified by low performance in class and are identified by teachers as not responding to Tier 1 interventions, students who are scoring at Level 1 on the Smarter Balanced Assessment, or students who are showing significant knowledge and/or skills gaps in initial beginning of the year diagnostics in ELA or Math may be identified as needing Tier 2 Intervention. The use of a multi-tiered instruction based on student data allows teachers to differentiate instruction for all students. A teacher assistant works with the classroom teacher in the implementation of tiered instruction through small group and one to one instruction. The classroom teacher and teacher assistant work together to deliver specific instructional strategies that will differentiate concepts for students considered at risk for academic failure.

2. **Tier Three: Intensive Interventions:** Students enter the learning environment with different skill sets. An individual student’s Response to Intervention is unique and dependent on many factors. To reach desired outcomes in school, some students may require additional or unique instructional strategies or interventions beyond those typically available. These students may have had interrupted (or limited) schooling, have a learning disability or medical need, have limited language skills, or just plain need more more processing time and support. For these students, create a unique schedule so that the student can receive additional support in the area of need. This may be within a designated intervention class period in lieu of another course, in lieu of advisory, or on a pull out schedule. Students may receive support using designated support using the Rosetta Stone program, Language Live, Ascend Math, or on the Write Score system. Instructional specialist teachers may also request or purchase additional research based resources as necessary to serve student needs beyond the materials we’ve already purchased.

Textbooks and Instructional Resources

Selection of Instructional Materials
BSSCA plans to use textbooks and materials that are aligned with the school’s mission and vision of helping students to master the Common Core Standards. The process by which curriculum materials will be selected will include the involvement of teachers and administrators who will evaluate materials for potential use in the school. BSSCA will ensure that connections are drawn between different curricular areas and that all curricular choices and resources are part of a comprehensive school-wide plan. The materials and programs that BSSCA purchases will be evaluated periodically and may be changed or augmented as deemed necessary. As publishers struggle to create meaningful texts aligned to the Common Core, BSSCA will wait to fully adopt new texts in order to fully evaluate their efficacy in the field. In the interim, BSSCA is using a combination of teacher-built unit plans and instructional texts and Common Core aligned instructional material. As described in the Backwards Mapping section on p. 85, it is the teacher who determines the scope and sequence and desired student outcomes using the available sample items and exemplars from the Smarter Balanced Assessments, the textbook acts merely as a resource for the teacher to pull from but does not in the least determine the desired outcomes or direction of the curriculum.

1. English language arts

For English Language Arts and high school Literature, the curriculum is based on a scope and sequence of novels listed below:

<table>
<thead>
<tr>
<th>Grade Level/Theme</th>
<th>In Class Novel</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Justice/Midv</td>
<td><em>Bronze Bow</em> (6.5)</td>
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<td></td>
<td><em>Catherine Called Birdy</em> (7.5)</td>
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<td></td>
<td><em>Othello</em></td>
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<td></td>
<td><em>Diary of a Young Girl</em></td>
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<td></td>
<td><em>Eragon</em></td>
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<td></td>
<td><em>Golden Compass</em></td>
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<tr>
<td>8th Change/USH</td>
<td><em>Of Mice and Men</em></td>
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<td></td>
<td><em>Eldest</em></td>
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<tr>
<td></td>
<td><em>Raisin in the Sun</em></td>
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<td></td>
<td><em>Red Badge of Courage</em></td>
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<td></td>
<td><em>Narrative of the Life of Frederick Douglass</em></td>
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</tbody>
</table>
9 Genre

<table>
<thead>
<tr>
<th>The Odyssey by Homer</th>
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</thead>
<tbody>
<tr>
<td>Romeo and Juliet by William Shakespeare</td>
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<tr>
<td>The Glass Menagerie by Tennessee Williams</td>
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<tr>
<td>Lord of the Flies by William Golding</td>
</tr>
<tr>
<td>To Kill a Mockingbird by Harper Lee</td>
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</tbody>
</table>

10 British/World

<table>
<thead>
<tr>
<th>Frankenstein, Mary Shelley</th>
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<tbody>
<tr>
<td>Beowulf, Anonymous</td>
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<tr>
<td>1984, George Orwell</td>
</tr>
<tr>
<td>Anthem, Ayn Rand</td>
</tr>
<tr>
<td>The Canterbury Tales, Geoffrey Chaucer</td>
</tr>
<tr>
<td>Short Stories Unit</td>
</tr>
</tbody>
</table>

11 US Lit/Hist

<table>
<thead>
<tr>
<th>The Crucible by Arthur Miller</th>
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<tbody>
<tr>
<td>Great Gatsby by F. Scott Fitzgerald</td>
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<tr>
<td>The Joy Luck Club by Amy Tan</td>
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<tr>
<td>A Streetcar Named Desire by Tennessee Williams</td>
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</tbody>
</table>

12 Grade ELA

<table>
<thead>
<tr>
<th>The Hunger of Memory by Richard Rodriguez</th>
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</thead>
<tbody>
<tr>
<td>The Bluest Eye by Toni Morrison</td>
</tr>
<tr>
<td>Macbeth by William Shakespeare</td>
</tr>
<tr>
<td>East of Eden by John Steinbeck</td>
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<tr>
<td>The Sound and the Fury by William Faulkner</td>
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</tbody>
</table>

2. Math, History, Language and Science

<table>
<thead>
<tr>
<th>Grade 7</th>
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<tbody>
<tr>
<td>Math</td>
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<tr>
<td>Title</td>
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<tr>
<td>Subject</td>
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<tr>
<td>Science</td>
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<td></td>
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<tr>
<td>History</td>
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<td>ELA</td>
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<td>Grade 8</td>
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<tr>
<td>Science</td>
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<td>History</td>
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<td>ELA</td>
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<tr>
<td>High School</td>
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<td>-------------</td>
</tr>
<tr>
<td>Algebra I</td>
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<tr>
<td>Title</td>
</tr>
<tr>
<td>Publisher</td>
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<tr>
<td>Algebra II</td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Publisher</td>
</tr>
<tr>
<td>Geometry</td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Publisher</td>
</tr>
<tr>
<td>PreCalculus</td>
</tr>
<tr>
<td>Title</td>
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<tr>
<td>Publisher</td>
</tr>
<tr>
<td>Calculus</td>
</tr>
<tr>
<td>Publisher</td>
</tr>
<tr>
<td>US History</td>
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<tr>
<td>Title</td>
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<tr>
<td>Subject</td>
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<tr>
<td>-------------</td>
</tr>
<tr>
<td>World History</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Biology</td>
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<tr>
<td>Physics</td>
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</tbody>
</table>
### Part C: Comprehensive Course List

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Sem.</td>
<td>2nd Sem.</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>ELA 7</td>
<td>ELA 7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math 7</td>
<td>Math 7</td>
</tr>
<tr>
<td>History</td>
<td>Ancient History</td>
<td>Ancient History</td>
</tr>
<tr>
<td>Science</td>
<td>Life Science</td>
<td>Life Science</td>
</tr>
<tr>
<td>Elective</td>
<td>PE/Dance</td>
<td>PE/Dance*</td>
</tr>
<tr>
<td>Technology or RtI</td>
<td>Technology or RtI</td>
<td>Technology or RtI</td>
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<tr>
<td>Subject Area</td>
<td>9th Grade</td>
<td>10th Grade</td>
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<tr>
<td>English Language Arts</td>
<td>ELA 9</td>
<td>ELA 9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra I</td>
<td>Algebra I</td>
</tr>
<tr>
<td>History</td>
<td>Human Geography</td>
<td>Human Geography</td>
</tr>
<tr>
<td>Science</td>
<td>Biology* (and AP)*</td>
<td>Biology* (and AP)*</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Spanish I*</td>
<td>Spanish I*</td>
</tr>
<tr>
<td>Electives Open to All Grades</td>
<td>Music*, Dance*, Journalism*, Creative Writing*, Physical Education</td>
<td></td>
</tr>
</tbody>
</table>
Part D: Instructional Methods And Strategies That The Charter School Will Use To Deliver Curriculum. This Section Will Include Both Teaching Methodologies And Scope And Sequence Of Skills Taught Across Grade And Subjects.

Teaching Methodologies
The mission of BSSCA relies on outcome-driven, effective teaching. In order to support teachers to make strong academic gains with students, instruction is closely monitored, continuously improved upon and data driven. As certain practices in teaching have proven to engender student academic success, consistency in instruction is employed across classrooms to ensure a structured, safe and high performing environment. Structured lessons allow for clear expectations from students and teachers, effective evaluation and improvement of teaching practice and most importantly, strong academic outcomes. We model our instructional methodologies and data driven practices after approaches utilized at high performing schools which have consistently and successfully led to strong academic and behavioral outcomes.

BSSCA subscribes to the following strategies in order to drive strong academic outcomes:

- Standards-based Curriculum and Instruction.
- Organized and Systematic Approach to Instructional Delivery.
- Schoolwide systems and structures
- Intervention Support Strategies
- Engagement Intensive Student-Teacher Interaction Techniques.

We have included the teaching methodologies and rationales for the core subjects.

1. Standards-based Curriculum and Instruction
   BSSCA’ curriculum is based on the Common Core Standards. All teachers analyze Common Core standards and internal school standards, such as reading and writing assessments that correspond to their specific grade and content areas. They then frame their lessons to ensure that they align with the scope and sequence of their Standards Map. The frequent use of standards-driven assessment data assist teachers and administrators in ensuring that content mastery occurs at the appropriate pace and in accordance with state standards.

2. Organized and Systematic Approach to Instructional Delivery
   Consistent instructional approaches and strategies are Part of our philosophy because effective classroom organization and management along with strategic instructional planning are cornerstones of a well-run educational program. We establish a system that sets clear teaching expectations every day; this ensures that all students learn their grade level standards and receive quality instruction.
• **Standards Mapping** – all standards must be mapped out clearly and sequentially for learning to best occur with units that tie standards together.

• **Syllabus** – Each course must have a delineated syllabus that describes the course, lists teacher expectations, student outcomes, unit titles, assignments, gradebook categories and breakdowns, along with teacher contact information.

• **Reading Counts**—All ELA teachers and advisors monitor, track and support students with reading their independent novels once a month.

• **Weekly overviews**—Teachers are responsible for submitting lesson plans on a weekly basis. Teachers who teach the same content for the same grades are expected to common plan to ensure instructional consistency. Weekly overviews are submitted to the Principal. S/he is responsible for the evaluation of the overviews and provides feedback to the teachers.

• **Common Whiteboard Configuration**—Teachers use a common whiteboard configuration (WBC). Supported by the work of Dr. Lorraine Monroe, the founder of the Frederick Douglas Academy in Harlem, NY, the blackboard configuration (or whiteboard as we call it at BSSCA) is an instructional accountability system that streamlines the content of that day’s lesson. The WBC includes minimally:
  - The standard
  - Homework
  - Day’s Agenda
  - Do Now
  - Important dates

The WBC sets clear academic expectations of what students learn during that lesson and also serves as a visual cue for the teacher to manage his/her instructional pacing more effectively. Administrators also use the WBC as a tool to identify how well the teacher follows the content, pacing and activities set forth in the lesson plan when they do their regular walkthroughs and evaluations.

Along with the WBC, administrators look for a student help desk/area. As BSSCA believes in allowing students multiple chances to improve one’s grade, teachers allow for missing assignments (MIs). Each classroom teacher has an area designated for students to help themselves: find additional copies of all assignments, a schedule of all homework missed and a clear procedure for submitting MIs, clearing their MI grade and receiving their grade back.

### 3. School-wide systems and structures

We believe in implementing practices that maximize the amount of time a student is engaged in learning and that minimize the amount of time spent on non-instructional activities. Non-instructional activities include handing in homework, distributing class work,
transitioning between classes, finding and retrieving class materials, etc. Administrators work with teachers to decrease any amount of time that is extraneous; the bell schedule reflects short passing periods; and returning teachers share with new teachers systems, strategies and procedures that have worked for them to maximize time on instruction. Throughout the school year, these systems are refined and new systems and structures are implemented as needed to achieve the same objective – utmost time spent on student learning.

4. **Engagement Intensive Student-Teacher Interaction Techniques**

Charlotte Danielson’s Framework for Effective Teaching—and research demonstrating its implementation leads to improved student outcomes—supports that students learn best in a cognitively engaging environment – one that has a steady and consistently brisk pace, a high degree of teacher and student interaction and one that uses techniques that support a culture of high academic and behavioral expectations. We implement three components to ensure that teacher and student interaction is high:

- **Kinesthetic Learning.** Kinesthetic learning is an approach that uses physical activity to maintain student engagement and makes the learning process fun. Teachers strategically incorporate its use to teach students a new concept. It serves as a strong mechanism to provide physical movement during extended teaching blocks and extended school hours. Active student involvement also allows teachers to more effectively gauge the degree to which students are grasping the subject matter.

- **Checks for Understanding.** By including frequent and consistent checks for understanding through strategies such as use of whiteboards, reciprocal teaching, and think pair shares, teaching gain invaluable insight into student learning and are able to adjust instruction while keeping students actively engaged in the learning process.

- **Proven Instructional Techniques.** We will also use a variety of academic and behavioral techniques that reinforce student expectations. BSSCA strategically selects two to three instructional techniques as a focus in professional development sessions such as reader’s theater, Socratic seminars or community circles. Teachers engage in training and simulated role-plays, and they are observed and provided with feedback on their delivery throughout the school year by the administrator and fellow teachers.

5. **Subject Specific Instructional Methodologies**

A. **Language Arts – Instructional Methodologies and Rationales**

Students work toward mastering word analysis, reading with fluency and systematically developing their vocabulary through close reading, academic discourse, and analytical writing. The English Language Arts department, with the approval of the Principal, selects the actual reading texts, with a focus on selecting non-fiction, cross-disciplinary texts to
supplement the literature. As the students progress through the school, they learn to form book clubs and to read more interactively, thinking through the text, its symbols, the author’s intent, the characters, the historical context and other elements. Texts expand beyond novels to include poetry, lyrics, letters and non-fiction documents.

We supplement the standards-based reading program with grade-level appropriate literature that ties into the thematic units to be covered in our Social Studies and Science curricula. In addition, we plan to use the Reading Counts comprehension program to give students an engaging way to “test themselves” on the additional independent reading that they are required to do throughout the year. Students are taught to make reading a daily part of their lives, and led to develop the habits of reflective readers and writers. Students are taught how to pick appropriate books, how to approach reading and how to analyze and learn from what they have read.

Our English writing program is based on teaching students (1) the fundamental mechanics of the grammar of the English language and (2) the writing process and (3) the ability to think critically about complex ideas and to express their thoughts in writing. Writing instruction centers on discovering the student voice through expository narrative, persuasive essays, responses to literature and correspondences.

Written and oral English language conventions are emphasized at every grade level.

Teaching students how to listen and speak is another extremely important part of our program. Therefore, we reinforce correct oral English language skills in all their subjects. Even in Science and Math, students are corrected on their grammar. We also believe that public speaking is a necessary skill for our students and we teach it through modeling, correcting and oral presentation skills during portfolios and other projects.

Assessment

Teachers daily lesson plans are aligned to a learning target derived for a larger common core standard. Teachers assess students daily through formal and informal means to ensure that students are incrementally mastering the standards. Additionally, all teacher final exams are required to measure mastery of CCSS, midterms are created (through network wide collaboration) to mimic a SBA Performanc Task, quarterly school wide writing assessments are also directly modeled after SBA Performance tasks, and finally network benchmark assessments are aligned to the Computer Adaptive Portion of the SBA.

a. History/Social Studies - Instructional Methodologies and Rationales

Students at BSSCA expand their understanding of history by studying people and events of the past. We make sure our students learn geography and the important facts associated with geography. Additionally, there is a strong focus on reading strategies specific to historical documents and writing analytical essays responding to interpretative issues in
history. Students routinely read primary source documents (at least one per unit) and answer document-based questions at every grade level.

Emphasis is placed on the everyday lives, problems, and accomplishments of people; how developing social, economic, and political structures are necessary to maintain a civilization and a standardized culture of living; as well as in establishing and spreading ideas that help transform the world forever—are some of the concepts that students learn. Students develop higher levels of critical thinking by analyzing the interactions among various cultures, emphasizing their enduring contributions and the link—despite time, between the contemporary and historical worlds.

Fundamental to our students’ understanding of history is the question of how is the past relevant to their lives today. In order for history to “come alive” they are able to relate it to their own lives, experiences, and situations.

B. Mathematics – Instructional Methodologies and Rationales

Instructional methods and strategies used in our Math Department include: direct instruction and lecture, teaching models and problem solving, demonstration, explanation and teacher-facilitated discussions, cooperative learning groups, students solving problems and student practice materials. Assessment methods and tools used include teacher-designed tests, publisher-made tests and assessments, class participation, notebooks, homework, performance tasks assessed using SBA rubrics for midterm and final exams.

We believe that successful instructional strategies are contextual and practice-based in Math. Teachers employ instructional approaches appropriate for the material they are teaching with a focus on including complex real-world problems which require students to generate and defend their own answers, as required for the Common Core. One hallmark of teaching at BSSCA is student engagement. Teachers endeavor to create interactive classrooms, both in teaching basic skills and posing probing questions to develop more complex, higher-order thinking. Teachers are responsible for driving the student learning deeper than the mere accumulation of skills and knowledge to conceptual understanding. They are supported with training and coaching on incorporating call and response, whole-body “hands on” learning and role-playing to respond to kinesthetic-tactile learners. One might find in a math class, students working in groups on mini whiteboards with their own Expo markers to solve one problem that the teacher posed.
We believe that assessment must be integrated into the instructional program, and is as fundamental to good instruction as is lesson planning and teacher preparation. At BSSCA, every instructional unit must have a clear final assessment to measure students’ overall mastery of that unit as aligned to the Common Core Standards taught in that unit. Additionally, every lesson must embed checks for understanding to inform the teacher about the student’s skills and knowledge in order to help move the student towards mastery or the learning targets, or incremental goals leading to mastery of the larger CCSS. Since units are connected to state standards, the assessments of those units align with state standards.

