CALIFORNIA COLLEGIATE CHARTER SCHOOL

A proposed 6-12 charter school for Los Angeles, California

Respectfully submitted to the Los Angeles Unified School District on April 15, 2015 by

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Table of Contents

Assurances and Affirmations ........................................................................................................ iii

ELEMENT 1: THE EDUCATIONAL PROGRAM ........................................................................... 1
  General Information .................................................................................................................. 4
  Community Need for Proposed Charter School ................................................................. 5
  Student Population To Be Served ......................................................................................... 17
  Goals and Philosophy ......................................................................................................... 19
  Instructional Design .............................................................................................................. 38
    Curriculum and Instruction ................................................................................................. 42
    Academic Calendar and Schedules ..................................................................................... 84
  Professional Development .................................................................................................... 90
  Meeting the Needs of All Students ..................................................................................... 94
    English Learners ................................................................................................................ 97
    Gifted and Talented Students and Students Achieving Above Grade Level .................. 101
    Students Achieving Below Grade Level ......................................................................... 103
    Socio-Economically Disadvantaged/Low Income Students ........................................... 104
    Students with Disabilities ................................................................................................. 105
    Students in Other Subgroups ........................................................................................... 105
  “A Typical Day” .................................................................................................................. 105

ELEMENT 2: MEASURABLE PUPIL OUTCOMES and ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED ................................................. 109
  Measurable Goals of the Educational Program .................................................................. 109
  Measuring Pupil Outcomes: Summative Assessment Performance Targets ..................... 109
    Performance Targets Aligned to State Priorities .............................................................. 109
    Other Performance Targets ............................................................................................. 110
  Measuring Pupil Progress Toward Outcomes: Formative Assessment ............................. 110
  Data Analysis and Reporting ............................................................................................... 112
  Grading, Progress Reporting, and Promotion/Retention .................................................... 114

ELEMENT 4: GOVERNANCE .................................................................................................. 119
  Governance Structure ........................................................................................................ 121
  Governing Board Composition and Member Selection ..................................................... 122
  Governance Procedures and Operations ............................................................................. 125
  Stakeholder Involvement ................................................................................................... 126
ASSURANCES AND AFFIRMATIONS

California Collegiate Charter School (also referred to herein as “California Collegiate” 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 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).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the 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 the charter school without graduating or completing the school year for any reason, the 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 Ed. 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 the 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 element or section. The charter includes 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 should 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) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. 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 Ed. 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 Ed. 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 Ed. 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 the 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 the 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 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 (“SELPAs”) 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 Ed. Code § 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 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.

General Information

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Sue Andres-Brown</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>2139 Clinton St., Los Angeles, CA 90026</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>424-332-8530</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>Centered around the intersection of Florence Avenue and Avalon Boulevard in South Los Angeles, reaching five primary neighborhoods (South Park, Vermont-Slauson, Florence, Florence-Firestone, and Vermont Knolls) and focusing on four ZIP codes (90001, 90002, 90003, and 90044)</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>7</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>South</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>6-12</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>136</td>
</tr>
</tbody>
</table>
The grade level(s) of the students in the first year will be: 6th
The scheduled opening date of Charter School is: August 8, 2016
The enrollment capacity is: 680 (for grades 6-10 during the initial charter period, and if the charter is subsequently renewed, grades 11 and 12 would be added to bring enrollment capacity to 952.)
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional single-track extended day
The bell schedule for Charter School will be: 8am – 4:30pm
The term of this charter shall be from: July 1, 2016 to June 30, 2021

Community Need for Proposed Charter School

The Target Community to be Served

The second-largest school district in the United States, the Los Angeles Unified School District serves 919,930 students across Los Angeles County. It is a large and diverse district that has made steady academic progress over the past several years, home to national Academic Decathlon winners and nationally recognized magnet programs, as well as home to several schools that struggle to meet the needs of all students, particularly within some of our most impoverished communities.

Figure 1. Proposed School Territory

The target community for California Collegiate Charter School (“California Collegiate”) is centered around the intersection of Florence Avenue and Avalon Boulevard in South Los Angeles, reaching five primary neighborhoods (South Park, Vermont-Slauson, Florence, Florence-Firestone, and Vermont Knolls) and focusing on four ZIP codes (90001, 90002, 90003, and 90044).

The proposed school territory is a majority-minority community, like much of Los Angeles, with a mix of African-American and Latino residents. According to 2010 census data, 72.5% of the population is Hispanic/Latino and just over 26% are Black or African-American. 37% of residents speak primarily Spanish, while

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33% of residents report speaking both Spanish and English, and 30% speak only English, reflecting the gradual transformation of this community from a historically African-American neighborhood to a predominantly Spanish-speaking Latino one\(^5\); 24.9% of students in surrounding LAUSD schools are English Learners; 10% are Special Education students\(^6\); 27% of the community is currently school-age; 46% of children live in single-parent homes, while 8% live with relatives other than their parents.\(^7\)

Educational attainment in this community is significantly lower than in Los Angeles and California overall: 49.5% of the adult population did not complete high school, with nearly one-third (30.4%) receiving less than a 9\(^{th}\) grade education. Within the target community, 4.6% of adults have earned a bachelor’s degree, with 1.4% attaining a graduate or professional degree.\(^8\) Among those 18-24 years of age, only 31% have a high school diploma or equivalent, suggesting a 69% cumulative dropout rate among those continuing to reside within the community.\(^9\) Thus, the vast majority of children in this area who are given the opportunity to be academically successful will be first-generation college students, and most will be first-generation high school graduates. In contrast, 30.2% of adults in the combined Los Angeles-Long Beach-Riverside area hold bachelor’s degrees and higher, with almost 80% of adults completing high school; statewide, 34% of adults over 25 years of age hold a bachelor’s degree.\(^10\)

The median household income for these four ZIP codes ranges from $29,174 to $35,658, significantly below Los Angeles’s median income of $56,241 per household. It is worth noting that this income includes some form of government assistance for many residents, including many of the more than 41% of families with children living below the poverty line.\(^11\) On average, 94% of students in surrounding LAUSD schools qualify for free or reduced price lunch\(^12\) and 66% of occupied housing units are renter-occupied.\(^13\) Approximately 1.5% of children live in foster care.

The area has a high crime rate, and has a particular likelihood of violent crime. Out of the 209 Los Angeles neighborhoods, Vermont-Slauson, Vermont Knolls, Florence, South Park, and Florence-Firestone are ranked 5\(^{th}\), 6\(^{th}\), 16\(^{th}\), 17\(^{th}\), and 23\(^{rd}\) for violent crimes, respectively.\(^14\)

**Meeting the Needs of the Community and the Intent of the Charter Schools Act**

> “If we transform human capital by ensuring there are effective employees at every level of the organization focused on improving student outcomes, give our students and parents a portfolio of high quality school choice, and hold ourselves accountable through strong performance management, then every student in our schools will graduate college-prepared and career-ready.”

   - LAUSD Theory of Change\(^15\)

The California Charter Schools Act identifies seven goals it intends charter schools to accomplish:

1. Improve pupil learning.

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\(^{5}\) Ibid.


\(^{8}\) Ibid.


\(^{10}\) Ibid.

\(^{11}\) Ibid.


2. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

3. Encourage the use of different and innovative teaching methods.

4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

5. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

6. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

7. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

In keeping with LAUSD’s Theory of Change and the Charter Schools Act, California Collegiate is designed to improve student outcomes by providing parents and pupils in South Los Angeles with expanded choices by addressing the need for a seamless 6th-12th college-preparatory education. The “transition into the high school setting at 9th grade can function to push students who have been struggling academically and/or have been disengaged for years off the path to graduation” and “mobility [moving between schools] may take a higher toll on older students, who face increasing complexity of both schoolwork and social interactions.”

California Collegiate will protect students from the tumult that accompanies many school transitions, and provide a continuous bridge from elementary school to college with highly qualified and appropriately certificated teachers at each level. Such an option is currently not available to most families in our community.