Additionally, all teacher final exams are required to measure mastery of CCSS, midterms are created (through network wide collaboration) to mimic a SBA Performance Task, and finally network benchmark assessments are aligned to the Computer Adaptive Portion of the SBA.

C. Science – methodologies and rationales

- Our science program is textbook-grounded, but experiment-based. In other words, students read about the different concepts in science as defined by the state standards. Then, these concepts come to life through investigation and experimentation. All BSSCA Science classes will be based on the NGSS and will include a focus on the cross-cutting concepts. Thus, every unit will be guided by an essential question that frames the specific content of the unit within the context of one of the following crosscutting concepts: patterns, cause and effect, scale proportion and quantity, systems and systems models, energy and matter, structure and function, and stability and change. For example, a Biology lesson on bacteria and viruses would need to craft an Enduring Understanding and Essential Question related to one of the above concepts. If the teacher were to choose cause and effect, he may choose an enduring understanding such as: “Humans change environments in ways that are either beneficial or detrimental for themselves and other organisms” and an Essential Question that would directly connect the content of bacteria and viruses to the Enduring Understanding: such as, “Has the widespread use of antibiotics and vaccines been beneficial or detrimental to the human immune system?” Were the teacher to focus the lesson in this way—on the cross cutting concept of cause and effect—and funnel it through thoughtful Enduring Understandings and Essential Questions, the unit and science instruction has greater real world relevance and forces students to move beyond just a procedural understanding of how science works.

Our 9th graders take Biology, 10th graders take Chemistry, 11th graders take Physics, and 12th graders are strongly encouraged to take a Science elective class.
The Scope And Sequence Of Skills To Be Taught Across The Grade Levels And The Different Subjects The School Plans To Teach.

1. Reading

Reading proficiency is essential to the mastery of all other academic subjects. Our graduating seniors are ready to read college-level textbooks and write eloquently. Their abilities and skills reflect intensive Language Arts study and training. Such ability is dependent on a strong English Language Arts curriculum that ensures reading fluency and comprehension of fiction and non-fiction texts and a strong writing ability in a variety of genres. BSSCA students read classical texts from diverse cultures in fiction, non-fiction and poetry.

Teachers assess all students both at the beginning of the year and throughout the year. Our school also consistently shares and communicates with the student his/her progress. Teachers develop unit plans based on the skill level of their students, including grade-appropriate novels, poetry, short stories and regular assessment of reading comprehension skills on Scholastic Reading Counts.²⁴

Our English Language Arts program builds a strong foundation in the English Language, focusing on fluency and comprehension of both fiction and nonfiction texts. Students practice their fluency through guided group and individual reading of a variety of texts and genres.

We are fully committed to ensuring our students are active and purposeful readers. Therefore, teachers and administrators develop a rigorous plan for introducing increasingly difficult texts and assignments to our students. Research indicates that the more reading materials children are exposed to, the easier it is for them to develop strong writing and comprehension skills.²⁵ The diversity of our texts and novels support students’ development of their reading skills through many different contexts.

2. Writing

Written expression is closely linked with success in college-preparatory and higher education. While students will have some exposure to the other genres of writing, the vast majority of the writing required at BSSCA will be argumentative in nature, including persuasive, response to literature and research papers. School leaders develop rubrics for assessing writing based on the published SBAC genre rubrics. Additionally, students are assessed at least three times a year with on demand prompts aligned to Common Core Standards.

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Performance Tasks. These assessments are then scored by an outside party through the Write Score Program.

3. Mathematics and Our Approach to Numeracy
Algebra mastery is considered by some to be the gateway to higher learning, and thus a modern reflection of the civil rights movement. For example, Robert P. Moses states that “[w]ithout these skills [of algebra] children will be tracked into an economic underclass.”

Standards for each year of the mathematics curriculum will be developed using the California Common Core Standards and consistent with best practices for math instruction. BSSCA teachers will use a sequence of mathematics textbooks approved by the California Department of Education. Using these textbooks alongside a standards map that ensures that all skills and concepts taught at the school are standards driven will ensure an effective, standards-based approach to mathematics.

4. English Language Development

In order to successfully master the English language students need specific vocabulary of the disciplines as well as the grammatical structures in order to respond to academic tasks. Depending on the student’s level of need, he may receive support in language acquisition in a designated ELD class using a combination of Language Live! and Rosetta Stone to develop vocabulary and beginning fluency. Designated ELD classes will use a variety of methods including direct instruction, computer based instruction, and most importantly, small group instruction. English learners who are not in a designated EL class may be supported by the ELD specialist through pull out and classroom coteaching with the primary goal of assisting the student in backwards mapping from the assignment at hand and providing students with sentences frames in order to help them articulate their understanding of the content.

Part E: How The Curriculum Addresses California Content Standards

Aligning Curriculum and Internal Assessments to State Standards
All of the curricular standards for BSSCA are directly aligned with the California Common Core Standards. Where necessary for college preparation, BSSCA’ curricula exceed these standards in a manner that is age-appropriate and simultaneously ensures the mastery of basic skills.

To accomplish our goals, we utilize Understanding by Design (UbD) as a framework for designing curricular units, assessments, and instruction. UbD is the framework that enables teachers to “plan backwards” to design a curriculum and lessons that are tied to state standards. We believe in using the California Performance Standards, CCSS, other challenging state standards, and the knowledge of our faculty to design specific internal standards informed by these external standards that clearly identify the content and skills that students should master in each grade level. In addition, to complement the UbD framework, during our summer orientation, school leaders supply incoming teachers with sample scope and sequences and internal standards and then guide teachers to critically analyze assessments from the SBAC and Common Core sample questions and performance tasks to identify the skills and content areas needed for mastery at a specific grade level. Teachers break the identified skills and content into smaller, measurable goals to create student-friendly BSSCA learning targets. These targets drive the creation of quarter and semester-end assessments.

**Weekly Lesson Plans**

In addition to designing unit plans, teachers complete weeklong plans in advance to ensure that they are prepared and organized prior to teaching a lesson. Each daily lesson plan contains the CCSS standard, learning objectives, instructional activities, accommodations for special populations, and homework.

Under the supervision and support of the Principal and grade level cohort and department teams, all teachers have well thought out plans and strategic pacing charts within larger unit plans, and ultimately within the yearly curriculum. Professional development is scheduled after each quarter assessment for teachers to realign their pacing plans with the speed and accuracy of student achievement.

**Part F: Description Of How Instructional Program Will Support Development Of Technology Related Skills And Technology Use**

BSSCA graduates will be savvy consumers and producers of media and will use technology in order to enhance learning. As such BSSCA has adopted a number of computer based learning tools.

**Computer Based Resources**

- **Language! Live** is a standards and skills-practice program that supports students who are struggling with fundamental components of literacy. Language works to identify skill deficits and guides students through corresponding lessons to to fill those gaps. Students who are identified as needing this resource may access it in the RSP Room, in their ELD class, or as an RtI offering embedded within the regular school day.

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27 [http://www.ascd.org/portal/site/ascd/menuitem.6a270a3015fcac8d0987af19e3108a0c/](http://www.ascd.org/portal/site/ascd/menuitem.6a270a3015fcac8d0987af19e3108a0c/)
**Ascend Math** is a computer based assessment and math skills program used at the 9-12 level. Students at all ability levels will have access to Accelerated Math in order to both fill skill deficits and to enhance understanding and retention. Students may access Accelerated Math during an RtI period or within the regular classroom.

**ST Math** is a computer based assessment and math skills program used at the 7-8 level. ST Math uses nonverbal math puzzles to engage students problem solving skills and increase conceptual understanding of fundamental math operations.

**iStation** is computer based reading and literacy intervention and assessment program used at the 7-8 level. iStation uses a video game format to engage students in building reading fluency, vocabulary, and comprehension.

**Write Score** Writing assessments are a core component of BSSCA’s instructional program and students must pass yearly writing exams in order to advance to the next grade level. Write Score is a computer administered writing assessment and skill building program. At minimum, student will take three yearly writing assessments and receive feedback online through the Write Score Program. Write Score also offers teachers a catalogue of online resources directly aligned to data from their class’ writing assessments, and teachers may integrate these lessons directly into class time or may assign to individual students as additional work.

**Naviance** is a comprehensive college counseling resource. All high school students will have a Naviance Account which they will be trained to use in their advisory period. The will also regularly access their account and the counseling curriculum during their advisory period.

Additionally, all students must participate in public student led conferences where they present their work to the school community at large through a digital portfolio developed on Weebly. In order for students to successfully complete their digital portfolios, technology must be embedded in daily classroom instruction.

**Part G: Graduation Requirements**

Graduation Requirements are communicated to parents in the family handbook, sent home quarterly along with the student’s individual progress toward goals, and are communicated in the College Knowledge seminars for all parents. In order to graduate from a Bright Star School all students must successfully complete 220 credits. Within those 220 credits, students must complete all of the A-G requirements, one PE course, and all the other Bright Star School requirements. Most semester long courses taken at a Bright Star School will earn five credits and most yearlong courses will earn ten credits.

**Required Coursework:** All students must complete the A-G Required Coursework along with one PE course and 60 credits of electives.

- History or Social Science, including World History and US History (A) 20 credits
- English (B) 40 credits
- Math, including Algebra I, Geometry, and Algebra II (C) 30 credits
Laboratory Science, two years of Lab Science (D)  
Foreign Language, 2 years in the same language (E)  
Visual & Performing Arts, 1 year (F)  
College Prep Electives, one additional course in requirements A-F (G)  
Physical Education  
Electives  

**Additional Requirements**

1. Independent Reading: Earn 400 points on Reading Counts  
2. 50 service hours completed at two organizations  
3. Five post-secondary visits  
4. ELA usage and Writing proficiency test passed each year  
5. Have completed and taken two actions steps on viable post-secondary plan  

*Students who transfer to BSSCA after the freshman year have all additional requirements reduces by 25% per year.*

**The 50 hours of volunteer work is over the course of four years.**

**Assistance in Completing Graduation Requirements**

While the additional graduation requirements may seem challenging, RKHS embeds ample opportunity to complete these requirements within the regular school day. All students will complete five college visits with Bright Star Schools through regularly scheduled grade level college visits and/or attendance at one of the many college admissions officer visits at the school. College campus visits are opportunities are provided and paid for by Bright Star Schools.

**Class Matriculation**

In order to progress through the grades, students must make adequate progress to be eligible for the next grade level. Students must earn 50 credits to be considered a Sophomore, 100 credits to be considered a Junior, and 150 credits to be considering a Senior.

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Part H And I: Description Of The School’s Plan And Timeline For Obtaining Western Association Of Schools And Colleges Accreditation (WASC). Description Of How 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.

BSSCA understands that parent involvement and engagement in our students’ education is the other half of the puzzle to produce truly successful individuals. We have therefore implemented a two-prong approach to educating our students and parents about the processes of college admissions. Our parent liaison, and most of our connectors, are fully bilingual and all documents are provided in the appropriate languages. The Connector works with the students and meets with families individually, while our Director of Student Services implements group parent workshops to educate parents by grade-level, whole school and by subject of the college application process. Within the context of the connector relationship with families as well as the presentations described parents will be informed about the transferability to other high schools and college. Students receive an individualized graduation tracker report each quarter of each year to clearly inform parents of their child’s progress toward graduation.

Courses Approved
BSSCA is currently WASC Accredited through June 30, 2016 and has already scheduled its Self Study visit for March of 2016.

The College Counselor supports all high school teachers to prepare their curriculum for the University of California or the California State University course approval process. Teachers receive course description instructions and a course description template on their particular subject in order to complete the syllabi appropriately before submitting to the University of California’s Doorways web site.

The College Counselor submits the syllabi online and keeps track of email notifications to ensure all courses are approved.

Student Targets
The College Counselor meets with small student groups and individual families to inform them of the following:

- What A-G courses look like.
- The minimum requirements to meet A-G status.
- BSSCA graduation requirements.
- University prerequisites.
- Financial Aid and Scholarships.
- Undocumented AB 540 Status.
- Exams such as CAHSEE, SAT, PSAT, ACT.
- Application deadlines.

After the initial general meeting that usually takes place during the summer before a student’s junior year, one-on-one appointments are also set to make individual course maps. During these individual meetings, the counselor discusses with the student his/her scope and sequence of all requirements and grade equivalents needed to ensure graduation and college acceptances. If a student is not on-target with his/her graduation road map, the counselor also helps amend his/her scope and sequence to earn necessary credit redemptions and all other prerequisites.

Additionally students may attend a senior prep class in order to receive assistance with:

1. Personal statements.
2. CSU, UC, Private, Out of State applications.
3. Free Application for Federal Student Aid (FAFSA).
   Academic Advising/career advising.

The parent college workshop series consists of four monthly workshops from September-January, excluding December. The workshops are facilitated by the Family Services Coordinator, College Counselor, and Parent Liaison(s) and cover the following topics:

1. **The Four Higher Education Systems**
   a. Understanding the differences between community colleges, Cal State Universities, UC’s (University of California Institution), and private schools.

2. **Admission Requirements**
   a. A-G Requirements.
   b. Tests. (SAT, ACT, etc.)
   c. Personal Statement.
   d. Deadlines.

3. **Application Process**
   a. Working workshop to help parent familiarize themselves with applications and the information required.
   b. This workshop will take place before the November 30\textsuperscript{th} application deadline.

4. **Financial Aid**
   a. Different forms of aid – scholarships, grants, loans.
   b. FAFSA.
The workshops were created to increase parents’ college knowledge and provide them with resources that will aide them in supporting their students’ path to college. This is supplemental to the individual support students receive from the College Counselor on campus.

Section 6: Academic Calendar And Schedules

**Part A: Academic Calendar**

The 2016-2017 calendar below indicates the beginning and end of instructional days for students in yellow. Highlighted in red are the student holidays and breaks and then in purple are the early dismissal/shortened and/or minimum days.

**Part B: Sample Daily Schedules**

At BSSCA we realize that the time students spend in school is directly linked to the success they will have in demanding colleges and work forces. We employ an extended school day with a “more time on task” mentality, designed to provide academic rigor for all BSSCA students.
Included in the school design are a number of supports to ensure that students meet our uniquely demanding academic and cultural goals as we do not socially promote. The schedules included below are the same for each grade level during that particular type of day.

The High School instructional minutes reflect a typical period of 55 minutes. There is also an Advisory Period that takes place daily. A student’s advisory teacher will act essentially as the student’s Homeroom teacher. Additionally, during the Advisory period, students will receive an appropriate grade level curriculum which may include sexual health, Life Skills, drug and alcohol education, career education, study skills, and seminars on social/emotional issues and push in services on college counseling from the student’s Connector (the hour before lunch). During this time, as needed, students may have the opportunity to get extra help or receive tutoring from their teachers or to study or work in our computer labs.

**Regular Day Sample Schedule for grades 7-12**

| 2016-17 Bright Star Secondary Charter Academy Regular Day Bell Schedule |
|---------------------------------|-----------------|-----------------|
| **Time**                        | **Period Description** | **Minutes Per Period** |
| 7:00-7:40                       | Before School Programming provide through ASES | 40 |
| 7:45-8:40                       | Period 1 English | 55 |
| 8:44-9:44                       | Period 2 Math | 60 |
| 9:44-9:54                       | Restroom Break | 10 |
| 9:58-10:43                      | Advisory | 45 |
| 10:47-11:42                     | Period 3 Science | 55 |
| 11:42-12:27                     | Lunch Break | 45 |
| 12:27-1:22                      | Period 4 History | 55 |
| 1:22-1:32                       | Restroom Break | 10 |
| 1:36-2:31                       | Period 5 VAPA or other elective | 55 |
| 2:35-3:30                       | Period 6 PE, RtI or Technology | 55 |
| 3:30-4:30                       | Common Teacher Prep | 60 |
|                                 | 392 Instructional Minutes per day | |

**Minimum Day/Early Dismissal Sample Schedule??**

<p>| 2015-16 Bright Star Secondary Charter Academy Minimum Day Bell Schedule |
|---------------------------------|-----------------|-----------------|
| <strong>Time</strong>                        | <strong>Period Description</strong> | <strong>Minutes Per Period</strong> |
|</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
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<tr>
<td>7:00-7:45</td>
<td>Enrichment Programming</td>
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<td>7:49-8:34</td>
<td>Period 1</td>
<td>45</td>
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<tr>
<td>8:38-9:23</td>
<td>Period 2</td>
<td>45</td>
</tr>
<tr>
<td>9:23-9:30</td>
<td>Restroom Break</td>
<td>7</td>
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<tr>
<td>9:34-10:19</td>
<td>Period 3</td>
<td>45</td>
</tr>
<tr>
<td>10:23-11:08</td>
<td>Period 4</td>
<td>45</td>
</tr>
<tr>
<td>11:08-11:38</td>
<td>Lunch</td>
<td>30</td>
</tr>
<tr>
<td>11:42-12:27</td>
<td>Period 5</td>
<td>45</td>
</tr>
<tr>
<td>12:31 - 1:16</td>
<td>Period 6</td>
<td>45</td>
</tr>
<tr>
<td>1:20-4:20</td>
<td>Teacher PD/SSTs/etc.</td>
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**Part C: Instructional Days And Minutes Calendar**

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<thead>
<tr>
<th>No</th>
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Section 7: Professional Development

Part A: How The School Will Recruit Teachers Who Are Qualified To Deliver The Proposed Instructional Program.