By providing students with an academically rigorous California Standards-aligned A-G curriculum, character development, and a structured and supportive learning environment, California Collegiate will ensure that every student graduates prepared to succeed in the college of their choice and to be a positive, engaged member of their community. We believe that preparing students to succeed in college will also prepare them to succeed in other post-high school endeavors, including trade/vocational options. Most of our students will be first-generation college graduates, many after being the first in their family to graduate from high school. We will improve pupil learning to ensure college and career readiness by:

- committing 127 minutes to language arts instruction daily through 8th grade, exceeding the California Department of Education recommendations for exemplary schools;17
- providing the recommended 50 minutes of daily math instruction, supplemented by optional but encouraged Saturday math classes and an additional 50 minute math intensive for all 6th grade students and for 7th grade students who “are, for whatever reason, performing substantially below grade level in mathematics” (7th grade students who are performing at or above grade level will receive 50 minutes of daily math instruction without an additional intensive period);18

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• assessing students frequently through both internal and norm-referenced assessments such as the PSAT 8/9 and Northwest Educational Association Measures of Academic Progress (NWEA MAP);
• providing 6th-8th grade students 47 minutes of targeted interventions daily during Focus in addition to math and literacy intensive periods—9th-12th grade students will receive 40 minutes of targeted interventions daily through Advisory and Office Hours (see Element 1: Instructional Design – Academic Calendar and Daily Schedules).

As LAUSD states in its Core Beliefs, and as we agree, “families are our partners” in this work, and they will be kept informed of their students’ progress through a daily homework tracker and character reflection managed by advisory teachers, biweekly academic progress reports from all content teachers, biweekly phone calls from at least one member of the grade-level team, trimester report cards, parent-teacher conferences at the close of every trimester, and ten monthly family events (see Elements 2 and 3, Progress Reporting, and Promotion/Retention).

Just as LAUSD is “committed to educat[ing] all students to their maximum potential,” it is our belief that academic rigor lifts all boats: as the seminal “Pygmalion in the Classroom” study revealed, “children of whom greater intellectual growth is expected will show greater intellectual growth.” Thus, increased learning opportunities for all pupils, including special education students, English Learners, and gifted and talented students will be provided through a challenging and diverse California Standards-aligned curriculum that ensures all students, should they choose, have equitable access to at least two AP courses before they graduate from high school. As Stanford University psychologist Carol Dweck points out, “With the right mindset and the right teaching, people are capable of a lot more than we think.” California Collegiate students will be supported in their academic success with a robust character development program integrated into the school day; as researcher Paul Tough explains, character education is “not about morality,” but rather “about learning a set of skills to help kids achieve their goals.” Students will learn to embody our core PRICE of Success values (Perseverance, Purpose, Responsibility, Respect, Integrity, Initiative, Curiosity, Community, Empathy, and Excellence) in their academic and extracurricular pursuits. These values encompass the skills we believe students will need to be both academically successful as well as positive, engaged members of their community; the acronym represents the hard work needed to achieve this kind of success and a reminder that being a good person isn’t always easy. Students are encouraged and supported to put in the effort necessary (showing Perseverance, Responsibility, and Excellence); to explore and care for the world beyond themselves (Purpose, Initiative, Curiosity, Community, Empathy); and to hold themselves and others to high standards (Respect and Integrity).

We believe it is the responsibility of education to expand students’ understanding of themselves and their world, and that students in South LA both deserve and benefit from wide access to travel opportunities. Each year, advisory groups will participate in overnight field trips to visit U.S. colleges and either a national park (Channel Islands, Joshua Tree, Sequoia, Death Valley, Yosemite, Yellowstone, and/or the Grand Canyon) or a culturally important city (Washington, D.C.; New York City; Paris, France; Barcelona, Spain); see Figure 2 for proposed trips by grade level. Students will also participate in

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teacher-selected day trips through their content-area classes that offer students the chance to perform science experiments in the field, visit monuments and museums relevant to their history and art classes, see performances of plays studied in English coursework, and explore future careers by watching professionals in action. Field trip expenses will be completely covered through fundraising efforts; raising money for field trips will be a development priority of the California Collegiate board. All proposed field trips, including those below will require board approval. Equitable access to all field trips will be assured as students are never required to pay to participate.

Figure 2. Proposed Overnight Trips by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Proposed Overnight Field Trip Destination(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>Los Angeles-area colleges and universities (USC, UCLA, etc.; Note: these trips are not overnight), Joshua Tree National Park, Channel Islands National Park</td>
</tr>
<tr>
<td>7th</td>
<td>Southern California colleges and universities (Occidental, Caltech, Pomona, etc.), Sequoia National Park, Death Valley National Park</td>
</tr>
<tr>
<td>8th</td>
<td>Washington, D.C. and regional colleges (Swarthmore, University of Pennsylvania, etc.)</td>
</tr>
<tr>
<td>9th</td>
<td>Northern California schools (Berkeley, Stanford, etc.), Yosemite National Park</td>
</tr>
<tr>
<td>10th</td>
<td>New England schools (Cornell, Vassar, Wesleyan, Williams, Amherst, Harvard, MIT, etc.), New York City</td>
</tr>
<tr>
<td>11th</td>
<td>Student choice school visits, Grand Canyon National Park or Yellowstone National Park</td>
</tr>
<tr>
<td>12th</td>
<td>International trip based on student interest, student choice school visits</td>
</tr>
</tbody>
</table>

We share LAUSD’s commitment to proficiency for all, and are committed to bringing all students, particularly those who enter as academically low-achieving, to grade-level proficiency in reading and Math I readiness by 9th grade, and expect to be held accountable for meeting measurable pupil outcomes. Students in this community have historically shown proficiency rates below the district and state average; we are committed to addressing those academic needs. Late entrants to the school will receive targeted instruction and tutoring during the school day to bring them to grade level proficiency or above in core subject areas as quickly as possible (for more detail on our daily schedule, see Element 1, Instructional Design - Academic Calendar and Schedules).

As LAUSD’s Strategic Plan notes, we must “ensure there are effective employees at every level of the organization focused on improving student outcomes.” At California Collegiate, prioritizing talent means actively recruiting a wide and diverse pool of candidates, maintaining a rigorous and selective hiring process, and committing to weekly observations and coaching (see Element 1, Professional Development). All California Collegiate core subject teachers will be appropriately certificated and credentialed in their subject areas to help ensure a highly qualified teacher is at the front of every classroom. High quality teaching drives student learning, and so we will provide extended professional development to ensure teachers master the most effective teaching methods, including those supported by the research of Robert J. Marzano and Doug Lemov (see Element 1, Instructional Methods and Strategies for more detail). Teachers will be required to maintain single-subject credentials and take part in four weeks of mandatory summer training to map the year’s curriculum and to master common management systems for the coming school year (compensation for this training is built into their annual salary; teachers are paid from July through June). During the academic year, teachers will be observed on a weekly basis by their instructional coach (the Head of School in years one and two, and

the academy Principal in later years); observations will be debriefed weekly, and teachers will be supported by active coaching in their classrooms as necessary. Teachers will also be provided with new professional opportunities as grade-level leads and department chairs. As a committed member of the larger educational community, it is our goal that California Collegiate’s efforts and successes in preparing students for college success will provide promising practices that will also stimulate continual improvements in surrounding public schools.

**Surrounding School Performance**

Schools in the area have struggled to meet the needs of all students, with academic performance showing a steady decline from elementary to middle to high school. While LAUSD has steadily increased its average API towards the goal of 800, attaining a 2013 Growth API of 749, the average 2013 Growth API for this area was 687, with only two of fifty-three schools reaching the bar of 800. Both are elementary schools, reflecting the diminished educational choices as students advance through the system.

*Figure 3. Average 2013 Growth APIs for Target Community Schools by Grade Level*

<table>
<thead>
<tr>
<th>School Level</th>
<th>Average 2013 Growth API</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Elementary Schools</td>
<td>731</td>
</tr>
<tr>
<td>District Middle Schools</td>
<td>676</td>
</tr>
<tr>
<td>District High Schools</td>
<td>589</td>
</tr>
</tbody>
</table>

Of the thirty-one district schools in this area at the elementary level, two are rated as Achieving by LAUSD (Ninety-Ninth Street Elementary and Ninety-Sixth Street Elementary), the second-highest category on the School Performance Framework. Underperforming elementary schools are disproportionately represented, with two of the eleven district Focus elementary schools in this two-mile radius (52nd Street Elementary, and 68th Street Elementary). Of thirty-one district elementary schools in the area, twenty-one are rated in the lowest two tiers of the LAUSD School Performance Framework. There are no Excelling elementary schools in the area.