Teacher Recruitment

We recruit at all of the major colleges and universities in the area such as: UCLA, Loyola Marymount, USC, Pepperdine and the Cal State Universities. In addition, we rely on word of mouth, advertise in the local papers, and participate in annual charter schools job fairs, visit private schools, and post on websites such as Edjoin. Additionally, we subscribe to headhunting services that recruit for charter schools such as Teach California Charter. Nationally, we contact the alumni networks of colleges and universities and organizations such as New Leaders for New Schools and the National Board for Professional Teaching Standards.

BSSCA will comply with the provisions of the No Child Left Behind (NCLB) act. In regards to certificated personnel, all core teachers will be highly-qualified as defined by No Child Left Behind:

0 Have at least a bachelor’s degree from an accredited institution of higher education;
0 Hold full state certification; and
0 Demonstrate subject-matter competence for each NCLB core academic subject they teach.

BSSCA furthermore assures that all classroom based paraprofessionals are also NCLB compliant in accordance with Title I funding parameters. All paraprofessionals have:

(1) Completed two years of study at an institution of higher education; (2) Obtained an associate’s (or higher) degree; or
(3) Met a rigorous standard of quality and are able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing and mathematics (or as appropriate, reading readiness, writing readiness and mathematics readiness).

All paraprofessionals however, in accordance with Title I funds respectively, shall have a secondary school diploma or equivalent.
Part B: How The School Will Provide Ongoing Professional Development To Ensure That Teachers Have The Skills To Deliver The Proposed Instructional Program.

Meeting Teachers’ Needs and Driving Instruction
As teachers are at different years in their careers, each one of their needs and motivations for improvement is different. Therefore, a survey is conducted at the end and the beginning of each school year to ensure that all the teachers’ professional growth needs are addressed, budgeted and met to the best of our resources.

BSSCA shall use both student achievement data and instructional data to develop the school site professional development plan. At the beginning of each school year, the Head of Schools will review the CAASPP data, diagnostic testing results (such as from the MDTP and reading assessments, and Study Island Pretests) to determine the efficacy of the previous year’s instruction and student and teacher needs. This information will be used to develop the school wide goals, which will ultimately inform instruction. Additionally, teacher observation and evaluation data will be closely tracked in our HR reporting system to determine trends in teacher needs. We have two positions to help in this endeavor: Head of Schools and Principal. Both experienced educators will perform routine observations, provide feedback and prepare professional development (PD) seminars for the professional learning communities (PLCs) as needed. Additionally, professional development will be provided by the Bright Star Director of Special Education, Bright Star Director of Curriculum and Instruction, external professional development providers as needed, administrators from other Bright Star schools, and teachers who demonstrate promising practices.

Beginning of the year professional development for the first year of the school’s renewal cycle will include seminars in reading and writing across the curriculum, lesson planning to teach for conceptual knowledge, curriculum mapping to the Common Core Standards, best practices in assessment and use of classroom level data, and classroom management.

Teachers new to BSSCA have one week of orientation to devise the scope and sequence of their respective curricula, and to learn the philosophy and structures of the school culture, and all school policies and procedures. Existing teachers have at least two weeks before school begins. There is one day a quarter that is a pupil-free day where the teachers and administrators gather and assess student data on achievement, discipline and exam scores. With this information, teachers amend their instruction accordingly; student intervention placements are made, along with more follow-up meetings with families.
Five pupil free days have been scheduled into the academic calendar to allow for mid-year professional development. Those days will include a combination of student achievement data review, presentations on instructional strategies, grade level and departmental meetings. Additionally, teachers will be contracted to stay until 5pm each Friday to allow for school wide PD and departmental meetings. Additionally, minimum days are scheduled every other month to allow for collaborative PD with other Bright Star Schools.

After two weeks of teacher PD, student orientation follows, allowing for the development of strong teacher-student relationships. This juxtaposition promotes the idea of school-wide, community-based building, rather than classroom-bounded teachers and students.

At the end of the school year, teachers and administrators, shall meet regularly by department, whole group and grade level to close out the year and prepare for the oncoming school year. Not including weekly PLC time, returning teachers receive a minimum of 20 days of professional development; new teachers have 25 days throughout the school year allowing for adequate teacher support and growth.

Section 8: Meeting The Needs Of All Students

Part A: English Language Learners (Including Reclassification)

English Learner Instruction
BSSCA is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) 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), BSSCA shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

1. How ELs’ needs will be identified;
2. What services will be offered;
3. How, where and by whom the services will be provided;
4. How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)
**How will English Language Learners be Identified?**

Upon being admitting to Bright Star Schools, students receive an enrollment packet which includes the following Home Language Survey questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

These questions are used to determine a student’s home language status as follows:

**English Only (EO)**

If the answers to the four questions on the HLS are “English”, the child is classified as English Only.

**Possible English Learner (EL)**

If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure his or her level of English proficiency. However, if the parent’s response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student’s home language. The school’s administrator/designee must research the student’s home language background using the following indicators, as well as consultation with the student’s parent:

- Parent/guardian requires an interpreter to communicate in English
- Parent/guardian speaks to their child in a language other than English
- The HLS is completed in a language other than English (including spelling the word “English” in another language; e.g. ingles)
- Student initiates interaction with their parents/guardians in a language other than English
• It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
• Student, after having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English

If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the California English Language Development Test (CELDT). The parent will be consulted by a staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – INITIAL IDENTIFICATION

State and federal regulations require that if the student’s HLS indicates a language other than English is used at home, the student’s English language proficiency level must be assessed. Students will be assessed within 30 calendar days at the beginning of the school year, or within 2 weeks if a student enrolls during the school year. In addition, parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

NOTE: In accordance with Education Code (EC), initially-enrolling students identified by the HLS as potential ELs may not be exempted from taking the state-adopted English language proficiency assessment. The purpose of the English language proficiency assessment is to officially determine a student’s language proficiency level in English. It is also used on an annual basis to measure progress in acquiring English.

Based on a student’s overall performance on the CELDT, he/she may be classified as an English Learner (EL) or an Initially Fluent English Proficient (IFEP) student. Once a student is identified as an EL, the student must be annually assessed with the CELDT until he/she meets the eligibility criteria and is reclassified to Fluent English Proficient (RFEP). Students are to be tested in their grade-level English classrooms.
The HLS is completed by the parent or guardian upon the student’s initial enrollment in the charter school. The information provided on the initial HLS takes precedence over any information provided in subsequent surveys completed. When the charter’s initial HLS conflicts with previous HLS and the charter is aware that in a former school the student was considered an ELL student (and not yet re-classified English Language Proficient RFEP), the charter will continue to classify the student as an ELL in accordance with the original HLS within the student’s cum file.

**LANGUAGE PROFICIENCY ASSESSMENTS**

At the end of the testing cycle, student test booklets are submitted to the test vendor for official scoring. The CELDT results are to be accurately and permanently recorded in the school’s SIS.

ELs with disabilities must be assessed with the initial or annual CELDT. ELs with disabilities may be tested using the California Department of Education (CDE)-approved *Testing Variations, Accommodations, and Modifications*, which is updated annually. The Individualized Education Program (IEP) team must document in the student’s IEP any accommodations or modifications used, and these must not deviate from those approved by CDE. All ELs with disabilities will be assessed with the CELDT annually after they have been identified as ELs. ELs with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

**ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – ANNUAL ASSESSMENT**

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California *Education Code*.

The official CELDT assessment results are provided to parents in a language they understand when the results become available from the test publisher. Information on how to interpret the CELDT results is available in various languages. Parents may request a meeting to discuss the assessment results.
INITIAL LANGUAGE CLASSIFICATION/STATUS

A student’s initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the CELDT. Based on the performance level, a student may be classified as follows:

**English Learner (EL)**

The overall performance level on the initial CELDT is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced, but with skill area scores of Beginning or Early Intermediate in Listening and Speaking (grades K and 1), or in Listening, Speaking, Reading or Writing (grades 2-12).

**Initial Fluent English Proficient (IFEP)**

The overall performance level on the initial CELDT is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

ANNUAL LANGUAGE CLASSIFICATION/STATUS

Parents of ELs will be notified each year of their child’s current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

PARENTAL NOTIFICATION OF INITIAL ASSESSMENT RESULTS AND PROGRAM PLACEMENT

Parents of students (ELs and IFEPs) who are administered the initial CELDT must receive official notification, within 30 calendar days, informing them of their child’s:
• Initial English language proficiency level and how it was assessed
• Official language classification

In addition to the above, parents must also receive information regarding the:

• Reclassification, or program exit, criteria
• Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP
• Expected rate of graduation for ELs

PARENTAL NOTIFICATION OF ANNUAL ASSESSMENT RESULTS AND PROGRAM PLACEMENT

Parents of EL students who are administered the annual CELDT must receive official notification within 30 calendar days, informing them of their child’s:

• Annual English language proficiency level and how it was assessed
• Official language classification
• Instructional program placement

RECLASSIFICATION

Once a student is identified as an English Language Learner (ELL), the student will continue to take the CELDT, or whatever test is required by the California Department of Education (CDE), on an annual basis until the student is Reclassified as Fluent English Proficient (RFEP). The test will be administered within the time constraints that are mandated by the CDE.

ELLS are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:
- English proficiency on the CELDT: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Scoring as reading at grade level by a reading assessment
- Teacher evaluation based on student grades/progress report marks
- Parent consultation and approval

The administrator/designee at each school site is responsible for ensuring that ELLs who meet the eligibility criteria are reclassified in a timely manner. This process begins when the official results of the CELDT are released, as well as at the end of each reporting period. Students who have met the reclassification criteria are identified and parents are informed of their proficiency in writing.

All RFEP students are monitored at the end of each reporting period. If a student is not making satisfactory progress after reclassification, the administrator/designee will meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support. Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- Specialized reading, writing, and/or math instruction
- After school and/or before school academic support
- Intervention/Intersession classes
- Summer school

English Language Learners with disabilities will follow the same methods for identification and reclassification while adhering to appropriate testing accommodations and/or modifications listed in their Individualized Education Programs (IEPs). In addition to the aforementioned criteria for reclassification, the IEP team should also determine if an ELL with a disability has met the English Language Development (ELD) goal(s) in his/her IEP.

**What services will be offered for English Language Learners?**

All students are placed in the Mainstream English Program. English Language Learners are supported through a combination of modified instruction, additional academic support as needed, and specific strategies for acquiring academic English. Teachers provide sheltered
instruction using SDAIE techniques when students have difficulty understanding English. The school also promotes the success of English Language Learners by valuing the Spanish language as a critical resource and fostering a bilingual culture. English Language Learners act as mentors to Spanish Language Learners as part of class assignments in the Spanish courses.

**Part B: Gifted students**

BSSCA truly believes that all students are gifted and capable of academic excellence. Thus, any student who comes out of a GATE program and chooses to enroll at finds that the academic standards and expectations that they have grown accustomed to in their individual classrooms are now prevalent school-wide. Students working at different paces are sometimes paired so that students excelling in a particular subject can help students struggling with that same subject.

Teachers receive professional development in identifying exceptional students and may recommend a student for assessment, as may an administrator or parent. Students are then assessed by a contracted school psychologist. Students who are identified as gifted are monitored biannually by school administration to ensure that the student is working according to his potential. While BSSCA does not offer a pull out gifted program, gifted students have opportunities to extend their learning through more rigorous reading and wider choice in the independent reading program, expanded options within the project based learning cycles, course compacting, course acceleration, and grade acceleration where appropriate. Additionally, teachers integrate best practices for teaching students gifted students within the regular classroom, including Kaplan's elements of Depth and Complexity, Accountable Talk, and project based learning.

**Part C: Students Achieving Below Grade Level**

Students are considered “low achieving” if they meet any of the following criteria:

1. Performing more than one level below his/her actual grade level as measured by:
   - the Strategic Reading Inventory Diagnostic (given at the beginning of 9th grade, and quarterly thereafter for students performing below grade level)
   - the ISIP Reading Diagnostic given at the beginning of 7th and 8th grades (and monthly thereafter to students performing below grade level)
   - the Ascend Math Universal Screener given at the beginning of each year in grades 7-12.

2. Not on track to make at least one grade level of growth in reading, writing, and math as measured by progress on the twice yearly Common Core aligned benchmark assessments, the three yearly writing assessments, and by progress made monthly on the Ascend math program.

3.
4. Earning below 70% in one or more core subjects and therefore in danger of failing the grade and not on track to make at least one grade level of growth in reading, writing, and math.

Students who meet more that one of the above mentioned criteria will be referred for an SST. Connectors monitor the progress of “low achieving” students very closely, conducting meetings and progress checks on a monthly basis. The connector then acts as the glue for all staff members serving the students. Teachers use the RtI model within the regular classroom, but this may not prove sufficient for our low achieving students who are likely to be scheduled into an RtI Math or ELA class during their advisory period. This classes are convened as needed after the quarterly analysis of student data. The RTI programs utilize Ascend Math fill in gaps in student learning, while the ELA students may receive support using Language Live or through small group reader’s or writers workshops.

BSSCA’s main goal is to ensure that all students are prepared for success in demanding colleges and work forces. Hence, our goals for academically low achieving students are the same as our goals for the entire student body. Our program and supports ensure that all students identified as low achieving have equal access to a rigorous, college-preparatory education. Based on the academic data of the elementary schools in the area, BSSCA expects that a great number of its students may be classified as “low achieving.” As such, BSSCA’s entire curriculum, program, and supports have been adapted to improve performance for traditionally low achieving students.

- We assess all students after enrollment to determine learning strengths and weakness, as well as overall proficiency in core subjects.
- Our character building Advisory Program and our Expected Schoolwide Learning Results build habits for success.
- Low achieving students are also provided remediation during afterschool programming or additional classtime, programming provided during Fall, Winter and Spring Break (which mirrors traditional summer school), Saturday School, and during the last four weeks of school where they participate in an intensive remediation program and retake certain assessments in each course they have failed.

**Part D: Socioeconomically Disadvantaged Students**

BSSCA, through its mission and vision seeks to empower socio-economically disadvantaged students and allow each and every student to succeed in demanding colleges and work forces. As 95%+ of our student population is considered SED, our entire program and monitoring of academic progress is designed to support these students. Additionally, we attempt to provide our SED students with enriching life experiences, at no cost, that they otherwise would not likely receive. BSSCA provides enrichment evenings, weekend and multiple Life Experience Lessons (LELs) throughout the school year in order to provide socio-economically disadvantaged students with firsthand experience outside of the classroom in order to
strengthen their “cultural currency” which ultimately enhances their understanding of their grade level curriculum inside the classroom. During the year students participate in experiences such as plays and concerts aligned to curriculum at local venues, visits to local museums and cultural centers such as the California Science Center and Getty Museum, and visits to local universities like UCLA and USC. All trips aligned to school curriculum are open to all students. We also provide earned trips such as a weekend trip to Big Bear so that inner city students can learn to ski and snowboard, a week long civil rights tour of the South, and a trip to Washington DC. These trips are fully paid for by the school for all students who are eligible and have earned them through an academic incentive or a Positive Behavior Incentive System award. Additionally, BSSCA employs a longer school day and year, as well as a heavy focus on core subjects in the early grades to bolster all students’ skills and content knowledge. Additionally, multiple supports, afterschool intervention, and End-of-Year Remediation are provided for all students.

Part E: Students With Disabilities

The district required language included above contains all charter provisions addressing matters related to students with disabilities and special education. However, we have also outlined our approach to supporting students with disabilities below.

1. **How the school will identify students in this subgroup?**
   Bright Star Schools will follow all federal, state and school district mandates as required by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). Per IDEIA, we are required through the process of Child Find to locate, search and serve all students with disabilities as well as students with suspected disabilities.

2. **How will the school identify and meet the needs of students in this subgroup, including how, where and by whom services, supports and/or opportunities will be provided?**
   Through our enrollment process, parents are asked to indicate whether their child has an Individualized Education Program (IEP). In addition, each student that enrolls into Bright Star Schools has their information scanned through CalPads to ensure that we look at every aspect of the student record to ensure that get the supports and services they need. Most students in Bright Star Schools are served in a general education environment with inclusive services provided by a Resource Specialist Teacher. In addition, we have contracts with two non-public agencies that are certified through the California Department of Education to provide Designated Instructional Supports (DIS) and services such as speech and language, occupational therapy, counseling and adapted physical education.

3. **How the school will monitor the progress of students in this subgroup?**
   Students in this subgroup are monitored in the same way as their general education peers except with some accommodations and modifications according to each student’s IEP.
Special education teachers are expected and required to provide progress reports on IEP goals at the same frequency in which general education teachers provide report cards and progress reports.

**Part F: Students In Other Subgroups**

The organization serves to meet the various needs of Foster Youth in accordance with AB 490 -- EC 48853.5. Bright Star Schools identifies Foster Youth through the enrollment process, self-disclosure or interaction with the Department of Child and Family Services or other welfare officers. The needs of Foster Youth are determined and met by working closely with educators, school personnel, social workers, probation officers, caregivers, advocates, juvenile court officers and community based organizations. A variety of services such as tutoring, mentoring, counseling and advising are provided on campus by school personnel and in partnership with community based organizations. The progress of Foster Youth is monitored in accordance with Sections 2 and 3

**Section 9: Include A Brief Narrative Describing “A Typical Day” At The Charter School. Describe What A Visitor To The School Should Expect To See When The School’s Vision Is Being Fully Implemented.**

A typical day at BSSCA sees students arriving on our school yard between 7 – 7:15 a.m. They are greeted by the Principal or Administrative Designee during the morning assembly. By 7:45 a.m., all students are in their classrooms and begin the day by taking attendance and reviewing the night’s homework. Then they go through their typical academic day by rotating through teachers and course subjects by periods. If you visit and are able to walk through classrooms, you will see uniformity in that certain practices are common in all classrooms: common whiteboard configuration, day’s agenda and a common system of connections and rules.