Parents have few high-performing options for their children during the critical middle school years; while local charter and district schools offer a few relatively high-performing alternatives at the elementary level and the high school level, the highest rating for any area middle school, charter or district, is Service & Support. As *Figure 4* outlines, only one area middle school has the majority of its students achieving proficiency in math and English (KIPP Academy of Opportunity), with less than one third of students deemed proficient at most schools. The average 2013 school populations for the district middle school options was 1,040 students; historically, no seamless college preparatory middle to high school options have been available to parents, although Aspire Ollin University Preparatory Academy (currently serving grades 7-9) recently converted to a 6-12 model.

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30 *http://schoolinfosheet.lausd.net/budgetreports/sps/search.jsp#searchbit.*
31 Ibid.
Families seeking a college-preparatory high school experience for their children have few reliable options. Three of the four primary district high school options (John C. Fremont High and the learning communities at Augustus F. Hawkins High and the Diego Rivera Learning Complex) are Focus schools.  

As outlined in Figure 5, a significant number of students are not graduating college- and career-ready; among those who do graduate, less than one-third have completed the courses required for admission to the University of California or California State University system, less than half the number originally enrolled in such courses.

Figure 4. 2013 CST Results for Area Middle Schools

<table>
<thead>
<tr>
<th>LAUSD and Charter Middle Schools</th>
<th>% Not Proficient in ELA</th>
<th>% Not Proficient in Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bret Harte Preparatory Middle School</td>
<td>71%</td>
<td>72%</td>
</tr>
<tr>
<td>Charles Drew Middle School</td>
<td>79%</td>
<td>78%</td>
</tr>
<tr>
<td>George Washington Carver Middle School</td>
<td>77%</td>
<td>77%</td>
</tr>
<tr>
<td>John Muir Middle School</td>
<td>70%</td>
<td>74%</td>
</tr>
<tr>
<td>Los Angeles Academy Middle School</td>
<td>64%</td>
<td>69%</td>
</tr>
<tr>
<td>Mary McLeod Bethune Middle School</td>
<td>71%</td>
<td>72%</td>
</tr>
<tr>
<td>Thomas A. Edison Middle School</td>
<td>64%</td>
<td>64%</td>
</tr>
<tr>
<td>Walnut Park Middle A School of Social Justice and Service Learning</td>
<td>73%</td>
<td>84%</td>
</tr>
<tr>
<td>Walnut Park Middle B Science, Technology, Engineering and Mathematics Academy</td>
<td>57%</td>
<td>58%</td>
</tr>
<tr>
<td>Alliance College-Ready Middle Academy No. 4 (charter)</td>
<td>55%</td>
<td>61%</td>
</tr>
<tr>
<td>Alliance College-Ready Middle Academy No. 9 (charter)</td>
<td>no 2013 data</td>
<td>no 2013 data</td>
</tr>
<tr>
<td>Alliance College-Ready Middle Academy No. 12 (charter)</td>
<td>no 2013 data</td>
<td>no 2013 data</td>
</tr>
<tr>
<td>Aspire Ollin University Preparatory Academy (6-12, charter)</td>
<td>no 2013 data</td>
<td>no 2013 data</td>
</tr>
<tr>
<td>KIPP Academy of Opportunity (charter)</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>KIPP Philosophers Academy (charter)</td>
<td>71%</td>
<td>41%</td>
</tr>
<tr>
<td>Lou Dantzler Preparatory Charter Middle (charter)</td>
<td>77%</td>
<td>83%</td>
</tr>
<tr>
<td>Watts Learning Center Charter Middle (charter)</td>
<td>74%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Figure 5. Dropout, Graduation, College Readiness Data: LAUSD School Accountability Report Cards

<table>
<thead>
<tr>
<th>Data Category</th>
<th>Communication and Technology at Diego Rivera Learning Complex</th>
<th>Green Design at Diego Rivera Learning Complex</th>
<th>Performing Arts Community at Diego Rivera Learning Complex</th>
<th>Public Service Community at Diego Rivera Learning Complex</th>
<th>John C. Fremont Senior High</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013 Grades 9-12 Dropout Rate</td>
<td>30.90%</td>
<td>31.30%</td>
<td>37%</td>
<td>24.60%</td>
<td>25.10%</td>
</tr>
<tr>
<td>2012-2013 Graduation Rate</td>
<td>61.82%</td>
<td>61.19%</td>
<td>59.26%</td>
<td>68.12%</td>
<td>65.97%</td>
</tr>
<tr>
<td>Students Enrolled in Courses Required for UC/CSU Admission (2013-2014)</td>
<td>75.70%</td>
<td>74.50%</td>
<td>57.90%</td>
<td>75.90%</td>
<td>72.20%</td>
</tr>
<tr>
<td>Graduates Who Completed All Courses Required for UC/CSU Admission (2012-2013)</td>
<td>28.60%</td>
<td>17.10%</td>
<td>28.10%</td>
<td>30.60%</td>
<td>33.90%</td>
</tr>
</tbody>
</table>

---

35 The learning communities at Augustus Hawkins High and Linda Esperanza Marquez High opened in 2012 and have not yet had a 3-year graduating cohort; thus, their data is not included here.
Please refer to Figure 6 for current academic performance of surrounding schools.

### Figure 6. Surrounding Schools Demographic and Performance Data

<table>
<thead>
<tr>
<th>Address: Florence Ave. at Avalon Blvd.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students [2013]</th>
<th>% of 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 Target?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aurora Elementary (K-5)</td>
<td>491</td>
<td>96%</td>
<td>11%</td>
<td>51%</td>
<td>Latino 93%</td>
<td>Black 7%</td>
<td></td>
<td>763</td>
<td>No</td>
<td>No</td>
<td>793</td>
<td>3</td>
<td>8</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Budlong Avenue Elementary (K-5)</td>
<td>908</td>
<td>95%</td>
<td>7%</td>
<td>51%</td>
<td>Latino 79%</td>
<td>Black 17%</td>
<td></td>
<td>725</td>
<td>No</td>
<td>No</td>
<td>742</td>
<td>2</td>
<td>3</td>
<td>Watch</td>
</tr>
<tr>
<td>Dr. Lawrence H. Moore Math, Science, Technology Academy (K-5)</td>
<td>764</td>
<td>96%</td>
<td>6%</td>
<td>60%</td>
<td>Latino 96%</td>
<td>Black 4%</td>
<td></td>
<td>673</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>1</td>
<td>1</td>
<td>Watch</td>
</tr>
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<td>Dr. Owen Lloyd Knox Elementary (K-6)</td>
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<td>78%</td>
<td>7%</td>
<td>50%</td>
<td>Latino 77%</td>
<td>Black 23%</td>
<td></td>
<td>717</td>
<td>No</td>
<td>No</td>
<td>769</td>
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<td>6</td>
<td>Watch</td>
</tr>
<tr>
<td>Estrella Elementary (K-5)</td>
<td>558</td>
<td>96%</td>
<td>8%</td>
<td>57%</td>
<td>Latino 91%</td>
<td>Black 8%</td>
<td>White 1%</td>
<td>733</td>
<td>Yes</td>
<td>No</td>
<td>722</td>
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<td>5</td>
<td>Watch</td>
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<td>LAUSD Schools</td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Fifty-Second Street Elementary (K-5)</td>
<td>840</td>
<td>94%</td>
<td>11%</td>
<td>52%</td>
<td>Latino 82%</td>
<td>Black 17%</td>
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<td>Yes</td>
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<td>Focus</td>
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<td>Black 7%</td>
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<td>6%</td>
<td>50%</td>
<td>Latino 93%</td>
<td>Black 7%</td>
<td></td>
<td>676</td>
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<td>No</td>
<td>691</td>
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<td>1</td>
<td>Service &amp; Support</td>
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</tbody>
</table>

2013
<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade</th>
<th># of Students</th>
<th>% of 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>% Major Ethnicity #4</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Target?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graham Elementary (K-6)</td>
<td>789</td>
<td>78%</td>
<td>7%</td>
<td>58%</td>
<td>Latino 97%</td>
<td>3%</td>
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<td>No</td>
<td>738</td>
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<td>4</td>
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<td></td>
<td>13 Steamboat</td>
</tr>
<tr>
<td>Holmes Avenue Elementary (K-6)</td>
<td>339</td>
<td>95%</td>
<td>5%</td>
<td>42%</td>
<td>Latino 80%</td>
<td>Black 16%</td>
<td>Asian 4%</td>
<td>693</td>
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<td>No</td>
<td>704</td>
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<td>2</td>
<td>Watch</td>
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<td>Hooper Avenue Elementary (1-5)</td>
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<td>96%</td>
<td>9%</td>
<td>60%</td>
<td>Latino 94%</td>
<td>Black 6%</td>
<td>675</td>
<td>No</td>
<td>No</td>
<td>687</td>
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<td>1</td>
<td>Watch</td>
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<td></td>
<td>13 Steamboat</td>
</tr>
<tr>
<td>Judith F. Baca Arts Academy (K-6)</td>
<td>634</td>
<td>84%</td>
<td>5%</td>
<td>59%</td>
<td>Latino 87%</td>
<td>Black 12%</td>
<td>678</td>
<td>Yes</td>
<td>No</td>
<td>720</td>
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<td>1</td>
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</tr>
<tr>
<td>Lillian Street Elementary (K-6)</td>
<td>608</td>
<td>95%</td>
<td>8%</td>
<td>57%</td>
<td>Latino 99%</td>
<td>Black 1%</td>
<td>767</td>
<td>No</td>
<td>No</td>
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<td>6</td>
<td>Service &amp; Support</td>
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<td>Nineteen</td>
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<td>Loren Miller Elementary School (K-6)</td>
<td>865</td>
<td>86%</td>
<td>9%</td>
<td>50%</td>
<td>Latino 80%</td>
<td>Black 18%</td>
<td>700</td>
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<td>No</td>
<td>716</td>
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<td>3</td>
<td>Watch</td>
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<td></td>
<td>13 Steamboat</td>
</tr>
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<td>Main Street Elementary (K-5)</td>
<td>813</td>
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<td>9%</td>
<td>62%</td>
<td>Latino 90%</td>
<td>Black 9%</td>
<td>744</td>
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<td>No</td>
<td>749</td>
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<td>892</td>
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<td>Black 19%</td>
<td>764</td>
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<td>No</td>
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<td>9</td>
<td>Service &amp; Support</td>
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<td>8%</td>
<td>53%</td>
<td>Latino 83%</td>
<td>Black 16%</td>
<td>721</td>
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<td>No</td>
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<td>4</td>
<td>Watch</td>
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<td></td>
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<tr>
<td>Miramonte Elementary (K-6)</td>
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<td>91%</td>
<td>9%</td>
<td>63%</td>
<td>Latino 99%</td>
<td>708</td>
<td>Yes</td>
<td>Yes</td>
<td>720</td>
<td>1</td>
<td>1</td>
<td>Watch</td>
<td></td>
<td></td>
<td>Nineteen</td>
<td></td>
</tr>
<tr>
<td>Ninety-Ninth Street Elementary (K-6)</td>
<td>618</td>
<td>78%</td>
<td>6%</td>
<td>47%</td>
<td>Latino 74%</td>
<td>Black 26%</td>
<td>793</td>
<td>No</td>
<td>No</td>
<td>783</td>
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<td>9</td>
<td>Achieving</td>
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<td></td>
<td>Nineteen</td>
</tr>
<tr>
<td>Ninety-Sixth Street Elementary (K-6)</td>
<td>917</td>
<td>81%</td>
<td>9%</td>
<td>47%</td>
<td>Latino 77%</td>
<td>Black 21%</td>
<td>811</td>
<td>Yes</td>
<td>No</td>
<td>809</td>
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<td>10</td>
<td>Achieving</td>
<td></td>
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<td>Nineteen</td>
</tr>
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<td>10%</td>
<td>55%</td>
<td>Latino 79%</td>
<td>Black 21%</td>
<td>696</td>
<td>No</td>
<td>No</td>
<td>743</td>
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<td>5</td>
<td>Watch</td>
<td></td>
<td></td>
<td>Nineteen</td>
</tr>
<tr>
<td>Parmelee Avenue Elementary (K-6)</td>
<td>938</td>
<td>83%</td>
<td>9%</td>
<td>51%</td>
<td>Latino 95%</td>
<td>Black 5%</td>
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<td>No</td>
<td>743</td>
<td>2</td>
<td>4</td>
<td>Service &amp; Support</td>
<td></td>
<td></td>
<td>Nineteen</td>
</tr>
</tbody>
</table>

**LAUSD Schools**

<p>| Raymond Avenue Elementary (K-5)           | 502     | 93%           | 10%                                           | 36%                       | Latino 64%           | Black 36%            | 702                  | No                   | No                   | 702           | 1                            | 3                            | Watch                          |                                |                                   | Nineteen                      |
| Russell Elementary (K-6)                  | 947     | 74%           | 9%                                            | 61%                       | Latino 88%           | Black 11%            | 760                  | Yes                  | Yes                  | 754           | 2                            | 6                            | Service &amp; Support               |                                |                                   | Nineteen                      |
| Seventy-Fifth Street Elementary (K-6)     | 1103    | 91%           | 9%                                            | 53%                       | Latino 85%           | Black 15%            | 762                  | No                   | No                   | 755           | 3                            | 8                            | Watch                          |                                |                                   | Nineteen                      |
| Sixty-Eighth Street                       | 808     | 88%           | 10%                                           | 52%                       | Latino 81%           | Black 19%            | 722                  | No                   | No                   | 735           | 2                            | 4                            | Focus                          |                                |                                   | Nineteen                      |</p>
<table>
<thead>
<tr>
<th>Elementary (K-6)</th>
<th># of Students [2013]</th>
<th>% of 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 Target?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification</th>
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<tbody>
<tr>
<td>Sixty-First Street Elementary (K-6)</td>
<td>585</td>
<td>96%</td>
<td>8%</td>
<td>54%</td>
<td>Latino 87%</td>
<td>Black 12%</td>
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<td>Yes</td>
<td>764</td>
<td>4</td>
<td>9</td>
<td>Watch</td>
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<tr>
<td>Sixty-Sixth Street Elementary (K-5)</td>
<td>951</td>
<td>70%</td>
<td>8%</td>
<td>59%</td>
<td>Latino 91%</td>
<td>Black 8%</td>
<td>738</td>
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<td>661</td>
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<td>South Park Elementary (K-6)</td>
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<td>10%</td>
<td>53%</td>
<td>Latino 83%</td>
<td>Black 16%</td>
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<td>West Vernon Avenue Elementary (K-5)</td>
<td>760</td>
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<td>9%</td>
<td>61%</td>
<td>Latino 91%</td>
<td>Black 8%</td>
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<td>Watch</td>
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<td>84%</td>
<td>12%</td>
<td>33%</td>
<td>Latino 73%</td>
<td>Black 27%</td>
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<td>Yes</td>
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<td>2</td>
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<td>Charles Drew Middle (7-8)</td>
<td>1098</td>
<td>89%</td>
<td>11%</td>
<td>37%</td>
<td>Latino 81%</td>
<td>Black 18%</td>
<td>614</td>
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<td>No</td>
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**LAUSD Schools**

<p>| Walnut Park Middle B Science, Technology, Engineering and Mathematics Academy (6-8) | 524 | 95% | 10% | 16% | Latino 100% | 747 | n/a | n/a | n/a | 3 | 5 | Service &amp; Support |</p>
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<tr>
<th>School Name</th>
<th># of Students</th>
<th>% of 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 Target?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification</th>
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<td>Augustus F. Hawkins High A Critical Design and Gaming (9-12)</td>
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**Student Population To Be Served**

California Collegiate is a proposed grade 6-12 school with a grade 6-8 middle school academy and a grade 9-12 high school academy; however, our proposed charter term will only encompass grades 6-10. We anticipate serving a population reflective of the surrounding community, with approximately 94% of our students qualifying for free or reduced price lunch and an enrollment of 80% Hispanic/Latino students, 20% Black or African-American students, 25% English Learners, and 10% Special Education students. These estimates are based on the 2014 enrollment at surrounding district middle schools.