You will also see however, variety in instructional styles among all of our different teachers. Beginning at 4 p.m., students begin a series of enrichment and catch-up activities. All students may join after school extracurricular activities like school clubs, drama, and sports through our after school program affiliate or offered school based sports activities from 4-6 pm. It is a long day and a lot of hard work, but our results show that it serves our students well.
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.

Section 1: Measurable Goals Of The Educational Program

*Part A: Please see Element 1, Section 4, Part E in accordance with Education Code § 47605(b)(5)(A)(ii).*

Section 2: Measuring Pupil Outcomes: Summative Assessment Performance Targets

*Please see Element 1, Section 4, Part E, The Requirements Of California Education Code § 47605(B)(5)(A)(ii).*

Section 3: Measuring Pupil Progress Toward Outcomes: Formative Assessment

*Part A: Monitor And Measuring Student Progress*

The assessment plan for BSSCA is designed to be a tool for internal and external accountability as well as to improve instruction and student achievement. To best assure that the school is measuring what BSSCA expects students to learn, assignments are aligned with state standards and the school’s pupil outcomes and curriculum. All curriculum and assessments are standards-based as mentioned in Element 1. Ongoing benchmark assessments (created using the Illuminate program or similar tool) are used to meet the following objectives:

1) To help teachers revise curriculum and instruction according to student needs.
2) To help principal and head of schools effectively manage their staffs for effective outcomes
3) To give parents and students meaningful, useful feedback on student progress.
4) To compare the school’s progress to that of schools with similar student demographics.
5) To monitor the school’s progress in meeting its missions, and to revise its activities accordingly.
6) To be accountable for meeting student exit outcomes.
In regards to the character component, as described in parts C and D of Section 4, of our instructional program, we will deliver informal and formal assessments of student understanding through our advisory curriculum. On each report card home we will have a character component grade which will highlight student’s growth in this context.

We believe that all children can learn at high levels and can be held to the same high standards regardless of their academic level when they enter our school. In order to ensure that all students reach these goals, we must be able to accurately measure how well students are mastering core skills, content and standards. To do this, we establish a baseline measure of student achievement and then continuously monitor and assess progress from that point. This allows teachers to gauge content mastery levels and adjust instruction as needed.

As available, teachers use the previous year’s CAASPP data to inform student progress. initial data collected from these results serve as the baseline data against which we compare all future growth. Such data allows us to measure academic growth longitudinally from year to year per cohort and per individual student after they have been accepted into our schools. In addition, this comparative data provides information on the strengths and weaknesses of our academic program and is used to modify and improve content delivery and instructional decisions from year to year.

1. **Specific Assessment Tools (frequency included)**

   **A. Baseline Assessment**

   Baseline assessment is obtained using data from both internal and external assessments. At the beginning of the year, all students a universal screener assessment in math using the Ascend program. This allows the school gather more specific data on student needs than that CAASPP data alone. These results are used to appropriately place the students in the most supportive math class and to identify additional supports as needed. Students’ initial performance on these assessments is used as a baseline against which we can compare year-end results, and through which we measure longitudinal academic growth from year to year. In this way, the school can accurately interpret the results of these tests and the effectiveness of instruction during the year. Students take a similar assessment in English Language Arts to measure reading ability, such as the ISIP or SRI.

   Additionally, at the start of each school year, teachers closely examine student achievement on the previous year’s CAASPP, paying special attention to claims that need
additional support. These comparative results, in addition to data from internal assessments, are used to improve instruction for the following school year.

B. In-House Benchmark Assessments
There are two major types of assessments at BSSCA: (1) Teacher created, assessments which measure the extent that the students understand and master the lessons presented by the teacher; and (2) Standardized assessments that measure how well the students have understand and master the more normalized standards-based assessments akin to those that they take for the State Department of Education at the end of each year.

C. Teacher Created Formative Assessments

1. Homework
The most frequently used form of assessment at BSSCA is nightly homework. As previously mentioned, quantifiable, objective homework is given each night. The next day the homework is corrected (either students self-correct or teacher corrects the work) and recorded in the teachers’ gradebooks. When an entire class scores poorly on an assignment, the teacher quickly realizes that s/he must re-teach a lesson to the entire class. When only some students score poorly, the teacher may re-teach a portion of the lesson to a group of students. In this way, daily assessment and practice inform daily instruction.

2. Unit Tests
In addition to homework, teachers create or compile course assessments. These assessments take place on a weekly, bimonthly or monthly (end of unit) basis. They inform current instruction by providing feedback to the teachers as to whether or not the students have grasped that which has been taught. Teachers generally key these assessments against their own lesson plans and the standards they have recently taught. At the beginning of the planning year, teachers get together to create some common subject-matter assessments so that the assessments are consistent throughout the school.

3. Portfolios
Teachers create project-based assignments to culminate a unit or chapter throughout the year. Students can choose from all their assessments and projects to include into their overall Standards Based Portfolio at the end of the school year. Portfolio assignments are not only-standards based, but they hit different learning modalities.
There are a minimum of four portfolio assignments (one per quarter) per subject (including Music and PE). This means there are a total of 24 portfolio assignments based on 6 subjects by the end of the year.

Teachers take photos for performance-based and creative art projects as evidence for the portfolio artifacts section. Students have overall decision making power because they can choose which assignments they feel best illustrate their mastery of certain power standards. Students write a reflection per assignment and for their entire portfolio, they must write an introductory letter and include a table of contents.

4. Writing Exams

We at BSSCA believe that everyone should be assessed in their writing several times a year in order to improve in their skill and become college-ready writers. School-wide writing exams are administered four times a year and mirror the Performance Tasks students will encounter on the CAASP.

Exams and rubrics are prepared before the school year begins by grade-level and by the English Language Arts (ELA) department and closely mirror the SBAC rubrics. All exams are then double-blind graded on a 4-point rubric by all faculty and staff members during an allotted time period by those who have at least a college degree. The lead ELA teacher then compares some of the students’ writing and sets them as samples to compare the remaining essays to the best of their peers’ samples. If there is a significant discrepancy in the rubric-based scores, then a third teacher reads the piece of writing. Students must earn a 3 on a 4 point rubric scale in order to pass this exam.

The ELA teachers record an average grade into the gradebook and review the exam with the students. BSSCA expects that students pass at least 2 out of 4 writing exams. Students are continually assessed to ensure they are on target and are provided additional support throughout the year to meet their writing goals. Students who are not writing on grade-level by the eighth month of school receive an opportunity to get additional writing support and instruction during the last month of school in order to earn their Writing promotion goal. This additional instruction will occur during the student’s advisory period and as documented in the student’s SST.
5. **Subject-Specific Midterm and Final—Illuminate CAASPP-predictor Exams**

   Since our first year, we have given our students quarterly midterms and finals. These exams are our attempt to predict how our students will perform on their end of the year state exams. Each teacher creates an annual standards map and s/he determines which standards are covered during each quarter of teaching. During professional development, based on the maps, create their finals before the school year begins using Illuminate, a computer program that generates a testable question based on an itemized standard-based question bank. Teacher final exams are individual to that particular class and teacher. However, the CMO creates two yearly benchmark assessments for teachers that they review at the beginning of the year. In order to discourage teachers from teaching directly to the items on the test, teachers do not see these assessments again until it is time to administer them. Teachers also participate in the creation of org-wide midterm assessments that are based on the SBA Performance Tasks. Teachers create common rubrics and use the results of these assessments to look at student work and calibrate scoring.

   There are two versions of the exams to minimize cheating and exams are cumulative; by the end of the year, they mirror the number and type of questions that the students will see on the state exams. Students take the final exams about a week before the STAR tests. Teachers analyze the data, review the exams with the students, and re-teach any areas that have not been adequately covered for all or subgroups of students. Generally the exams have been very good predictors of how the students perform on their state testing. The results of these assessments can also provide a longitudinal analysis of ongoing performance.

D. **GRT Reports High School**

   The On-Target Index (OTI) is a collection of data for every student in the High School. As the most important factor for completing high school is the passing of A-G courses, we believe that students should also have a diverse array of life experiences. In high school, we challenge our students to Participate in all the experiential lessons offered. BSSCA also expects its students to fulfill various goals throughout the year by certain deadlines to earn rewards. The data entered into the OTI include:

   1. Grade Point Average (GPA) based on student class averages including CPP.
   2. Volunteer hours.
   3. Completion of required reading books, and the points accumulated.
   5. Life Experience Lessons (LEL) and curriculum recommended trips.
   6. Attendance
The purpose of the OTI is to track not only the academic growth of the student, but to provide data that tracks the diverse life experience lessons that we hope will encourage them to seek college and more life opportunities beyond their current scope of reality.

E. Independent Reading—Scholastic reading counts (SRC)

Each year, students in the high school Literature courses read at least four books in class and also must read at least 8 books independently outside of class. About half of these books are based on student choices (but must be on high school level) and about half are required novels.

Many of these titles prove challenging for our students to read independently (See Independent Reading Charts in Element 1), but they will work through them, sometimes using audio-books and study groups. Our school believes that independent reading is an essential skill for college preparedness.

Comprehension of independent reading is measure by book test administered in the Reading Counts program or by an independent analytical essay. Each of these assessments is aligned with content and performance standards. This provides teachers with several opportunities to monitor student progress toward mastering content and performance standards. Teachers are encouraged to collaborate both with teachers within their department and teachers in other areas to develop rubrics for assignments and common assessments.
F. More National Exams

Students in Advanced Placement (AP) courses take the AP exams at the end of the course. All students also take the pre-Scholastic Aptitude Tests (PSATs) by 11th grade. Most students take SATs by 12th grade and may begin taking SAT II subject tests as early as 9th grade. Some students also opt to take the ACTs (American College Testing).

BSSCA reserves the right to choose different methods and tools for assessment that are aligned to the state standards and common core will yield similar data and meet similar goals described above.

Section 4: Data Analysis And Reporting

Parts A-C: Outline Of School’s Plan To Collect, Analyze, Use And Report Academic Performance And Other Data

At least one day is dedicated before school during professional development and several times during the school year to discuss data results based on the CAASPP tests and teacher created midterms and finals. This data is juxtaposed next to all the data points on the GRT where the student data coordinator can search for trends and create intervention groups. Curriculum maps and assessments are therefore amended based on the findings that teachers conclude from aggregating the data through programs like Illuminate and by studying the results by grade level/departments.

Teacher assessments and summative assessments, translate into a meaningful analysis of student performance, with point values accompanied by explanations. These results are communicated to parents in student-led parent conferences at least four times a year. Results of standardized tests are distributed during one of the first parent meetings, along with the student progress report with explanations designed to help students and parents interpret their relationship to other assessments. Effort and improvement levels are noted as well.

Teachers interact with each other on an ongoing basis through, standards-based professional development in Professional Learning Communities (PLCs). Teachers meet by grade-level and subject-matter areas to discuss common planning, student progress and self-assessment issues. Teachers meet at least once monthly for structured, focused staff development instruction relating to standards-based subjects where the teachers themselves, have requested further instruction and support. These PLC sessions are led by the Head of Schools, Principal’s and lead teachers themselves.

BSSCA uses every means possible to evaluate student achievement, including state-wide assessments as well as benchmark assessments unique to the charter. To help collect and
analyze the information, Illuminate—a web-based, online assessment management system will be used. During the first quarter of the school year, teachers will be trained on how to use Illuminate. Using the reports the system generates, teachers and administrators will analyze the CAASPP results as a school, by subgroups and cohorts. From the data, teachers will create power standards or objectives for richer, standard-based learning experiences.

Based on the power standards, four data cycles are time-lined throughout the year aligned with midterms and finals. Teachers pretest students at the start of each quarter on the assigned power standards. After the pre-tests, teachers focus instruction on the assigned power standards. Immediately following the end of each cycle, students’ scores are posted/celebrated. The data gathered from the pre and post testing is then collaboratively analyzed by teachers in vertical and horizontal meetings. Teachers can then use the analysis to drive future instruction by regrouping students for Tier I interventions, selecting standards for reteaching, and selecting students for Tier 2 interventions. Administration can use this information to drive professional development, make budgetary decisions, or communicate strategic plans to stakeholders.

**Part D: The Role And Use Of Data To Inform Stakeholders Of School Performance**

BSSCA also uploads all data requested by the California Department of Education (CDE) to complete a School Accountability Report Card (SARC). The Board of Directors issue an annual report that includes demographic data, academic achievement, financial reports and a summary of other significant developments and accomplishments over the course of each academic year. The school’s leadership reports the results of state assessments to all community members including parents. The annual report is a public document, published on the school’s website (www.brightstarschools.org) and delivered to the District, the Los Angeles County Office of Education, CDE and any other Parties who request it.
Section 5: Grading, Progress Reporting And Promotion/Retention

Part A: Grading Policy

1. Proficiency-Based Grading System (Grades 9th-12th)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Rubric Score</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
<td>4</td>
<td>A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
<td>3</td>
<td>A student earning a B in a course is consistently demonstrating proficiency with the content standards.</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
<td>2</td>
<td>A student earning a C in a course is consistently demonstrating basic competency with the content standards.</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
<td>0 or 1</td>
<td>A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.</td>
</tr>
</tbody>
</table>

Part B: Type And Frequency Of Progress Reporting

1. School-wide Annual Report of Progress

BSSCA prepares for parents, community and the District an annual accountability report with additional elements reflecting on the school’s performance toward meeting the provisions of the charter. The SARC report is available on the schools website (www.BSSCAacademy.org), Principals prepare bimonthly/monthly newsletters—Family Fortnightly; the Charter Management Organization (CMO) similarly distributes one for external purposes for our community and interested sponsors at large, our Executive Director prepares reports for the board on a monthly basis and the Head of Schools prepares an internal report monthly for all
BSSCA. These reports include relevant demographic data (e.g. suspension rate and ADA) and Academic Performance on both standardized assessments and internal data measures.

2. **Individual Student Progress Reporting & Communication**

Student progress reports are the primary record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. Student and teacher attendance and retention rates are also monitored, as these are closely related to student success. Progress reports are distributed four times a year, after exams and portfolios have been evaluated. Student progress reports create a succinct written record of student performance by compiling data from multiple assessments. Progress reports are one of several ways to keep parents in the communication loop about student performance, and insure that data collection is regular and consistent.

Ongoing communication between teachers, parents, and students is an essential component of BSSCA, and is triggered by the assessment timeline. Parent’s conference with teachers on an informal basis weekly or monthly, and on a formal basis two to four times per year to discuss students’ progress reports and upcoming learning plans.

Every effort is made to identify students who are not performing well early in the semester. The principal meets with the Student Data Coordinator on a weekly basis to review the demographic data report. This report includes a summary of teacher gradebook data, including that the gradebook has been updated with at least one score that week and accurately reflect student progress and includes the percentages of students passing and not passing in each class. As necessary, administrators can pinpoint classrooms where large numbers of students are struggling and allocate resources as needed.

Additionally, students who are scoring below a 70% in a given subject may be referred to an SST if it demonstrates part of a larger trend in the student’s performance and appropriate accommodations will be made. If it is not a part of a larger trend, there will still be a meeting with the connector and the student to identify the barriers to success. Depending on the reason, connectors will recommend the appropriate supports for the student to the teacher: including tutoring, intervention materials or programming, retakes or assignements or assessments, enrollment in a study group.

Teachers meet throughout the year in Professional Learning Communities to discuss assessment results within subject areas, by grade levels, as a whole staff, and in dialogue with students, parents, and administrators. These conversations are used to improve curriculum and instruction as well as to evolve the assessment process itself.
Part C: Promotion/Retention Policy And Procedures

1. Standardized Summative Assessments
At BSSCA, each year the school strives to ensure that students are “on track” before taking state exams. BSSCA has a strict policy of “no social promotion” and believes that objective testing helps to truly assess whether the students are ready for the next grade level and are meeting the state standards. To this end, BSSCA utilizes multiple standardized assessments, to determine student mastery of content and readiness for the next grade level.

2. Graduation Requirements
In order to graduate from a Bright Star School all students must successfully complete 220 credits. Within those 220 credits, students must complete all of the A-G requirements, one PE course, and all the other Bright Star School requirements. Most semester long courses taken at a Bright Star School will earn five credits and most yearlong courses will earn ten credits. Courses taken at West Los Angeles College or another community college will earn 10 credits per semester. BSSCA has begun offering a comprehensive summer school program available to all students who need credit recovery at no cost. For students who are unable to attend summer school due to family commitments, the school also offers online credit recovery programs. Most importantly, though, is ensuring that students do not fall significantly behind to begin with. For that reason, every quarter, parents receive a graduation tracker report which their child’s overall progress toward meeting the A-G and all other graduation requirements.

Students with disabilities may have modified graduation requirements documented in their IEPs.

Required Coursework: All students must complete the A-G Required Coursework along with one PE course and 60 credits of electives.

History or Social Science, including World History and US History (A) 20 credits
English (B) 40 credits
Math, including Algebra I, Geometry, and Algebra II (C) 30 credits
Laboratory Science, two years of Lab Science (D) 20 credits
Foreign Language, 2 years in the same language (E) 20 credits
Visual & Performing Arts, 1 year (F) 10 credits
College Prep Electives, one additional course in requirements A-F (G) 10 credits
Physical Education 10 credits

Electives 60 credits

**Additional Requirements**

1. Independent Reading: Earn 400 points on Reading Counts
2. 50 service hours completed at two organizations
3. Five post-secondary visits
4. ELA usage and Writing proficiency test passed each year
5. Have completed and taken two actions steps on viable post-secondary plan

**Class Matriculation**

As stated in the BSSCA handbook, in order to progress through the grades, students must make adequate progress to be classified as a member of the rising class. Students must earn 50 credits to be considered a Sophomore, 100 credits to be considered a Junior, and 150 credits to be considering a Senior. If a student is not classified as promoting to the next grade, he does not repeat the entire course; rather he repeats the classes he has not passed and promotes to the next course for those he has passed.
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.

Section 1: Governance Structure
BSSCA is an independent charter governed by the Board of Directors of Bright Star Schools which is responsible for ensuring progress toward the mission, faithfulness to the charter, and fiscal viability.

The Bright Star Board of Directors operates under the common structure of officers, by-laws, and delegation of management to a key Bright Star Schools staff, including the Executive Director, HOS/Chief Academic Officer, and School Principals. The Board is not involved in handling the day-to-day details of running the school.

Under this structure, the Charter School is part of Bright Star Schools, a legally incorporated entity governed by State statutes and IRS regulations governing nonprofit, tax-exempt organizations. The Board of Directors is responsible for governing the school. The Board Members each have a personal fiduciary duty to look out for the long-term well being of the school. The Board is responsible for addressing major matters including but not limited to: setting the school’s general policies and overall curriculum policies; approving and monitoring the annual budget and financial procedures; fund-raising; hiring and evaluating the school’s executive team; approving personnel policies and monitoring their implementation; assuring that the charter school fulfills its charter contract; and, strategic planning.

Bright Star Schools Governing Board
Charter School has been, is and shall continue to be operated by Bright Star Schools, a California non-profit benefit corporation. Charter School agrees and acknowledges that the governing board of Bright Star Schools is the sole controlling and governing body for Charter School, and accordingly holds fiduciary authority and responsibility for, among other things: (1) the selection, hiring, compensation, supervision, evaluation, and termination of the Bright Star Schools Executive Director and all other Bright Star Schools employees of Charter School; (2) the governance and operation of Charter School in compliance with applicable law, policy, and the Charter, as they may be amended from time to time; and (3) Charter School’s financial management and viability, including but not limited to all expenditures and accounting of all public funds received by or on behalf of Charter School and its students. The governing board of Bright Star Schools shall comprise no less than seven (7) members at any time.
Through management and affiliation agreements, BSEG provides services and support to Bright Star Schools provided that there is no delegation of duty or authority inconsistent with law or the Bright Star Schools charters. BSEG’s duties under the management and affiliation agreements, include the following key functions: information technology services, design and implementation of a leadership development program, licensing, development and management of Bright Star Schools curriculum, real estate and facilities leasing and management, procurement of start-up funding and assistance for new schools, marketing strategies, recruitment, and HR technical assistance with Bright Star Schools hiring practices, credentials and legal compliance.

Charter School agrees and acknowledges that as the sole statutory member of Bright Star Schools, the BSEG governing board does not vote on or otherwise control matters governed by the Bright Star Schools’ governing board, including but not limited to the governance and operation of Charter School and as delineated in the approved charter. BSEG is a sole statutory member of Bright Star Schools as defined in section 5056 of the Nonprofit Corporation Law of California. As sole statutory member, BSEG board has the sole statutory right to approve or remove members of the Bright Star Schools board. At no time shall Bright Star Schools have more than three directors on its governing board who also serve on the BSEG governing board, are employed by BSEG, and/or are otherwise affiliated with BSEG. All relationships between Bright Star Schools and BSEG, including BSEG’s role regarding the Bright Star School’s governance and board composition shall be governed and established by the above described agreements or equivalent arms-length contract between these two affiliated entities and subject to District oversight. Any plans, goals, or proposals for growth, fundraising, educational and leadership development, or any other purpose, developed or provided by BSEG to or on behalf of Bright Star Schools and/or any charter school operated by Bright Star Schools, shall be approved or otherwise authorized by the Bright Star Schools governing board.

The governing board of Bright Star Schools is the holder of the charters for Charter School and ultimately has all governing and fiduciary responsibility for any and all actions of Bright Star Education Group in relation to the Bright Star Schools’ charter schools.

Charter School agrees and acknowledges that the BSEG governing board shall follow any and all laws, standards, and policies regarding ethics and conflicts of interest applicable to its role as sole statutory member of Bright Star Schools and as a nonprofit corporation.
Bright Star Schools Organizational Structure

- **Bright Star Schools Board of Directors**
- **Bright Star Education Group Board of Directors**
  - **Executive Director**
  - **Chief Business Officer**
  - **Controller**
  - **Vice President of Operations & Compliance**
- **Chief Academic Officer**
- **Vice President of Student & Family Services**
- **Vice President of Curriculum & Instruction**
  - **Director of Special Education**
  - **School Principals**

**Back Office Support**
- Information Technology
- Data Management
- Human Resources
- Finance and Budgeting
- Accounting and Payroll
- Recruitment and Talent Management
- Outreach and Enrollment
- Communications and Public Relations
- Facilities and Operations
- Strategic Projects
- Development
- New School Development

**School Program Staff**
- Assistant Principals
- Deans
- Teachers
- Resource Specialists
- Connectors
- Instructional Aides
- Office Support
- Student Data Coordinators
- Attendance and On-Site Fiscal
- Teacher Mentors
- Instructional Support Coaches
- ELD Specialists
Board Committee Structure and Committee Responsibilities

The Board of Directors may create or convene the following committees (which also follow the Brown Act):

- Governance Committee (Active – bi-annually)
  - Advises Board in regards to making Governance decisions
  - Recruit, nominate, train new directors;
  - Establish responsibilities and evaluate individual board members;
  - Review the performance of the Board as a whole:
    - Review Board Handbook;
    - Support and review performance of Executive Director;

- Academic Committee (Active – meets quarterly)
  - Makes recommendations to Board in regards to org-wide academic decisions; works with administrators and Chief Academic Officer to make school level decisions;
  - Review and support mission statement;
  - Ensure programs and services are consistent with mission & charter;
  - Develop and review measurable academic outcomes;
  - Review and approve guidelines for teacher evaluations;
  - Review and approve guidelines for administration/staff evaluations;
  - Monitor progress in achieving outcome and goals;
  - Develop and maintain adequate academic personnel policies and procedures.

- Discipline Committee (Active – meets bi-annually and as needed for action)
  - Delagated authority from Board to make case-by-case, school level disciplinary actions;
  - Review and make recommendations to Board to modify charter school disciplinary code;
  - Ensure that charter school is complying by disciplinary code;
  - Involvement in disciplinary hearings, as needed, based upon the charter school’s policy.

The make-up of these committees is strictly restricted to board members The Governing board makes all final decisions by board vote on all school related matters including but not limited to curriculum, instruction, financial, facilities, etc. The committees will heavily inform these decisions, but all decisions will be made by Governing Board vote.

Part B: Major Roles And Responsibilities

Board of Directors

The work of Bright Star Schools’ Board of Directors is organized to accomplish the following objectives:

- Ensure the mission and vision of BSSCA.
• Ensure adherence to all state and federal requirements as well as those requirements set forth by BSSCA in its charter.
• Evaluate the Executive Director annually and hold him/her responsible for meeting the goals of the school.
• Ensure effective organizational planning for the school.
• Provide support and assistance to the school in its fundraising efforts, as well as other needs as they arise.
• Ensure the long-term financial stability of BSSCA.
• Establish broad support and future Partnerships to further the mission of Bright Star Schools to prepare students for college and career. Charter School shall inform CSD of any new partnerships.

The Board governs the school, ensures that the school is aligned with the Bright Star mission and core operating principals (via performance dashboards), ensures its financial viability over time and ensures that the school remains true to the terms of its charter. The Board delegates all management decisions to the Executive Director, who oversees the Heads of Schools and reports to the Board and its committees in order to ensure accountability for school and management performance. The Head of School is responsible for the hiring, evaluation of the principals and for ensuring that the schools meet the performance benchmarks established by the Board of Directors. Day-to-day oversight of the school is the responsibility of the Principal, who hires, supports and evaluates all school staff, and monitors the implementation of the program. A strong working relationship between the Board Chair, Executive Director, Head of Schools and all School Principals and Assistant Principals ensure the flow of information necessary for responsive, strong governance.

**Board Members**
The role of a member of the Board is as follows:

• Advocate for Bright Star Schools and its mission of preparing students for college and career;
• Adhere to the Brown Act;
• Attend board meetings, committee meetings (that the Board Member sits on) and important related meetings;
• Serve with professionalism, integrity and enthusiasm;
• Volunteer for and accept assignments and complete them thoroughly and promptly;
• Stay informed about committee matters, prepare well for meetings and review and comment on minutes and reports;
• Get to know other board and committee members and build a collegial working relationship that contributes to consensus;
• Actively Participate in the board’s professional development, annual evaluation and planning efforts;
• Participate in fundraising for the organization, cultivate prospective donors and volunteers and give an annual financial gift (determined by the board chair) to the best of personal ability;
• Abide by all legal responsibilities and comply with applicable rules and regulations; and
• Disclose any potential conflict of interest, whether real or perceived.

**Officers**

**Chair**

It is the duty of the Board Chair to preside at all meetings, to guide the Board in the enforcement of all policies and regulations relating to BSSCA and to perform all other duties normally incumbent upon such an officer. The Chair helps to direct and mediate Board discussions about organizational priorities and governance concerns and to ensure that the Board engages in a self-evaluation at least once a year. In addition, the Board Chair works with the Executive Director, Board officers and committee chairs to develop the agendas for Board meetings.

**Treasurer**

The Treasurer has a general understanding of financial record keeping, accounting systems and financial reports and works with the Executive Director and Controller to ensure that appropriate financial reports are made available to the Board on a timely basis. The Treasurer shall also assist in presenting the annual BSSCA budget to the Board for review and approval and shall review the annual audit and answer Directors’ questions regarding the audit. In addition, the Treasurer will ensure that current records are maintained to reflect the financial condition of BSSCA.

**Secretary**

The Secretary ensures that all actions of the Board are documented. The Secretary shall, in advance of all meetings of the full Board and Committees, serve or cause to be served all meeting notices and ensure that written agendas and support materials are provided to all members. The Secretary ensures that written minutes are provided to Directors within the specified time, approved minutes are filed and official attendance and votes of Directors are maintained in accordance with procedure and adherence to the Brown Act.

All Board Members of Bright Star Schools receive a board orientation packet and sign member expectations agreeing to uphold the mission and vision of the school, advocate for BSSCA and ensure organizational viability, student achievement and faithfulness to the terms of the charter.

**Section 2: Governing Board Composition And Member Selection**

**Part A: Composition Of The Board**

The school’s Executive Director and Principal shall not serve on the Board and shall not vote in Board elections.
Full resumes and Board Questionnaires for each Board member are included in Tab 11. The composition of the governing board is a range of professional backgrounds and relationships to the communities the school’s students come from. For example, it includes K-12 education, higher-education, non-profit, and for-profit business professionals, along with individuals and parents who are heavily invested in the school community. In order to substantially involve each local school community in organization-level governance, Bright Star has approved the inclusion of Parent Board Members within the meetings of the Bright Star Schools Board of Directors. The goal is to place up to one parent from each Bright Star School. The Parent Board Members have the same responsibility and ability to vote in governance decisions as regular Bright Star Board Members.

**Board Member Selection**

The process of selecting members of the Bright Star Schools Board of Directors is described in detail in the Bylaws of the organization included in this document. In summary, this process includes an initial interview with the Executive Director and school tour; interview with current board members; submission and resume, written responses, and board member questionnaire; and, reference checks. All directors shall be elected by majority vote of the directors then in office and approved by the Sole Statutory Member. Per the Bright Star Schools Bylaws, the Board shall be comprised of no less than five (5) and no more than twenty (20) Board Members who serve three year staggered terms.

Ideal candidates are committed to the Bright Star Schools mission and may have experience in the following areas:

- -- K-12 Education
- -- Finance
- -- Information Technology
- -- Law
- -- Marketing
- -- Public Policy
- -- Facilities / Real Estate
- -- Social Services
- -- Human Resources
- -- Child Development
- -- Non Profit
- -- Parent / Community

Ideal qualifications for Board Members are as follows:

-- Understanding of, alignment with, and endorsement of the charter and mission of BSSCA Willingness to dedicate themselves to ensuring the success of the school.

-- An understanding of the Charter School as a direct-funded, independent charter school authorized by LAUSD.

-- Ability to provide resources or expertise and experience in support of the school and organization.

-- Have the time, skills, and aptitude to serve.

**Section 3: Governance Procedures And Operations**

All meetings will comply with all of the provisions of the Brown Act. Meetings shall be held every other month at the school site, or another suitable location within the jurisdictional boundaries of the District. Agendas for regular meetings will be published in advance and
distributed to each member of the Board of Directors and will be posted near the entrances of the school, at the entrance of the school’s main office, and on the school’s website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting.

An Annual Meeting will be held on a date chosen by the Board in accordance with its Bylaws for the purpose of electing Board members, making and receiving reports on corporate affairs, setting calendar of meetings for upcoming year, and transacting other business as comes before the meeting.

Accurate minutes of meetings are maintained by secretary or other as designated by Board. Meeting records shall be maintained in the School office.

BSSCA has adopted a conflicts of interest code that complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations.

Decisions of the Board are by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the board. If a Board Meeting must be held by teleconference, it shall align with the Brown act and a location will be made available by the Board for the public to participate.

The Board of Directors may, in its discretion, form Committees, each consisting of two or more members of the Board of Directors, in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school meets achieves its mission and goals, including, but not limited to, an Executive Committee and an Audit Committee. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

Section 4: Stakeholder Involvement

Part A: Role of Parents and Staff in the Governance of the School

While one parent of the Charter School serves as a member of the Bright Star Schools Board of Directors, it is critical that all other parents are invested in the success of the school and have a voice in matters critical to the school’s success. BSSCA believes that parental support is an integral Part of a student’s education, and makes every effort to ensure that parental input is considered in the Board’s decision-making process. This occurs through parent feedback via bi-annual surveys and through communication with the parent association on specific matters. Representatives of the parent body are encouraged and invited to address the Board regarding any input, comments or concerns they have about the school. Time is reserved at the start of each Bright Star Schools Board meeting for this purpose.
**Part B: Process By Which the School will consult with all stakeholders to develop its LCAP and Annual Update**

In planning to draft the LCAP, leadership referred to CA Education Code 52066 (8) (g) The charter school shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update. This feedback is provided during the first three (3) months of each year. In mid-January, the Head of Schools (HOS) meets with the school leadership team to discuss the changes in the funding formula and how those funds could be used to best meet student needs. In early February, the HOS collaborates with the school principal to draft a plan in accordance with State Priorities and local goals. In late May, the HOS and Principal meet with school faculty and present State Priorities and the school goals. Goals are then amended based on recommendations provided from the school community. In early June, amended plans are presented for feedback to School Site Councils, student groups, and to all parents at a monthly school parent meeting. All stakeholders are invited to submit public comment. Final plans are approved at a public board meeting.

**Parts C and D: The Process By Which The School Will consult with parents and teachers regarding the school’s educational program. The Composition, Selection and Operating Procedures for Parent Organization or Committee, if any**

Parents will serve as members of the School Site Council (SSC). The BSSCA SSC is comprised of ten members of the school community and includes the Principal, teachers, parents, and other staff members. There will be 4 faculty seats, 4 community seats, 4 parent seats, and 5 students seats. The SSC is always comprised of an odd number of individuals as to avoid a tie vote situation. SSC members are nominated and elected by their peers and serve three year terms. As a member of the SSC, parents must attend monthly meetings and are responsible for examining student achievement data, revising and maintaining the Single Plan for Student Achievement, and for providing oversight of the Title I budget. Information from the SSC meetings will be communicated at board meetings through parent representative or minutes that will be shared by the principal of the school. The SSC is one of the important groups providing feedback on the development of each annual LCAP.

Other parent engagement strategies that we employ include:

- Parent education initiative featuring evening sessions on topics such as college admissions, financial aid, financial literacy, etc.
- Posting of Board agendas in the school’s main office.
- Mid-year Parent Satisfaction Survey.
- End-of-Year Parent Satisfaction Survey.
- Regular parent newsletters.
- Multi-media communication strategy including mail, e-mail, text messaging, “robocalls,” and regular parent meetings.
• Translation of all parent communication materials into Spanish.
• Frequent opportunities for parent involvement in school activities, including invitations to family dinners, Evening of Excellence, etc.
• Volunteer opportunities on campus including campus beautification and traffic duty.
ELEMENT 5: EMPLOYEE QUALIFICATION

“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.

Section 1: Employee Positions and Qualifications

Bright Star Schools

1. Executive Director

The Executive Director (ED) oversees and advances all Bright Star Schools. S/he embodies and advocates for the mission, vision, and strategic direction of the school. S/he is passionate and completely dedicated to Bright Star Schools’ mission and has a steadfast belief that all students deserve an excellent public education in preparation for high school and college. The ED has an unwavering belief that all students, regardless of demographics, can achieve at the highest academic levels and can effectively communicate and inspire such beliefs to all aspects and positions of the schools. The ED directly manages all positions in the CMO.
Characteristics and Qualifications:

- Bachelor’s degree, Master’s Degree in similar field with several years of urban teaching experience preferred.
- Training or relevant experience in management and development of a business or a non-profit organization.
- Demonstrated significant business/academic gains in past experiences leading a company or a school, with a preference in low income/urban demographics.
- Experience and success in management of higher-level positions.
- Critical thinker and decision maker who has overcome complex organizational challenges.
- Inspirational leader who has a proven record of success in driving individuals and organizations to succeed.
- Strong communicator capable of effective public speaking as well as persuasive writing and able to attract and maintain support from a broad range of constituents, both within West Adams & Westchester, as well as among the greater landscape of Los Angeles.
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
- Capability to oversee the complex administrative and financial responsibilities associated with opening and operating highly successful charter schools.
- Ability to attract, screen, develop, motivate and retain an exceptional team of administrators and leaders.