**Five-Year Enrollment Rollout Plan**

We will employ a slow growth model, adding one grade per year and backfilling as necessary in the upper grades, in order to strategically develop and refine our academic program, professional development, school culture, and operational systems. This approach is supported by Stanford University’s Center for Research on Educational Outcomes Report, which found that opening “one grade at a time was associated with superior performance at most ages and grade spans. Slow grow schools have a first year advantage, which can then be carried forward via the same pattern of stability demonstrated among all schools.”

This “pattern of stability” is the tendency revealed by the study of strong schools to maintain that level of performance, and weak schools to remain underperforming.

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Additionally, the “performance of Slow Grow middle schools in math shows more positive performance in every period compared to the Full Grow schools. Moreover, the range of performance at each school age is more tightly distributed than it is for Full Start schools, which indicates that they are more likely to hold their higher levels of quality over time.”\textsuperscript{38}

Each grade level will be divided into four cohorts of 34 students each, including the use of a consistent advisory group to ensure a sense of stability and to facilitate relationship-building between teachers and students. The school will also be grouped into middle and high school academies. Dr. Augusta Kappner’s research finds that school populations of 200-400 have academic and cultural benefits for urban schools with high minority student populations: “[S]maller learning communities diminish school violence, raise academic engagement and performance, and increase attendance and graduation rates.”\textsuperscript{39} Mayor Eric Garcetti echoes this point and articulates concern about the middle school level, stating, “There are many great examples of success at the elementary level where the communities are smaller and parents are more engaged, but our middle schools face many challenges.”\textsuperscript{40} At full capacity, the middle school academy will serve 408 students, while the high school academy will eventually serve 544, making it possible for teachers and school leaders to forge meaningful relationships with families and avoid any sense of anonymity from students during these critical developmental stages. Our small school size also offers families a meaningful alternative to the district middle school populations of 1000 students or more, and high school populations of up to 2500 students.\textsuperscript{41}

\begin{table}[h]
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\begin{tabular}{|c|c|c|c|c|c|}
\hline
\textbf{Grade} & \textbf{Y0} & \textbf{Y1} & \textbf{Y2} & \textbf{Y3} & \textbf{Y4} & \textbf{Y5} \\
\hline
\hline
\textbf{Total} & 0 & 136 & 272 & 408 & 544 & 680 \\
\hline
\end{tabular}
\caption{Five-Year Enrollment Roll-Out Plan}
\end{table}

Figure 8 below outlines the school at full 6-12 growth; this growth will take longer than the proposed 5-year charter term, which will not serve grades 11 and 12. Full growth would not be completed until 2022.

\begin{table}[h]
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\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline
\textbf{Grade} & \textbf{Y0} & \textbf{Y1} & \textbf{Y2} & \textbf{Y3} & \textbf{Y4} & \textbf{Y5} & \textbf{Y6} & \textbf{Y7} \\
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11 & & & & & & & & \\
12 & & & & & & & & \\
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\end{tabular}
\caption{Enrollment at Full Capacity}
\end{table}

\textsuperscript{38} Ibid.
In response to the low proficiency rates with which students will likely be entering, given the performance of neighboring elementary schools, California Collegiate embeds targeted interventions into the school day through extended time for literacy and math with specific intensive periods during the school day focused on remediating students who did not master the day’s objective(s). Students also have a daily intervention period (Focus for middle school students, and Office Hours for high school students) within the school day to provide additional targeted support (see **Element 1, Instructional Design - Academic Calendar and Schedules**).

It is our goal to redesignate all English Learners as Fluent English Proficient (RFEP) by the time they enter 9th grade; students will be supported in an English immersion approach through the implementation of both Specially Designed Academic Instruction in English (SDAIE) and Project Guided Language Acquisition Design (GLAD) strategies in content-area courses. California Collegiate has adopted the new state English Language Development standards and will provide targeted ELD instruction during English intensive periods and Focus periods as needed. Additionally, our emphasis on oral literacy, in addition to reading and writing skills, will be particularly helpful for our anticipated large English Learner population, as “it is essential that second language learners, irrespective of their level of English language proficiency, have ample opportunities for speaking.”

The curriculum will offer extended opportunities for speaking through presentations, speeches, debates, and performance to practice the academic English essential to redesignating successfully (for more detail on our EL program, see **Element 1, Meeting the Needs of All Students – English Learners**).

### Goals and Philosophy

#### Mission

Through rigorous academics and character development, California Collegiate Charter School prepares all 6th through 12th grade students to succeed within the college of their choice and to be positive, engaged members of their communities.

#### Vision

California Collegiate is founded on the unshakeable belief that every student can, must, and will learn at levels that will allow them to attend and graduate from the college of their choice. We believe this level of preparation will allow our students to be successful in whatever they choose to do post-graduation. Our small school structure allows for a level of personalization that ensures every student is known as an individual, and our innovative 6th through 12th grade approach allows for a seamless progression from elementary school to high school graduation that minimizes academic risk for a vulnerable population.

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<td>272</td>
<td>408</td>
<td>544</td>
<td>680</td>
</tr>
</tbody>
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42 Gottlieb, Margo. Assessing English Language Learners: Bridges From Language Proficiency to Academic Achievement. CA: Corwin, 2006.
Like the Los Angeles Unified School District, we are “committed to equity and access to excellent schools for all...students” and embrace the following seven core beliefs as we work to change the educational landscape for the underserved students and families of South Los Angeles.

1. Literacy provides the foundation for all learning.
2. Academic rigor lifts all boats.
3. Extended time, frequent assessments, and targeted interventions ensure all students succeed.
5. Character development is essential to academic success.
6. Students thrive within structure and high expectations.
7. Families are our partners.

We envision a future of personal and professional opportunity for our students, as they graduate high school prepared to succeed in the college of their choice and to pursue the professions and pursuits that inspire them. California Collegiate students and their families realize their capacity to succeed through a commitment to our PRICE of Success values: Perseverance, Purpose, Responsibility, Respect, Integrity, Initiative, Curiosity, Community, Empathy, and Excellence.

After their first year at the school, our entering 6th grade class will have realized their capacity to grow academically through hard work, improving their reading proficiency by as much as two grade levels and achieving mastery of 6th grade content standards. In 2019, that class will seamlessly enter the high school academy ready for a college-preparatory curriculum, having achieved grade-level or above proficiency in reading and math. In 2023, our first class of students will successfully graduate from high school, college-prepared and career-ready, many the first in their families to do so. These students will enter the colleges of their choice, prepared to confidently voice their ideas both orally and in writing. In 2027, they will graduate with bachelor’s degrees, prepared to seize the professional opportunities that inspire them.

We hope that many of our graduates return to South Los Angeles and serve as role models to future students, demonstrating the power of hard work and a commitment to excellence.

A high quality public education will make this vision a reality for all students, regardless of their skin color, family income, or native language. Providing that high quality education to every student is the promise that we make to every family at California Collegiate.

**An “Educated Person” in the 21st Century**

“We believe in possibilities. We believe in futures. We believe in transformation. And, we believe in the LAUSD where 100 percent of our students graduate college-prepared and career-ready.”