Responsibilities:

- Monitor, and help sustain the high standards of a rigorous school climate and school culture.
- Ensure compliance with accountability requirements set by the school’s charter and all relevant laws and policies (related to charter schools) set forth by the Los Angeles Unified School District, State of California and No Child Left Behind (NCLB).
- Communicate as the primary spokesperson for the school and advocate to all external audiences, including investors, media, community Partners, government agencies, educational organizations, and local leaders.
- Advise board committees, providing them with the essential data, relevant reports and information necessary to effectively govern the Charter School in a timely manner.
- Provide leadership and professional development for the CMO and all school administrators.
- Coordinate with external grant writer for an integrated comprehensive internal and external fund raising effort related to a major capital campaign.
- Work directly with the Culture and Accountability Officer (CAO) and Head of Schools (HOS) to ensure academic success and employee and family safety and satisfaction.
- Locate, secure and improve facilities for current schools and for future sites.
- Analyze and negotiate funding and contracts for facilities.
• Manage strategic planning process for all schools.

2. Head of Schools (HOS) & Chief Academic Officer

The Head of Schools is responsible for overall school performance and organizational management, and is the primary person responsible for the management of the school’s growth, culture and the viability of the school over time. He or she manages all external and non-operational issues, such as working with the Board, reporting to and interfacing with the authorizer, fundraising, public relations and ensuring the finance and operation of the school. The Head of School oversees the Principals, Assistant Principal, the Director of Student Services, and the Director of Special Education in their management and guidance of the BSSCA staff. The Head of School is hired and evaluated by the Board of Directors of Bright Star Schools.

Characteristics and Qualifications:

• Bachelor’s degree, Master’s Degree preferred, and at least three years of urban teaching experience.
• California Administrative Credential preferred.
• Training or relevant experience in school management.
• Student-focused leader committed to implementing a standards based curriculum and using data and assessments to drive instructional decisions.
• Relentless achiever who works tirelessly towards achieving the school’s mission.
• Flexible and able to adapt as situations require.
• Organized, systems-oriented leader who has experience in managing several different projects simultaneously.
• Subscribes to a similar educational philosophy to that espoused by BSSCA’s culture and curriculum.
• Capability to oversee the complex administrative and financial responsibilities associated with opening and operating a highly successful charter school.
• Ability to attract, screen, develop, motivate and retain an exceptional team of teachers, staff members and administrators.
• Competence at stewarding public funds responsibly.
• Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
• Sensitivity to and respect for the great diversity of race, class, gender, and perspectives that come together in our school.
• Responsibilities:
• Ensure compliance with the school’s charter and all relevant law and requirements set forth by the State of California.
• Ensure compliance with accountability requirements set by the Los Angeles Unified School District.
• Hire, coach, and evaluate Principals.
• Serves as instructional leader with Principals to oversee curriculum development and assessment.
• Ensure that the school meets its performance benchmarks established by the Board of Directors
• Ensure curriculum alignment with California state standards and California Common Core Standards.
• Communicate regularly with the CAO & Executive Director regarding student achievement, curriculum development, professional development, staff evaluations, and the budgetary needs for each.
• Create a culture of high academic and behavioral expectations.
• Work with CAO to plan and implement summer orientation for staff.
• Seek and share best practices from other schools and professional journals.
• Lead regular, school-wide staff meetings.
• Provide daily coaching and feedback to instructional staff.
• Implement effective internal assessment systems and uses data to inform decisions.
• Implement external assessment systems and uses data to inform decisions.
• Set and monitor core subject grading policies and practices to ensure consistency across the school.
• Ensure that every student demonstrates achievement gains.

3. Director of Student Services

The Director of Student Services (DSS) maintains lines of communication with parents and other family members to facilitate high levels of meaningful Participation between the school and the communities we serve. The DSS acts as a liaison for family and community members to the Principal(s). S/he coordinates training of parents/guardians to act as Partners in education and brings community members into the life of the school in ways that enhance the mission and vision of the school. The DSS directly leads the following outlets: The Connector Program, Counseling Services, Dean of Student Affairs, Parent Ambassadors and Parent Education. The DSS reports to the HOS.

Characteristics and Qualifications:

• College degree.
• At least two years working in a school environment or as a community organizer.
• Evidence of strong organizational and interpersonal skills.
• Desire to be a team player; ability and willingness to lead community outreach.
• Passionate and completely dedicated to BSSCA’s mission and a steadfast belief that all students deserve an excellent public education in preparation for high school and college.
• Unwavering belief that all students, regardless of demographics, can achieve at the highest academic levels.
Parent Ambassador Program:

- Work with the Head of School and PTs to create programs and initiatives to increase family involvement in the school.
- Develop and help coordinate parent and school activities, to improve communication between the school and families.
- Act as a liaison/moderator between parents and the school over issues of conflict.
- Provide appropriate support and resources to the School Site Council.
- Coordinate parent volunteer opportunities aligned with the mission of the school.
- Work with the leaders of the School Site Council to define annual goals, conduct local fundraising activity.

Parent Education:

- Work with the Dean of Student Affairs to define the scope and breadth of the parent education curriculum.
- Coordination of parent education program including organizing materials, speakers, venue, etc. for monthly parent education meetings.
- Develop a parent education curriculum that addresses a variety of topics of interest to our parent community: college readiness, financial literacy, how to pay for college, etc.

4. Director of Special Education

The Director of Special Education (DSE) will be responsible for the maintenance of records for special needs and will be the primary person responsible for ensuring that students with special needs receive the proper accommodations and/or modifications within the classroom.

Qualifications and Experience

- Bachelor’s Degree
- Certified Special Education teacher or administrator
- CLAD certification preferred
- Certified to administer CELDT preferred (can be trained)
- Teaching Credential
- At least two years of classroom experience working with students with IEPs
- Experience working with EL students and implementing SDAIE methods
- Passionate and completely dedicated to BSSCA Academy’s mission and a steadfast belief that all students deserve preparation for the college of their choice
- Unwavering belief that all students can achieve at the highest academic levels
Responsibilities

SPECIAL EDUCATION RESPONSIBILITIES

• Coordinate and review special education needs of incoming students as indicated on the family questionnaire responses
• Provide direct special education services as needed
• Coordinate with schools to receive IEPs of all incoming students
• Facilitate review of intake assessments for incoming students
• Schedule and coordinate pull-out services for students on an as-needed basis
• Follow all Federal and District guidelines concerning the development and implementation of IEPs
• Facilitate necessary testing for evaluation process
• Ensure compliance with all Federal and District SPED regulations regarding parental consent
• Coordinate with Principals and grade-level teachers any pre-referral meetings and SST
• Ensure that all general education teachers know and understand classroom accommodations for the special needs students they serve
• Coordinate with Director of Curriculum and Instruction and grade level teachers to monitor implementation of appropriate accommodations for students during instruction
• Serve as the point of contact for parents of students with special needs
• Organize and coordinate professional development opportunities for general and special education teachers
• Work directly with general education teachers on issues that may arise in classroom settings
• Facilitate the evaluation/reevaluation process
• Create and coordinate a master schedule for annual IEP meetings
• Be responsible for student files, including maintaining a system that monitors viewing of files and confidentiality, as well as ensuring that all files are current
• Assist with interviewing of special education teachers and related service professionals
• Coordinate annual or biannual formative and summative evaluations of the special education program
• Create and maintain a system for monitoring and compliance, ensuring that all federal and state rules and policies are followed
• Serve as the point of contact in matters involving special education due process

5. Director of Curriculum and Instruction

The Director of Instruction will oversee every facet of the school’s operation that directly impacts student learning. This will include monitoring of classroom instruction, management of all internal and external assessment data, and curriculum development for all subject areas. The Director of Instruction will be responsible for direct oversight of the instructional staff. The Director of Instruction reports to the Head of Schools.
Qualifications and Experience

A high level of personal integrity and professionalism. An unwavering commitment to high academic achievement of all students. A capacity to motivate and lead instructional staff in order to yield the highest academic performance possible from all students. Ability to give constructive feedback to facilitate student growth and academic achievement. Openness to receive feedback on issues that will facilitate growth and achievement of both students and faculty. At least three (3) years of teaching experience.

Responsibilities

- Communicate regularly with the Head of Schools concerning student achievement, curriculum development, professional development, staff evaluations, and the budgetary needs for each.
- Serve as instruction leader with oversight of curriculum development and student assessment (internal and external).
- Implement and oversee systems for data analysis of all internal and external assessments.
- Ensure curriculum alignment with standards for the state of California (CSTP).
- Seek and share curriculum practices from other schools, and professional journals
- Attend teacher meetings, support teachers, and facilitate positive faculty dynamics.
- Facilitate regular school-wide staff meetings.
- Articulate and model the school’s values to students, families, staff and the community.
- Collaborate with Head of Schools and Principal concerning all teaching staff.
- This job description shall include, but is not necessarily limited to, the above duties. May temporarily perform other duties assigned to maintain operations and services.

CAMPUS EMPLOYEES

1. Principal

The Principal is responsible for driving the school's mission and vision. The Principal accomplishes this through frequent observations and coaching, requiring peer cross-evaluations and by positive, constructive communication among Board Directors, administrative staff, teachers, students, & parents, especially as related to curriculum, instruction and assessment. The Principal is a student-focused leader committed to implementing a standards based curriculum and using data and assessments to drive instructional decisions. S/he creates, monitors and sustains the high standards of a rigorous school climate and school culture. The Principal is directly responsible to the Head of Schools.

Characteristics and Qualifications:

- Bachelor’s degree; Master’s Degree preferred.
• At least three years of urban teaching experience.
• California Administrative Credential
• Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
• Acknowledge praiseworthy efforts of staff, students, and parents.
• Collaborate with HOS and CAO concerning student achievement, student assessment and student discipline.
• Respond to complaints and suggestions from staff, students, and family members.
• Work closely with the Director of Student Services to ensure consistent and positive communication with all families.
• Communicate as the primary spokesperson for the school and advocate to all external audiences, including investors, media, community Partners, government agencies, educational organizations, and local leaders.
• Along with the ED and Controller, oversee the school’s finances: managing the budget, financial relationships, and relationships with vendors.

Staff Responsibilities:

• Oversee all matters regarding employment and dismissal of personnel; salaries and contracts; job assignments and performance evaluations; and orientation and training of new instructional staff.
• Facilitate collaboration among teachers in developing and implementing curriculum, instruction and classroom management.
• Support and evaluate the professional development and growth of all teachers and support staff.
• Support instructional practices through observation and discussion.
• Recruit, appoint, support, manage, and evaluate the Assistant Principal (APT), Student Data Coordinator (SDC), and Office Support personnel.
• Recruit, appoint, support, and evaluate all instructional staff with support from the Assistant Principal.

Student and Program Oversight:

• Oversee staff and student scheduling.
• Day to day oversight of the school.
• Monitors implementation of the program through evaluating academic achievement and behavior through detailed data analysis of student and teacher performance.
• Oversee and assist with student discipline.
• Maintain and manage the enrollment, retention and attrition of students.
• Ensure that students are passing the academic programs and those that need additional resources and interventions are receiving set support.
• Oversee Student Data Coordinator to ensure timely submissions of all deadlines related to mandated state exams.
• Coordinate with the school’s special education program Resource Teacher to ensure compliance with the school’s charter and all relevant law and requirements set forth by the State of California.
2. Assistant Principal or Principal in Residence

The Assistant Principal has proven experience working with schools as an advocate, organizer or staff person. These candidates should have experience representing a constituency or coordinating group activities. The candidate also drives the mission and vision of the school; s/he effectively communicates this understanding to any personnel that is not a teacher, and coordinates Participation and supervision in ways that support the school’s charter. The Assistant Principal reports to the Principal. Some of these responsibilities may be delegated to teachers interested in pursuing administration as their specialization track.

Characteristics and Qualifications:

- Bachelor’s degree, Master’s Degree preferred.
- At least three years of urban teaching experience.
- California Administrative Credential preferred.
- Valid teaching credential
- Acknowledge praiseworthy efforts of staff, students, and parents.
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
- Assist and collaborate with the Principal.
- Have a valid teaching credential and teach at least one subject or course to one group of students if possible/ necessary.
- Respond to complaints and suggestions from staff, students, and family members.
- People and activity/events planning oriented.

Staff Responsibilities:

- Handle all matters regarding employment and dismissal of teacher’s assistants (TAs); salaries and contracts; job assignments and performance evaluations; and orientation and training of new TAs and office personnel.
- Oversee staff to ensure safe and adequate departure and dismissal procedures.
- Supervise staff for transition into the afterschool program smoothly.
- Recruit, appoint, support, and evaluate all support staff with feedback from the teachers.
- Support the professional development and growth of all TA’s.

Student and Program Oversight:

- Create supervision schedule for breaks and lunches.
- Create and manage individual TA schedules.
- Create, oversee and manage the cultural/extra & co-curricular programs i.e. Field Trips, Friday activities, Advisory Program and Dances.
- Oversee the lunch program, the people that serve and cater the food and all compliance issues with the Federal Free and Reduced Lunch Program.
- Manage transportation if applicable, i.e. bus schedule, bus company liaison.
- Oversee, schedule, staff and manage the afterschool program.
• Ensure accurate attendance tracking and compliance related to all grants per the afterschool program(s).

3. Teachers

BSSCA complies with the California Charter Schools Act with respect to teacher certification. All certified teachers teaching core subjects as per NCLS requirements, and uncertified teachers teaching non-core subjects, comply with subject matter competency and all other requirements of the No Child Left Behind Act. Characteristics that add to the multilingual, multicultural nature of the faculty are valued as assets. Bright Star Schools’ believe that Part of the equation for a successful teacher includes a teacher who is willing to go above and beyond the call of duty when necessary. Our teachers are meaningfully committed to protecting the safety, interests and rights of all individuals in the classroom. Teachers help develop and implement the curriculum. All teachers report to the Principal.

Characteristics and Qualifications:

• Bachelor’s Degree.
• NCLB Highly Qualified in core subjects: English, Math, History, Social Science, Foreign Language. Two years of urban teaching experience preferred.
• Passionate and completely dedicated to BSSCA’s mission and a steadfast belief that all students deserve preparation for the college of their choice.
• Unwavering belief that all students can achieve at the highest academic levels.
• High level of professionalism.
• Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regards to personal teaching practices.
• Commitment to developing professionally as a teacher and as a leader.
• Commitment to analyzing student’s academic achievement results and using assessment data to inform instruction.
• Teachers should possess an ELL authorization either embedded in their credential or added authorization issued by CTC.
• Instructional Responsibilities:
  • Ensure that the school’s academic standards are rigorous, clear, measurable and aligned with California State Standards.
  • Use the school’s scope and sequence to develop unit plans and daily lesson plans when applicable i.e. for English Language Arts.
  • Submit lesson overviews to the PT on a weekly basis.
  • Work with grade level team, subject chair and PT to revise, edit and improve lessons.
  • Develop curriculum that addresses different learning styles.
  • Develop assessments that measure student progress.
  • Create a course syllabus and write and introductory letter for students and families before the academic year begins.
  • Use a variety of methods to engage students in the classroom.
  • Assume responsibility for the progress of all students.
  • Continuously use assessment data to refine curriculum and instructional practices.
• Communicate effectively with students, families and colleagues.
• Use planning periods for the advancement of student academics.

Whole School Responsibilities:
• Provide continual assessment of student progress and maintain accurate records of school wide promotion goals (OTCU).
• Support student discipline policies.
• Make meaningful connections with students who may engage in disruptive classroom behavior.
• Arrange for substitute teaching staff as needed.
• Communicate efficiently and timely with parents regarding child’s progress in order to maintain close relationships with parents and guardians and involve them in their children’s education.
• Also acts as academic and social emotional advisor to the students in his/her advisory class.

4. Dean of Student Affairs
The Dean of Student Affairs (DSA) is the primary person responsible for the oversight of non-academic and behavioral concerns regarding students. S/he serves as the primary interface between the schools and the students’ homes, ensuring consistent and timely communication from the school in regards to student discipline. The DSA must have experience with counseling students, supporting student discipline and instilling behavior interventions. S/he should have some experience working in a school. Able to supervise a classroom of 1 to 30 students for community circles or detention. The DSA reports to the Principal and manages the Connecting Place Coordinators.

Characteristics and Qualifications:
• Bachelor’s degree.
• Fluency in Spanish preferred.
• At least two years of experience in the fields of Social Work, Counseling, Psychology or Family Therapy.
• Must have excellent communication and interpersonal skills for interaction with students, staff and parents.
• Proficient with Microsoft Word, Microsoft Excel and Microsoft Outlook.
• Highly organized and excellent with follow-through on tasks.
• Strong focus on the creation of an orderly academic environment.

Disciplinary Duties:
• Organize meetings with Principal, and teachers to strategize individual student cases.
• Develop specific mentoring and peer counseling programs.
• Provide intervention for student discipline issues.
• Develop programs to promote positive student behavior by coordinating school activities to enhance discipline.
• Communicate student disciplinary concerns to the student’s parent and staff timely and efficiently.
• Service as a liaison officer with community organizations, police and probation officers affected.
• Responsible for reports on investigations of offenses committed by students.
• Organize Staff Development Seminars and Workshops for parents on discipline.
• Perform other related duties assigned.

Whole School Responsibilities:

• Passionate and completely dedicated to BSSCA’s mission and a steadfast belief that all students deserve preparation for the college of their choice.
• Unwavering belief that all students can achieve at the highest academic levels.
• Create, evaluate and seek to constantly improve overall school culture, with an emphasis on academic achievement, structure, discipline, and fun.

5. Student Data Coordinator

The Student Data Coordinator (SDC) has two years of experience working with data entry. S/he has experience with student information systems. The SDC is a bilingual speaker (preferred); fluent in Spanish/English with some experience working in a school environment. The Student Data Coordinator must be highly proficient with Microsoft Excel, Word, Access and Outlook.

Characteristics and Qualifications:

• Generate reports by operating the Eagle Aeries Student Information System.
• Assist with monthly reports to be submitted to the District and home office (LAUSD Classification, LAUSD attendance, Federal Food program, After School Education and Safety Program (ASES), and internal student progress reports.
• Ensure student data accuracy by developing and implementing standardized process around data entry and reporting of student information.
• Assist and coordinate in distribution of data to schools and home office.
• Assist and coordinate with yearly mandated exams (STAR, CELDT).
• Assist in preparing yearly District and state reports (CBEDS, R30 Language Census, SARC, CALPADS, STAR data growth reports).
• Assist in completing quarterly reports (Annual survey oversight, prep/accounting).
• Support Lunch Supervision, Friday Activities, Open Houses, etc.
• Assist in translating parent communications with regard to student and school progress.
• Efficiently and timely print all student related reports such as report cards and transcripts.
• Maintain an excellent accounting system of all student cumulative files in BSSCA’s main office.
• Organize and aggregate data related to students including STAR scores/paperwork and school wide promotion goals.
• Perform other duties as assigned.

Whole School Responsibilities:

• Passionate and completely dedicated to BSSCA’s mission and a steadfast belief that all students deserve preparation for the college of their choice.
• Unwavering belief that all students can achieve at the highest academic levels.
• Create, evaluate and seek to constantly improve overall school culture, with an emphasis on academic achievement, structure, discipline and fun.

6. Teacher’s Assistant

BSSCA’s teacher’s assistants (TAs) are of great value to the overall academic program of the organization. Not only do they assist the teachers, but many TAs also serve as tutors and lead individual classes during the afterschool program. TAs are not only fully committed to the vision and mission of the school, but they are our primary source for substitute teachers and some even matriculate to become full-time teachers in the general education classroom with Bright Star Schools. As teachers teach the academic curriculum, our TAs have their own unique duties to drive the cultural framework of the schools during Friday activities, while teachers are in Professional Learning Communities (PLCs), and when we go on our intensive Life Experience Lessons. Our TAs help our schools realize our extensive academic and cultural programs.

Characteristics and Qualifications:

• Must be NCLB compliant in accordance with Title I funding parameters. (1) Completed two years of study at an institution of higher education; (2) Obtained an associate’s (or higher) degree; or (3) Met a rigorous standard of quality and are able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing and mathematics (or as appropriate, reading readiness, writing readiness and mathematics readiness).
• Must be organized, creative, independent and self-motivated, enthusiastic, dependable, detail-oriented, flexible in scheduling and prioritization and driven by excellence.
• Must possess good communication skills to present facts and recommendations effectively in oral and written form, including accurate grammar and business correspondence knowledge.
• Interpersonal skills to establish and maintain effective relationships; demonstrated ability to communicate in situations requiring tact and poise; skilled in confidentiality and discretion.
• Must present a neat, professional appearance.
• Must be able to adjust tasks and focus with composure, and in accordance with changing deadlines and priorities.
• Responsibilities:
• Supervise children in all indoor and outdoor activities ensuring a safe environment, especially during transitions and bathroom breaks.
• Supervise children during breakfast, lunch and snack time, encouraging good eating habits are developed.
• Assist in teaching children to become responsible for their decisions and actions.
• Guide children’s behaviors in a positive way that teaches self-respect along with respect for others and the community around them.
• Encourage children to interact positively with other children and people around them.
• Provide a wide variety of age appropriate activities that offers physical and emotional growth.
• Prepare instructional materials needed to implement the daily activity plans with the classroom teacher.
• Maintain open lines of communication with the classroom teacher and team to ensure individual needs of all children are met.
• Prepare and distribute healthy snacks as necessary for children.
• Lead the classroom if teacher is running late or requested a substitute.
• Help and supervise during any field trip and school-related activities.

7. Office Manager

The office manager of BSSCA ensures the efficient operation of the school’s main office and work with members of the administrative team to ensure the success of the school. The office manager reports to the Principal. Office Managers should have at least two years of experience working as an office manager, administrative assistant, project manager or equivalent position. They effectively use standard office machines and computer software programs such as Microsoft Word, Excel and Outlook. They speak, comprehend, read and write fluently in English and Spanish. They effectively attend to the details of work, and conduct all job duties with accuracy and preparedness.

Characteristics and Qualifications:

• A minimum of an Associate’s Degree or two years of college.
• A minimum of two years’ experience in a similar position.
• Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping and data collection systems.
• Perform clerical and administrative procedures for daily school operations.
• Interact pleasantly and professionally with all members of the learning community and the public.
• Maintain a neat and welcoming atmosphere in the office.
• Prepare correspondence, forms, reports, memoranda, and student attendance and enrollment data in an accurate and timely manner.
• Assure that student data, permission slips, and other required paperwork are kept current for each student as needed.
• Prepare and mail correspondence to students’ parents.
• Exemplary communication skills in English and Spanish, including impeccable grammar and fluency in order to translate school documents and communications to Spanish or English as needed.
• Answer high volume of calls, return general voicemails or emails.
• Responsibilities
• Monitoring the school’s entryway, greeting parents and visitors to the school and maintaining school safety.
• Contacting parents regarding absences, missing assignments, teacher concerns or student illness.
• Implementing systems to support the work of teachers and administrative staff.
• Independently, or in accordance with administrative instructions, developing school communications in English and Spanish based on a thorough knowledge of school policies, programs and systems.
• Translating for parent meetings and school events.
• Preparing and maintaining a variety of student, personnel and school records.
• Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine and scanners with speed and accuracy.
• Assisting in the coordination of special events.
• Place orders for office and classroom supplies.
• Collect necessary paperwork and assist in the full enrollment of a new student.
• Assist the Principal and members of the administrative team, as directed.

8. Connector

The connector educates students and parents about colleges, the college admissions process, trends, procedures, and testing; advising and supporting classes of 30-50 seniors and families as they go through the process; and helping students and families to choose wisely and realistically.

Characteristics and Qualifications:

• Bachelor’s degree in an appropriate field from a regionally accredited university, Masters preferred
• Must have strong communication skills and supervisory experience.
• Experience in college admissions
• Experience high school college counseling, teaching experience, and computer skill

Responsibilities:

• Meeting with all college admissions representatives who visit our campus and facilitating meetings between college representatives and our students.
• The Connector also serves as a liaison with College admissions offices throughout the year.
• Compiling an annual Profile of the School, as well as information on grade distributions in junior and senior courses and courses offered at our school.
• Working with Student Data Coordinator to maintain records on seniors, including GPA's and transcripts.
• Writing an official school recommendation for each senior. To do so, the Connector gathers information from parents, teachers, school records, and students themselves. The Connector also completes all School Report and mid-year report forms requested by colleges, including evaluations of students.
• Administering the College Counseling Office budget and purchasing, maintaining, and sharing information on colleges, college guides, scholarships, financial aid, and paying for college.
• The Connector also keeps parents informed through a monthly column, a newsletter for parents, and in letters about test dates, local college events, and financial aid.
• Acting as lead advisor to the senior class as a whole and advising several individual seniors each year, providing academic and personal counseling. In addition to working with senior class on class events, class meetings provide an opportunity to disseminate information about the college application process.
• Making informational presentations to parents, such as the annual presentations to parents of 8th graders, parents of juniors, new parents, and the Parents' Association.

• Being aware of issues and trends in college admission, higher education, testing, as well as keeping up-to-date about specific colleges and maintaining membership in professional organizations.
• Maintaining and disseminating information about standardized tests such as SAT, ACT, and TOEFL, helping to administer PSAT exams and working with the Registrar to arrange for or extended time on these tests, as warranted.
• Coordinating selection of college book award winners and presents them on Graduation weekend. The Connector has also handled various aspects of Graduation such as the graduation photo, certificates, and creating programs for Graduation and Academic Convocation.

Other Certificated Staff/Administrators

A pool of day-to-day substitutes will be established and a list of qualified substitutes is maintained.

Office Personnel: Clerical staff will be selected by the Executive Director on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position.

Responsibilities will include:

• Answering phones
• Filing reports
• Enrolling students
• Managing and monitoring office operations in collaboration with the Executive Director and Principal
• Ordering and purchasing supplies and vendor management
• Developing and implementing clerical and administrative procedures for daily school operations
• Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
• Bilingual translation and communication with parents

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 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.
Section 1: Custodian Of Records
In accordance with California Department of Justice requirements, the HR Director will serve as BSSCA’s custodian of records.

Section 2: Student Health And Wellness

Part A: School Promotion Of Health And Wellness

1. Physical Education

BSSCA’ physical education curriculum reflects California State Standards and teaches students about a fit and healthy lifestyle. American children are becoming more and more obese and fitness levels are decreasing\(^{29}\). All children at BSSCA Academy have physical education classes each day with planned instruction to develop motor skills, and an understanding of common sports like baseball, basketball, soccer, and volleyball. The curriculum prepares students for the California Fitness Gram Physical Education test, and also teaches students how to play different sports and games as well as reinforce messages about nutrition, teamwork, and fair play.

2. Connections Program

The Connections Program is our latest and most comprehensive program created to meet the academic, social and emotional needs of our mainly low-income and minority students. Bright Star Schools designed the Connections Program so that every student will have an ally on staff whose sole purpose is to help them graduate from high school prepared to enter and succeed in a four-year college or university. The Connections Program provides every BSSCA student with individual guidance counseling, academic support, and social service referrals from their personal advocate (“Connector”).

Connectors fill out intake forms to gather information about their student’s school and home life, interests, and goals and aspirations and identify gaps where additional supports are needed, such as tutoring, enrichment classes, social services referrals, etc. Together, students and their Connectors set short and long term academic and personal goals and discuss progress towards these goals during regular check-ins. Connectors attend staff meetings to discuss their students with classroom instructors and work with local service providers to connect families with the social supports they need (domestic violence prevention, computer literacy workshops, job trainings, immigration law attorneys, mental health counseling, family planning, etc.). The team of Connectors leads family activities and monthly Parent Education workshops.

The primary focus of the Connections program is student success. We believe in a holistic approach to working with students and their families in order to overcome barriers to academic success. One initiative we use to accomplish this task is focusing on meeting our student’s individual needs. To meet these individual needs each Connector utilizes the following strategies:

**Relationship Building and Mentorship:** We believe that building rapport with a student is the most important task of a Connector. Rapport is built through being a consistent and reliable adult in the youth’s life. The Connector models appropriate behavior and respect by being culturally sensitive, always keeping their word, following through in a timely fashion, being friendly and polite, helpful and always respectful. Our team demonstrates professionalism through their words and their actions.

**Academic Counseling and Support Through Individual and Group Sessions:** Connectors meet with their students one on one a minimum of three times per school year to discuss academic progress and set SMART goals (specific, measurable, attainable, relevant and timely). Students also meet with Connectors in groups to discuss general academic topics such as A-G requirements and graduation and promotion goals.

**Social and emotional support and guidance:** Connectors are available to their students to listen, support, empathize and guide them towards healthy social and emotional development. Being open-minded, trustworthy and respectful of our student’s personal situations is an imperative. Bright Star Schools also partners with several community mental health organizations to offer additional support and services to identified students.

**College and Career Counseling:** each of our campuses offers college and career counseling through individual and group sessions. We utilize Naviance, a college and career readiness platform, to help connect academic achievement to post-secondary goals and track student’s progress towards their ultimate goals.

**Community resources and referrals:** we have partnered with a variety of community agencies to assist us with meeting our students and families varying needs from tutoring and academic services to medical and dental clinics. Our partners include LIFT, Didi Hirsch, and Family Source Centers of Los Angeles, just to name a few.

**Supporting and Encouraging Student Activities and Extracurricular opportunities:** Connectors support and encourage students activities by promoting opportunities that may be of interest to an individual student, by attending school events such as dances and sporting events, and by coordinating various opportunities such as the Adelante Young Men’s and Women’s Conferences and trips to college fairs.
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.
Section 1: Court Ordered Integration

**Part A And B: Schools Plan To Achieve And Maintaining Lausd’s Racial And Ethnic Balance Goal.**

BSSCA will implement a coordinated advertising and recruiting strategy that ensures all parents and families are notified about the educational opportunities we offer. These efforts will be carried out from December–August. BSSCA is committed to serving all ethnic groups and thus, uses various advertising techniques to recruit students from all backgrounds.

Each year Bright Star Schools conducts an analysis of enrollment trends in order to optimize our efforts to recruit and retain students. A committee, comprised of various stakeholders from the instructional, administrative and operational sides of the school, meets regularly to complete a complex problem solving model. Using both quantitative and qualitative feedback from the previous year, the model allows the team to work together to clearly identify enrollment trends and their root causes, determine potential solutions, and generate strategies to successfully implement and track solutions in the upcoming year. One of the most valuable sources of data for this exercise comes from non-mandatory exit interviews (of families that have transferred from BSSCA to another school site) through which feedback is gathered by BSSCA administrators from the students and parents who choose not to enroll or re-enroll at BSSCA.

Externally, BSSCA will address retention and attrition through the development of school-based family engagement systems and strong Partnerships that support teaching, learning, and student achievement. Director of Student Services will oversee coordinated efforts to strengthen two-way communication between parents and the school. This includes projects that give parents immediate access to critical information, help them better navigate the school and communicate possible concerns. The bi-annual parent surveys are an important component for they provide feedback that guides our parent engagement efforts. Because we understand parents play a fundamental role in their child’s education, we do our best to support parents in their role as parent educators by providing them with resources to develop their skills and monitor their children’s learning at home. Resources will include parent workshops and meetings, skills development opportunities and online tools. This collaboration not only helps parent relations, but also increases student achievement and hopefully retention.

**Recruitment Plan**

Some of the methods shall include, but are not limited to the following:

- Distribution of informational materials to community organizations including West Adams Neighborhood Council, United Neighborhoods Neighborhood Council, CD10, community religious institutions, and other organizations that serve various racial and ethnic populations, such as the Mid-City and West Adams area libraries, recreation centers, local businesses, middle schools and faith based organizations.
- Presentations at various multi-ethnic events, including community fairs and festivals.
- Announcements in local media, such as “The Neighborhood News” serving the communities of Mid-city, West Adams, and others.
- Outreach meetings in several educational areas of the District to reach prospective students and parents.
- Providing opportunities for parents to speak to our representatives outside popular shopping venues.
- Development of promotional materials in various languages, including Spanish, Tagalog, Armenian and others to inform non-English speaking populations about our school.

Our efforts are centered on providing equal opportunities to all residents of the District, regardless of racial and ethnic background. Our student body is comprised of Latino/a, African American, Asian, Armenian, Pacific Islander, and other students. BSSCA will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school. BSSCA seeks to serve the families of Los Angeles, with a Particular emphasis on reaching out to and recruiting in the underserved communities of Mid-city, West Adams, and Westchester. The local public school population has a high Hispanic demographic, as well as a high socio-economically disadvantaged population. BSSCA’ demographics also reflect such statistics.

As stated in our vision, BSSCA seeks to narrow the achievement gap by offering all students, regardless of background, an excellent public education. As such, BSSCA is committed to maintaining a racial and ethnic balance of its students that is reflective of the general population residing within the Los Angeles Unified School District’s (LAUSD) territorial jurisdiction. In order to accomplish this, BSSCA conducts the following recruitment efforts, outreach programs and activities:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the school.
- Develop and distribute flyers or brochures, applications and other recruitment materials that reflect the diversity of the community in English and Spanish (the languages of the families in the surrounding neighborhood).
- Use various distribution channels to enable public relations efforts to reach a wide audience (ethnicity/race, socio-economics, parent education levels, etc.), including community presentations, flyers, the school website and/or sending out press releases to the local media.
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.

Section 1: Admissions Requirements

By charter school law, our school has open admission for any student who seeks to enroll in our academic program. Our recruitment efforts reflect our objective nature as a charter school and in no way favor or bias any demographic. When students with Individualized Education Plans (IEPs) enroll, it is the school’s policy to collect any and all information pertaining to the student’s IEP. Our school is committed to serving academically low-achieving and economically
disadvantaged students to offer them a seamless path to success in college and life. Our school will serve a community where on average 80-95% of the students in our target population qualifies for free or reduced-price lunch according to federal guidelines. We are dedicated to making sure that all community members are equally aware of the alternative we are providing to students within the communities we intend to serve.

Section 2: Student Recruitment
Our school recruiting team conducts student outreach activities throughout the calendar year. A variety of techniques are utilized including home mailers, posting, flyering, local school visits, community-based organization visits, presentations at various multi-ethnic events, public business tabling (sitting outside markets and other businesses that allow us to pass out flyers to the public) and various advertising, including in Los Angeles-based English, Spanish and Korean publications. All promotional materials are in various languages, thus far Korean and Spanish, to inform non-English speaking populations about our school.

In order to ensure we attract low-achieving, economically disadvantaged and special education students, we conduct our outreach in the surrounding communities with similar demographics. Our marketing and recruiting materials highlight that our program is available to all students with a variety of needs and backgrounds. Our recruiting teams are trained to ensure all families are notified that our program currently serves a large population of economically disadvantaged students and that we accept students regardless of past academic performance.

During the enrollment process it is the school’s policy to collect any and all information pertaining to the student’s IEP, so that we can provide all necessary and timely services.

Section 3: Lottery Preferences And Procedures

Part 1. Identification and Rational of Admission Preferences
If the Charter School receives a number of applications that exceeds the number of available spaces, a single public random drawing/lottery will be conducted. Exemptions and preferences will be offered in the following categories in accordance with reconciliation of state and federal laws

LOTTERY EXEMPTIONS

If there are more seats available for a grade level than exempt student applicants, then all students with an exemption to the lottery will be offered a seat without being required to participate in the lottery drawing. In the case where there are not enough grade level seats to accommodate all exempt student applicants, an initial lottery drawing will be held for the exempt students. Those students who are drawn up to the amount of seats available will be offered a seat, and the remaining exempt applicants will be placed at the top of the charter school’s waitlist.