- LAUSD 2012-2015 Strategic Plan

One of the most common concerns about public education in the United States is that it is not equipping students with the 21st century skills (problem solving, critical thinking, oral and written communication, information literacy, creativity, collaboration, self-management, etc.) needed to succeed in the digital age. We agree with the National Research Council’s Committee on Defining Deeper Learning and 21st

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44 Ibid.
Century Skills that “the various sets of terms associated with the 21st century skills label [reflect] important dimensions of human competence that have been valuable for many centuries, rather than skills that are suddenly new, unique, and valuable today,” and that the critical difference is the expectation “that all students attain levels of mastery—across multiple areas of skill and knowledge—that were previously unnecessary for individual success in education and the workplace.”46

The NRC Committee reminds us of an essential educational truth: content knowledge provides an essential foundation for, and is inextricable from, cognitive skills.47 As Christine M. Massey, Education Director for the Institute for Research in Cognitive Science at the University of Pennsylvania in Philadelphia and one of the committee members, states, “Transfer is deeply connected to your knowledge base and your skill in an area... It's not the case that you can just practice up a set of generic skills and apply that in a certain area.”48 We, too, view “21st century skills as dimensions of expertise that are specific to—and intertwined with—knowledge within a particular domain of content and performance.” The committee defines three categories of 21st century competencies, each “malleable and subject to change in response to life experience, education, and interventions,”49 to which California Collegiate also subscribes:

- **Cognitive Competencies**
  - Cognitive Processes and Strategies
  - Knowledge
  - Creativity
- **Intrapersonal Competencies**
  - Intellectual Openness
  - Work Ethic/Conscientiousness
  - Positive Core Self-Evaluation
- **Interpersonal Competencies**
  - Teamwork and Collaboration
  - Leadership

Thus, an educated person in the 21st century must have well-developed critical thinking skills paired with strong content knowledge, information and technological literacy, and communication skills that he or she is capable of putting to use in innovative ways. He or she should be curious, open to new ideas and appreciative of diversity, with the perseverance and self-regulation abilities to plan, perform, and reflect. The growth mindset defined in Carol Dweck’s research as “based on the belief that your basic qualities are things you can cultivate through your efforts” is critical to these intrapersonal competencies; indeed, “taking on challenges, showing persistence, and admitting and correcting mistakes are essential” for success in business and in life.50 Finally, an educated person in the 21st century should be able to work collaboratively and to assert themselves positively and responsibly as a leader, defined by Tony Wagner, Co-Director of the Harvard Graduate School of Education’s Change Leadership Group, in his “Seven Survival Skills” as “collaboration across networks and leading by

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47 See E.D. Hirsch’s The Schools We Need: And Why We Don’t Have Them and Daniel T. Willingham’s Why Don’t Students Like School?
influence.” Students must be prepared for “the complexities of an organization—that boundaries are fluid, that rarely does one group have everything they need to get a job done.”\(^5\)

High school graduates with these competencies will be prepared to succeed in a four-year college and in the professional career of their choice. The importance of college to personal and professional satisfaction for many students is supported by recent research: “Looking beyond earnings, Oreopoulos and Salvanes (2011) find that workers with higher educational attainment enjoy more nonmonetary employment advantages, including a higher sense of achievement, work in more prestigious occupations, and greater job satisfaction than comparable workers with lower levels of education. Those with more formal education are more likely to be selected for jobs that require further training and that merit training investment.”\(^5\)

Technological literacy is an essential component of being an educated person in the 21st century. While students must be familiar with current hardware and software, a technological mindset is even more important. Students must be comfortable making use of technology as a tool to achieve their goals, and adept at evaluating the abundance of information that technology makes accessible to them. The same critical thinking skills, curiosity, and collaborative mindset discussed above will help equip students to take full advantage of the technological resources available to them, given sufficient exposure and practice.

**How Learning Best Occurs**

Taking these aims into account, our approach to learning relies on the models of high-performing schools, and very much aligns with LAUSD’s own strategic plan, emphasizing effective employees on every level, a safe and nurturing environment for students, college readiness for all, constant review of data, and engagement of parents and communities to support students.\(^5\) We draw on these effective practices, and are informed by the work of Harvard University’s Dr. Roland Fryer, who has identified five practices that explain “roughly half the difference in effectiveness between charter schools”\(^5\):

- A focus on human capital, particularly teacher feedback
- Using student data to drive instruction
- Providing high-dosage tutoring
- Extending time on task
- Establishing a culture of high expectations

These strategies are embedded within our school design in order to ensure that all of our students become and remain self-motivated, competent, and lifelong learners. In this work, we are guided by seven core beliefs about how students learn.

1. Literacy provides the foundation for all learning.

Robert Balfanz, research scientist at the Center for the Social Organization of Schools at Johns Hopkins University, asserts that “during the middle grades, students in high poverty environments are either

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launched on the path to high school graduation or knocked off-track,” and suggests that one of the most reliable ways to increase high school graduation rates is to ensure students’ reading is proficient in middle school.\textsuperscript{55} Literacy is the key that unlocks the door of learning, and is a particularly critical access point for our English Learners and special education students. The California Standards require a higher level of literacy from students than ever before, requiring students to master increasingly complex texts, increase use of text-based evidence, and build knowledge through content-rich nonfiction.\textsuperscript{56} Teachers will be expected to “use their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields."\textsuperscript{57}

At California Collegiate, we subscribe to Mike Schmoker’s argument that “intensive amounts of reading and writing are the soul of learning.”\textsuperscript{58} It is our responsibility to do whatever it takes to instill a love of reading by building skills through intensive and extended literacy instruction (131 minutes daily in middle school), providing robust classroom libraries, and requiring independent reading during and outside the school day. Through these efforts, we intend to raise student reading levels by two grade levels annually in 6\textsuperscript{th} through 8\textsuperscript{th} grade, ensuring that every student is reading at or above grade level by the time they enter the 9\textsuperscript{th} grade. Students entering the school after 6\textsuperscript{th} grade will be provided with targeted instruction and intensive tutoring during the school day to bring them to grade-level in reading and math as quickly as possible. This will be supported through daily 52-minute math and English intensive periods, 47-minute Focus periods, and optional after-school tutoring (see Element 1, Instructional Design - Academic Calendar and Schedules). Students will be supported with English and math intensive periods in middle school and intervention through a Focus (middle school) or Office Hours (high school) period every day, along with a consistent focus on supporting independent reading through a daily 27-minute independent reading block in middle school, strong classroom libraries and school-wide reading tracking by advisory, advisory and grade-level contests, and celebrations of reading achievements. Independent reading progress will be tracked through advisory period and monitored by English-language arts teachers. Every California Collegiate student will spend a minimum of two hours of the school day explicitly working on literacy skills, and writing will be reinforced and used frequently as an assessment in all subject areas.

In addition, California Collegiate offers an innovative standards-aligned oral literacy approach that supports the development of all students into articulate and poised speakers in a variety of contexts, supporting the speaking and presentation expectations in both the California Standards and the California ELD Standards.\textsuperscript{59} Oral literacy will be woven into all core subject areas and include recitations, dramatic performances, debates, mock trials and/or UN sessions. Finally, the 21\textsuperscript{st} century demands a new degree of technological and informational literacy from students: our English curriculum will educate students to become critical consumers and producers of digital information through instruction on source credibility and bias and the regular integration of multimedia texts into the classroom.

2. Academic rigor lifts all boats.


\textsuperscript{58} Schmoker, Mike. Focus: Elevating the Essential to Radically Improve Student Learning. Alexandria, VA: ASCD. 2011

We believe that lowering expectations for any student, subgroup, or community is a grave injustice, and that all students, be they identified as special education, English Learners, or gifted and talented, benefit from a rigorous, college-preparatory curriculum so that they can graduate college- and career-ready. Rigor in the classroom requires “create[ing] an environment that is conducive to growth...focus[ing] on high expectations...support[ing] students so they can learn at high levels...[and] allow[ing] each student to demonstrate learning."\(^60\) This approach is supported by the new California Standards, which stress “critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.”\(^61\)

In the 21\(^{st}\) century, a high school diploma is no longer enough; we must prepare students for success in college and beyond by ensuring that every student achieves mastery through daily homework and rigorous coursework; educational researchers Darshanand Ramdass and Barry Zimmerman affirm that “homework assignments that are adequately challenging and interesting help struggling and at-risk students develop motivation and self-regulation skills and achieve success.”\(^62\)

Teachers will be supported in pushing students to deeper levels of inquiry through higher-level questioning techniques, and lessons will be assessed on a weekly basis with the goal of increasing rigor for students. We agree with Tony Wagner’s assertion that “the kinds of questions students are asked and the extent to which a teacher challenges students to explain their thinking or expand on their answers are reliable indicators of the level of intellectual rigor in a class.”\(^63\)

All California Collegiate students will be supported to achieve college preparedness as defined by the Early Assessment Program, graduate with a full A-G curriculum, and will have equitable access to at least two AP courses. This connects to Roland Fryer’s finding that “a relentless focus on high academic expectations”\(^64\) is a consistent factor in high-performing schools in both charter and district settings.