1. Currently attending BSSCA students.

26 See POLICY FOR CHARTER SCHOOL AUTHORIZING, LOS ANGELES UNIFIED SCHOOL DISTRICT, Revised February 7, 2012.
LOTTERY PREFERENCES

After all applicants with exemptions have been offered seats, all general applicants will be entered into a lottery drawing based upon the below lottery preferences.

1. Siblings\(^{31}\) of a currently attending BSSCA student.
2. Children or wards of BSSCA employees who reside in the District, limited to 10% of the charter school’s total enrollment.
3. Pupils who reside in the District
4. Children or wards of BSSCA employees who do not reside in the District, limited to 10% of the charter school’s total enrollment.

Part 2: Describe the manner in which the school will implement a public random drawing in the event that applications for enrollment exceed school capacity.

Our admissions process begins with the submission of an Intent to Enroll form (application)\(^{32}\) at any time during the year. Submitted applications are date-and-time stamped and student names are added to an application roster to track receipt. Applicants who submit an Intent to Enroll form before the lottery deadline\(^{33}\) are counted to determine if any grade level has received a number of applications which exceed available seats. If there are more applicants in a grade level than available seats, the school holds a public random drawing to determine enrollment for the impacted grade level. The public is notified of the random drawing through written notices posted at the school campus and on our website. Applicants who have submitted an Intent to Enroll form are notified of the lottery via automated and/or personal telephone calls, email notifications, and letters sent to home addresses. If there are more available seats in a grade level than there are applicants, all students who have submitted an Intent to Enroll form will be offered a seat.

1) Summary of School’s Application and Enrollment Process
   a) Open Application Period – from the first day of the academic year prior to the academic year being applied for (usually in August) until the final day of the actual academic year being applied for (usually in June).
      (1) Completion of an Intent to Enroll form at any Bright Star school or online.
      (2) Optional attendance at an Information Session (multiple opportunities available throughout the winter and spring months).
   b) Random Public Drawing (during the month of March each year).

\(^{31}\) For the purposes of Enrollment Preferences, “sibling” shall be defined as a child who has continuously lived with the currently enrolled student for at least 6 months and is supported by at least 1 of the same adults living in the household.

\(^{32}\) See sample Intent to Enroll form (application) in Tab 5.

\(^{33}\) The Lottery Deadline is two (2) weeks before the date of the lottery.
(1) Lottery (if necessary, in the event that applications for enrollment exceed school capacity).

(2) Notification to families of outcome (offering of seat or waitlist position).

c) Enrollment Packet Submission (to be completed by family within two weeks of lottery).

(1) Completion of all necessary enrollment paperwork.\(^{34}\)

2) The Timelines Under which the Open Enrollment Period and Lottery will Occur. Please see above under the opening narrative of Section 2 for timeline of enrollment and lottery activities.

3) The method the school will use to communicate to all interested parties and the rules to be followed during the lottery process.

Applications are available digitally online on the Bright Star Schools and school web pages and hard copies are available at all Bright Star school sites. Our school advertises the open application period to the surrounding communities and also communicates the timeline, rules and procedures for the lottery process. Typical methods for these communications include, but are not limited to, web advertising, newspaper and magazine ads, home mailers, fliers, and sign/billboard advertising.

The rules to be followed during the lottery process are outlined in the opening narrative of Section 2 and in 4 directly below.

4) The method the school will use to verify lottery procedures are fairly executed.

The lottery is coordinated by the Outreach Coordinator but moderated by an objective third party (usually a community leader or liaison) in a location open to the public and advertised to the school community. Given the native languages of the anticipated target community, all proceedings are conducted in English, Spanish and Korean, as needed.

Separate lotteries are conducted for each grade in which there are fewer seats available than applicants interested in attending. All lotteries (for each grade level of the school) take place on the same day in a single location. Lotteries are conducted in ascending order beginning with the lowest applicable grade level.

The lottery is open to the public and families are encouraged to attend, however, families are not required to be present at the time of the drawing to be eligible for admission. Results are published in English, Spanish and Korean, as needed. Results are mailed to all applicants and follow up phone calls are made by the Outreach Team and/or school Office Managers.

Families who have been offered admission are notified of acceptance within a week of the lottery by the Enrollment Manager and/or Office Manager and must accept enrollment for

\(^{34}\) See Enrollment Packet in Tab 5.
their student within two weeks of notification by confirming with the school staff or our Enrollment Manager their intent to complete the enrollment process and/or submitting a completed Enrollment Packet. Any families who decline an offered seat or who fail to confirm by the deadline will lose their position to the next applicant on the waiting list. The waiting list is kept on file at the school and is valid for the duration of the school year.

The lottery is made random through the use of numbered balls which are placed in and drawn from a standard lottery (or bingo) roller cage. Each numbered ball corresponds to an applicant. All applicant numbers are published and provided to families before the lottery begins. When a student’s number is drawn, both the number and student’s name is announced verbally, and the student is added to the master list which is projected for those in attendance. Once all available seats in a grade level have been filled, the Enrollment Team announces to those present that all remaining applicants drawn will be placed on the wait list for that grade level in the order that they are drawn.

4) **The time and location where the lottery will occur and the efforts the school will undertake to ensure all interested parties may observe the lottery.**

The random public drawing (lottery) is held in a public space in the community that is large enough to accommodate all interested families. It is often the case that the largest available space is at the school site. The lottery process is open to the public. The public is notified of the random drawing through written notices posted at the school campus and on our website. Applicants who have submitted an Intent to Enroll form are notified of the lottery via automated and/or personal telephone calls, email notifications, and letters sent to home addresses.

The random public drawing (lottery) will be scheduled during or before April of each year, in the event that applications for enrollment exceed school capacity. The lottery will be held at a time that is determined to be convenient for the families in our school community to attend. This is typically between the hours of 6pm and 8pm on a weeknight, or between 8am-10am on a Saturday morning.

5) **The procedures the school will follow to determine waiting list priorities based upon lottery results.**

A waiting list is implemented when the number of applications exceeds the enrollment capacity at each grade level. In the event of a lottery, admission to the school will be offered to applicants based on the results of the public random drawing until capacity is reached. All remaining names drawn after capacity for a grade level is reached will be placed on a waiting list in the order they are drawn.

New applicants who submit and Intent to Enroll form after the lottery deadline will be offered a seat if space is available in the grade level they have applied for or added to the waitlist in the order that the application was received. In the case that a student applies and has an admission exemption (outlined in Part F above), that applicant will be provided a numerical ranking in the waitlist after all other current applicants on the waitlist with enrollment exemptions but ahead of all applicants without an enrollment exemption.
As seats become available in a grade level, the student with the lowest numerical ranking will be offered that seat.

6) **The means by which the school will contact the parents/guardians of students who have been promoted off the waiting list and timelines under which parents/guardians must respond in order to secure admission.**

Once a grade level seat becomes available for an applicant who has the lowest numerical ranking on the waiting list, the parent/guardian are notified of acceptance by the Enrollment Team and/or Office Manager immediately. The parent/guardian must accept enrollment for their students within two weeks of notification by confirming with the school staff or our Enrollment Team their intent to complete the enrollment process and/or submitting a completed Enrollment Packet. Any families who decline an offered seat or who fail to confirm by the deadline will lose their position to the next applicant on the waiting list. The waiting list is kept on file at the school and is valid for the duration of the school year.

7) **The records the school shall keep on file documenting the fair execution of lottery procedures.**

Copies of all Intent to Enroll application forms, lottery results and waiting lists are readily available for inspection at the school office. These records will be maintained by the Enrollment Team. The school has developed a Lottery Policy document that has been approved by Bright Star Schools’ Charter Management Organization (CMO) and the Board of Directors. It is available to the public at any time by contacting the Enrollment Team at the Bright Star CMO office.

a) **Attendance Accounting**

Our Charter School will utilize an appropriate student information system for attendance tracking and reporting purposes and will utilize attendance accounting procedures that satisfy requirements for LAUSD, LACOE and CDE. Required reports are completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD as required by the District.

Charter School will provide provides to LAUSD the following information for each academic year:

- Norm Day Classification.
- List of all highly qualified Certificated Personnel in core subjects as defined in No Child Left Behind and State policy and regulations.
- Total School Enrollment.
- List of Emergency Credentialed Teachers in non-core subjects.
- Number of Students by Grade Level.
- Unfilled Classroom Teacher Positions.
- Number of Students by Ethnicity & Grade Level.
- Number of Students Living Outside LAUSD Attendance Area.
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:

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

Section 1: Annual Audit Procedures

Adequate cash flow for BSSCA is ensured by maintaining a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations. The Executive Director and Controller regularly prepare financial reports, including balance sheets and cash flow statements that the Board of Directors reviews during their board meetings. The Head of Schools and back office maintain financial documents and supporting documentation such as receipts, invoices and credit card statements in a uniform and orderly fashion for easy accessibility by the auditor(s).

The above-mentioned plans and systems are used to provide information for an annual, independent financial audit. On an annual basis, the Controller is responsible for contracting services with an independent Certified Public Accountant who has been certified by the State of California Controller’s Office on its list of education auditors with education finance experience to audit the school’s financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and in accordance with the provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s Guide.
The Bright Star Board Finance Committee reviews any audit exceptions or deficiencies and report recommendations to the full Board as to how these have been, or will be, resolved. BSSCA Academy Board acts upon these recommendations, and reports its action to Los Angeles Unified School District to the satisfaction of the District, and within an outlined timeline.
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.

**Section 1: Discipline Foundation Policy**

BSSCA does not consider that suspension and expulsion are effective means of improving school behavior and compliance with school rules and policies. While either or both may become necessary in extraordinary circumstances, disciplinary issues at BSSCA are dealt with through a variety of other strategies. These include, among other things, counseling, airing of the issue with faculty and other students, discussion with the student and his or her parent/mentor, social worker or probation officer and ineligibility for particular privileges.

Students who do not adhere to stated expectations for behavior and who violate the school’s rules will have consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges (e.g. attendance at school functions- dances, games, etc.)
- Individual behavior contract
- Referral to the Principal, Assistant Principal or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

Any student who engages in repeated violations of the school's behavioral expectations which cannot be dealt with through counseling and other strategies will be required to attend a meeting with appropriate school staff and the student's parent/mentor. The Dean will prepare a specific, individual behavior contract outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. BSSCA staff are trained and annually review in de-escalation strategies for students in crises. These strategies focus on developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and stabilize students who have been triggered safely through the use of de-escalation techniques. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as Part of the Parent/Student Handbook which is sent to each student at the beginning of the school year. The
principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900 related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from, a school-sponsored activity

The Charter School’s discipline policy, as outlined in the Parent/Student Handbook is compliant with the principles of the District’s Discipline Foundation Policy and School Climate Bill of Rights. The Charter School also employs policy on positive behavior support and discipline prevention, tiered behavior intervention, and alternatives to suspension.

Section 2: Grounds For Suspension And Expulsion

Part A: Offenses for Suspensions and Expulsions

Mandatory Expulsion and Recommended Expulsion

In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

1. causing serious physical injury to another person
2. brandishing a knife
3. possession, selling, or furnishing of a firearm, knife, explosive, or other dangerous object
4. robbery or extortion
5. offering, negotiating a sale or selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
6. committed or attempted to commit sexual assault or committing a sexual battery (as defined in Section 48900)
7. Violation of the Federal Guns Free School Act. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

Discretionary Expulsion/Suspension

In addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed below:

1. Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
2. Hate violence (defined by Section 48900.3)
3. Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
5. Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
6. Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
7. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
8. Caused or attempted to cause damage to school property or private property.
9. Stole or attempted to steal school property or private property.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Knowingly received stolen school property or private property.
12. Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
13. Aided or abetted the infliction or attempted infliction of physical injury to another person.
14. Engaged in sexual harassment as defined in Education Code Section 48900.2.
15. Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4. The harassment, threats, or intimidation directed at school personnel or pupils must be on the bases of (a) race/color/national origin, (b) disability, (c) other factor, or (d) against school district personnel.
16. Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
17. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

**In-School Suspension**

BSSCA offers in-school suspension as a means of reducing time missed from learning for behavioral issues. Advisors work with the student and the family to arrange a schedule for the student to engage in credit recovery and after-school tutoring as needed to ensure she is able to keep up with her school work while on suspension. The maximum number of days of in-school suspension per incident is academic year are discussed in the Step 3: *Determination of Length of Suspension* in the Procedures for Suspension section below.
Section 3: Procedures For Suspension

A student may only be suspended by the school Principal, or by an Assistant Principal as assigned by the Principal in the case of the Principal’s absence or inability to carry out proper suspension procedures.

Step 1: Informal Conference
Suspension shall be preceded by an informal conference conducted by the Principal, with the student and the student’s parents or guardian. The Charter School will provide adequate notice to the family of the reason for disciplinary action and a meaningful opportunity to be heard prior to suspension. The conference may be omitted if the Principal 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 parents/guardians will be notified of the suspension and a conference will be conducted with the principal as soon as practicable.

Step 2: Notice to Parents
Parents/guardians and students will have due process rights with regards to suspensions and expulsions. At the time of a student’s suspension, the principal shall make a reasonable effort to contact the parents/guardians by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to school.

Step 3: Determination of Length of Suspension
The length of the suspension will be determined by the Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. For students with IEPs, the Resource Teacher and/or the Director of Special Education will counsel the Principal on additional factors that are relevant to the decision. The length of suspension for students may not exceed a period of 5 consecutive days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian and the school to discuss the progress of the suspension upon the completion of the 10th day of suspension. A suspension exceeding 5 days would occur in the event that the Principal is not comfortable, based upon the offense and conference with student and family, that the student is willing or able to return without significant risk of harm to themselves or other students. The total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.
The Advisor of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Missed tests will also be coordinated to be completed either at home or upon return. Written notification listing all required assignments will be sent to the student’s parents and all needed materials will be left in the front office.

Section 4: Expulsion Procedures

Part A: Administration’s Communication To Parents And Students Of Potential Disciplinary Action

If the Principal recommends expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following findings:

- The student’s presence will likely be disruptive to the educational process
- The student poses a threat or danger to others.

Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing.

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

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Part B: Expulsion Hearing

Students recommended for expulsion will receive a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 days, from the date of the offense, after the Principal determines that an act subject to expulsion has occurred. The hearing will be presided over by an impartial disciplinary panel comprised of governing Board members appointed by the Board of Directors. A Facts and Findings document will be prepared to summarize the evidence adduced at the hearing to substantiate the expulsion decision.

The principal will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing, and it will be forwarded to the student and the student’s parents/guardians at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
The opportunity for the student or the student’s parents to appear in person at the hearing
The opportunity for the student to be represented by counsel
The reinstatement eligibility review date
The type of educational placement during the period of expulsion
Notice of appeal rights/procedures.

Language support will be made available at the hearing, upon request, in the event that any party involved in the hearing has a primary language other than English.

In any sexual assault or battery case, the Principal may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Panel overseeing the hearing.

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

A record of the hearing shall be made and maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the hearing transcript or recording will be provided to the LAUSD, upon written request. A parent or student may request a copy of the hearing to be produced by the charter school by contacting the Charter School principal.

**Part C: Appeal Of Suspension Or Expulsion**

Parents/guardians will be notified by the Principal through a telephone call and in writing in regards to the enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion.

The suspension of a student will be at the discretion of the Principal or the Dean of Students (as a designee of the Principal). A suspension appeal may be made in writing to the Principal within the term of the suspension. Within 48 business hours, a decision will be made by the Head of Schools regarding the result of the appeal hearing of the student suspension, and this decision will be considered final.

An expulsion may be appealed in writing within ten working days and must be submitted in writing to the Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 10 working days). The appeal will be considered by a fair and impartial panel, selected by the Bright Star Board, consisting of Charter School leaders. For a student who has an expulsion upheld upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why readmission was denied, and will be given a new eligibility review date.
The decision of the Bright Star Board of Directors will be final.

**Part D: Policies And Procedures Regarding Rehabilitation, Reinstatement, And Readmission.**

Suspended students will still be responsible for all classroom assignments, projects etc., and, as appropriate, students will be given an in-school suspension with a specific schedule in order to not miss any school days. Suspended students will work with the Advisor, Connector, Dean of Students and other personnel in maintaining currency. Students may also be able to obtain assignments through the Internet and in working with their assigned mentors. In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county, and/or private schools to assist with appropriate educational placement of the expelled student. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be at the sole discretion of BSSCA and the student and parent/guardian, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the enrollment capacity of the charter school at the time the student seeks readmission.
ELEMENT 11: EMPLOYEE RETIREMENT PROGRAMS

“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.

The Bright Star Schools Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, Part-time staff, etc.).

BSSCA teachers participate in the California State Teachers’ Retirement System (STRS). BSSCA’ Principal, with the assistance of the school’s back-office services provider, coordinates such Participation, as appropriate, with the social security system or other reciprocal systems. BSSCA shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data required for STRS or similar programs. All withholdings from employees and BSSCA will be forwarded to the STRS Fund as required.
Non-certificated employees will participate in the federal Social Security system in accordance with applicable law.

**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.

As a school of choice, BSSCA does not have restrictive enrollment based on residence, etc. Parents and students will be informed of their public school attendance alternatives during the enrollment process.
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:

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
Bright Star Secondary Charter Academy
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 5:00p.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.

4) 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:

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 (SELP) 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
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 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.

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 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 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:
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 other District facilities, Charter School and District agree to execute an agreement 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 parties shall work in good faith to execute 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**
  (i) 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:**
  
  (i) **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

  (ii) **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.

  (i) **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.

  (ii) **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 ensure 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
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).)
ASSURANCES AND AFFIRMATIONS

Bright Star Secondary Charter Academy (also referred to herein as “BSSCA” 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)(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 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)(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 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**
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

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 5:00p.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**
  
  (i) 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.

  (ii) 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**

  (iii) **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

  (iv) **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.

  (iii) **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.

  (iv) **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).)