3. Extended time, frequent assessments, and targeted interventions ensure all students succeed.

Success for all students will not come easily; we rely on the synergy of the three key elements of extended time, frequent assessments, and targeted interventions to continuously support, monitor, and grow the results of all subgroups. Students will be assessed in all core subjects on a weekly basis to determine their level of mastery and where intervention and enrichment opportunities are needed. The extended instructional time (on a weekly basis, students have an additional 605 minutes in middle school and 282 minutes in high school above state minimum instructional minutes) built into the school day will provide additional learning opportunities for students. Daily planning periods, weekly professional development sessions, and eleven annual data days allow that information to be incorporated into teacher lesson plans, and to provide targeted interventions through English and math intensive courses, Focus periods, and office hours for students and ensure that every student achieves mastery of the standards.

Special education students benefit from a full-inclusion model as appropriate while being assured of adequate time for one-on-one interventions as needed and other supports as indicated in their IEP, while gifted and talented students and students performing above grade level will be provided with

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differentiated enrichment opportunities within the school day. As a school serving a large number of English Learners, we are reminded that “expanded learning time...can be particularly beneficial for ELLs...Time plays a unique role in the educational career of the English language learner. Time affects the facility of learning a new language and the likelihood of high school graduation, especially among immigrant ELLs in high school.”

It is also essential that additional time in the school day is used in strategic and innovative ways, rather than as an opportunity to simply add more of the same. Harvard University’s Dr. Roland Fryer points to the efficacy of high-dosage tutoring in many high-performing models: “[S]chools can further boost student learning by creating an intensive tutoring program to target curricula to the level of each student.” At California Collegiate, extended time allows us to offer supplemental, targeted interventions through intensives and Focus/office hours, enrichment opportunities through elective courses and Focus/office hours, and small-group tutoring in Math Intensive and English Intensive on a daily basis as part of the school day (see Element 1, Instructional Design - Academic Calendar and Schedules for more detail). Additionally, students have access to supplemental tutoring after school. These targeted supports are strategically planned based on assessment data: “One practice strongly correlated with a higher EL-API...was the extensive use of student assessment data by the district and the Principal in an effort to improve instruction and student learning... Principals who reported frequently and personally using assessment data to address the academic needs of students in their schools led, on average, higher performing schools. They report using these data to develop strategies to help selected students reach goals and to follow up on the progress of selected students. In addition, they review these data both independently and with individual teachers.” (see Element 1, Professional Development for more detail).


We will provide every student with a highly qualified, single-subject credentialed teacher who believes all students can succeed and will push students to the highest level.

In addition to meeting LAUSD’s requirements for certificated staff, teachers are vetted through a rigorous hiring process that examines their beliefs about student achievement, requires multiple interviews, assesses their teaching ability through a demonstration lesson and their desire to improve through a feedback session, and employs a background check and assessment of credentials. Once hired, teachers are provided with significant professional development opportunities, including thirty-one full professional development days: four weeks of summer training, eleven full professional development days focused on data analysis throughout the school year, two hours of weekly professional development on early dismissal Wednesdays, weekly classroom observations followed by conferences with the Head of School or Principal, a minimum of one hundred minutes of planning time daily, and ongoing coaching in classrooms. As Kim Marshall explains, “The goal of all supervision...is to foster a real openness to feedback, install the supervisory voice in teachers’ heads, and breed an acute

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consciousness of student learning results. We want individual teachers and teacher teams to be thinking constantly about whether students are learning and what can be done to get better results.\(^{68}\)

Teachers are provided with common planning time, both over the summer and at least two periods daily throughout the school year, to allow them to plan together, designing common assessments and ensuring horizontal and vertical alignment between classrooms and grades, as “higher EL-API was correlated with schools in which teachers report most strongly that there is schoolwide instructional consistency within grades — and curricular alignment from grade-to-grade.”\(^{69}\) The California Collegiate team is committed to ongoing improvement in a continual quest for excellence in all that we do.

5. Character development is essential to academic success.

The National Research Council’s Committee on Defining Deeper Learning and 21st Century Skills reminds us that “Findings from a series of studies conducted over four decades, summarized by Almlund et al. (2011), indicate that how well individuals perform on intelligence tests is influenced not only by cognitive abilities but also by how much effort they exert, reflecting their motivation and related intrapersonal competencies.”\(^{70}\) In order to ensure students become and remain self-motivated, competent, life-long learners, California Collegiate embraces an intentional approach to character education, embedding values needed for academic and life success across the curriculum, having teachers reinforce them explicitly during class, and requiring a service project of each graduate aligned with the standards of the LAUSD Service-Learning Partnership.

California Collegiate students embody our core values on the path to college success, showing Perseverance, Purpose, Responsibility, Respect, Integrity, Initiative, Curiosity, Community, Empathy, and Excellence in all that they do. These values are broken down into meaningful objectives throughout the year and develop in complexity from 6th grade to 12th grade, preparing students through a gradual release model for the rigors and independence of college. While in 6th grade students will receive substantial guidance, modeling, and support to embody our core values, by 11th and 12th grade students will be expected to define and evaluate each value independently and address moral dilemmas as they develop their own moral philosophy and prepare to carry these values beyond the walls of California Collegiate.

Dr. Tony Wagner underscores the importance of students’ development of these skills: “Young people who are intrinsically motivated – curious, persistent, and willing to take risks – will learn new knowledge and skills continuously. They will be able to find new opportunities or create their own – a disposition that will be increasingly important as many traditional careers disappear.”\(^{71}\)

6. Students thrive within structure and high expectations.

California Collegiate provides a structured and supportive school community that holds students to high expectations for both academics and behavior through consistent school-wide systems. Our warm and strict approach to discipline provides positive and negative consequences for student choices, sending


the message to every student that they are valued and respected, and that we will accept nothing less than their best. Like LAUSD, our goal is “to help youth make better decisions, engage them in school and encourage them to invest in their own success.”

Much has been made of the role of non-cognitive skills like self-discipline and grit in success beyond high school; we subscribe to the argument made by researchers Angela L. Duckworth and Martin E.P. Seligman that “many of America’s children have trouble making choices that require them to sacrifice short-term pleasure for long-term gain, and that programs that build self-discipline may be the royal road to building academic achievement.” Thus California Collegiate is set up with clear expectations, supports, and consequences for every student, and a culture that sends the message that the adults are here to help students succeed. The school year begins and continues much as Dr. Roland Fryer recommends, with “a ‘culture camp,’ a time to focus on what behaviors and actions are conducive to achieving success. Classrooms should post goals on the walls as a constant reminder of the high expectations, and schools should visibly promote a culture of going to college, by hanging posters about college and by discussing college readiness with students. Students must be cognizant of their individual goals and the steps needed to achieve them.”

At California Collegiate, our focus is on the nexus of high behavioral and academic expectations, supported by recent research at the University of Chicago, which found that classrooms with both high academic challenge and classroom control almost doubled average academic gains. Again and again, research supports the importance of a culture of high expectations: “A shared culture within the school regarding the value of improving student achievement and a sense of shared responsibility for it seems to separate higher performing schools in our sample from those with lower EL–APIs.”

7. Families are our partners.

At California Collegiate, we see the work of educating the children of our families as a sacred obligation and believe that families play a critical role in shaping our students. Through annual home visits (conducted by the Head of School, Principal, and/or advisory teacher), monthly family events, and biweekly phone calls, we show our families the respect they deserve, engage in conversations about the hopes and dreams of our students, and communicate about their progress towards success through daily homework trackers, daily character reflections, and biweekly academic progress reports. All communication is made available in both English and Spanish. Post enrollment, every family will receive a home visit prior to their first day of school, will be invited to monthly cafecitos with school leadership, and can expect a phone call from their child’s teacher during the first month of the school year, followed by ongoing biweekly phone calls from their student’s advisory teacher. Families will be regularly included in the life of the school through monthly evening and morning events where they can see their children’s work showcased, engage in conversations with faculty and staff, and get to know the school.

We believe it is our responsibility to include families in our work and make them feel welcome in our school.

**Annual and Lifelong Goals for Pupils**

At California Collegiate, it is our goal and commitment to prepare all students to succeed in the college of their choice and to be positive, engaged members of their communities. We believe that success in both of these areas requires students to become self-motivated, competent and lifelong learners. Over the course of their time at California Collegiate, students are supported in developing an independent and intrinsically motivated commitment to learning through both our academic and character development program. Each of our PRICE of Success core values, but particularly our commitment to Purpose, Initiative, and Curiosity, reinforce this belief in the value of life-long learning. Our specific goals aligned to the state’s eight priorities are described below.

### TEACHER ASSIGNMENTS AND CREDENTIALING

**State Priority #1: Basic Services**

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<th>ANNUAL GOALS</th>
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<td>(Identify schoolwide and subgroup goals as applicable)</td>
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<td>Method for Measuring: Annual Review</td>
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<td>Each year, 100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.</td>
<td>1. All core teacher candidates screened for employment will be required to provide documentation of valid CA Teaching Credential with appropriate English learner authorization during the hiring process. (Head of School)</td>
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<td>2. School will conduct an annual review of credential status as reported by the CA Commission on Teacher Credentialing, CALPADS, NCLB Core Course Compliance and SARC. (Head of School)</td>
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<td>3. School will conduct an annual review of master schedule/teacher assignments to ensure compliance. (Head of School)</td>
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### ACCESS TO INSTRUCTIONAL MATERIALS

**State Priority #1: Basic Services**

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<td>(Identify schoolwide and subgroup goals as applicable)</td>
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<td>Method for Measuring: Annual Inventory and Review</td>
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Every student will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. Each EL student will have full access to instructional materials and services necessary to provide the student with access to core instruction and mastery of ELD standards. Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.

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<th>FACILITIES MAINTENANCE</th>
<th>STATE Priority #1: Basic Services</th>
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<td><strong>ANNUAL GOALS</strong></td>
<td><strong>MEASURABLE OUTCOMES</strong></td>
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<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>Method for Measuring: <strong>Monthly Review</strong></td>
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<tr>
<td>School facilities will be maintained in good repair.</td>
<td>Monthly site inspection: 90%+ in compliance</td>
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<tr>
<td>1. Monthly review/inventory of facility conditions and need for repair. (Director of Operations; Head of School in Y1)</td>
<td>Required corrections made in 3 months: 100%</td>
</tr>
<tr>
<td>2. Monthly review of ongoing maintenance and repair log. (Director of Operations; Head of School in Y1)</td>
<td></td>
</tr>
<tr>
<td>3. Daily cleaning of facility by custodial staff. (Custodian; Director of Operations)</td>
<td></td>
</tr>
</tbody>
</table>

IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

<table>
<thead>
<tr>
<th>STATE Priority #2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</td>
</tr>
<tr>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: <strong>Annual and Ongoing Review</strong></td>
</tr>
</tbody>
</table>
100% of lesson plans and assessments will be aligned to the CA California Standards and/or NGSS.

95% of students, including EL students and students with IEPs, will show at least 1 year of growth on California Standards-aligned NWEA MAP results in ELA and math.

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
</tr>
<tr>
<td>At least 3 parents will be represented annually on the School Site Council.</td>
<td>1. Annual SSC elections and monthly meetings will be communicated to parents on a monthly basis. (Head of School)</td>
</tr>
<tr>
<td>80% of parents will attend family orientation and at least two additional family events annually.</td>
<td>2. Monthly family events will be hosted by the school during morning and evening hours. (Head of School)</td>
</tr>
<tr>
<td>80% of families will indicate satisfaction with involvement in school decision-making and school life as measured by annual surveys, with at least 50% family participation.</td>
<td>3. Annual home visits will be conducted for every newly enrolled student. (Head of School)</td>
</tr>
<tr>
<td></td>
<td>4. Annual family satisfaction surveys will be conducted and evaluated. (Head of School)</td>
</tr>
<tr>
<td></td>
<td>SSC Parent Representatives: 3</td>
</tr>
<tr>
<td></td>
<td>Parent attendance at orientation and 2+ family events: 80% or more</td>
</tr>
<tr>
<td></td>
<td>Parent satisfaction: 80% or more</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method for Measuring: Annual Review and Surveys</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>California Standards Curriculum Alignment: 100%</td>
<td>California Standards Curriculum Alignment: 100%</td>
<td>California Standards Curriculum Alignment: 100%</td>
<td>California Standards Curriculum Alignment: 100%</td>
<td>California Standards Curriculum Alignment: 100%</td>
</tr>
<tr>
<td>Students showing at least 1 year of growth on NWEA MAP: 95% or more</td>
<td>Students showing at least 1 year of growth on NWEA MAP: 95% or more</td>
<td>Students showing at least 1 year of growth on NWEA MAP: 95% or more</td>
<td>Students showing at least 1 year of growth on NWEA MAP: 95% or more</td>
<td>Students showing at least 1 year of growth on NWEA MAP: 95% or more</td>
</tr>
</tbody>
</table>

PARENT INVOLVEMENT

State Priority #3

STATEWIDE ASSESSMENTS

State Priority #4: Student Achievement
## ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

### SPECIFIC ANNUAL ACTIONS

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Students at every applicable grade level, including subgroups, will score at a higher proficiency rate by at least 5% than local schools and 5% above CAASPP benchmark on the CAASPP statewide assessment in the areas of ELA/Literacy and Mathematics.</td>
<td>1. Monthly and ongoing review of curriculum and assessment results to determine student academic progress and necessary interventions. (Head of School, Teachers)</td>
<td>Differential in proficiency rate for all subgroups over local schools: 5% or more</td>
<td>Differential in proficiency rate for all subgroups over local schools: 5% or more</td>
<td>Differential in proficiency rate for all subgroups over local schools: 5% or more</td>
<td>Differential in proficiency rate for all subgroups over local schools: 5% or more</td>
</tr>
<tr>
<td></td>
<td>2. Weekly review of lessons and instruction to ensure California Standards alignment and effective implementation. (Head of School)</td>
<td>Increase over CAASPP benchmark: 5% or more</td>
<td>Increase over CAASPP benchmark: 5% or more</td>
<td>Increase over CAASPP benchmark: 5% or more</td>
<td>Increase over CAASPP benchmark: 5% or more</td>
</tr>
<tr>
<td></td>
<td>3. Weekly professional development for teachers to improve instructional practice. (Head of School)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### MEASURABLE OUTCOMES
Method for Measuring: CAASPP score reports

### ACADEMIC PERFORMANCE INDEX (API)
STATE PRIORITY #4: STUDENT ACHIEVEMENT

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<tbody>
<tr>
<td>School will meet the annual API Growth Target, or equivalent, both schoolwide and for all numerically significant subgroups as mandated by the CA State Board of Education, with a goal of reaching and/or maintaining a Growth API of at least 800 or equivalent within the five-year term of this charter.</td>
<td>1. Monthly and ongoing review of curriculum and assessment results to determine student academic progress and necessary interventions. (Head of School, Teachers)</td>
<td>Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups</td>
<td>Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups</td>
<td>Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups</td>
<td>Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups</td>
</tr>
<tr>
<td></td>
<td>2. Weekly review of lessons and instruction to ensure California Standards alignment and effective implementation. (Head of School)</td>
<td></td>
<td></td>
<td></td>
<td>Achieve 800+ API</td>
</tr>
<tr>
<td></td>
<td>3. Weekly professional development for teachers to improve instructional practice. (Head of School)</td>
<td></td>
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</tbody>
</table>

### MEASURABLE OUTCOMES
Method for Measuring: API (CDE)

### A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT

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</table>
100% of graduates will successfully complete the A-G course requirements.

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<thead>
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</thead>
<tbody>
<tr>
<td>1. Implement a required course of study comprehensive of the A-G courses. (Head of School)</td>
<td>Rising 7th graders who have passed all 6th grade core classes: 100%</td>
</tr>
<tr>
<td>2. Implement a yearly master schedule that allows all students to access needed A-G courses. (Head of School)</td>
<td>Rising 7th and 8th graders who have passed all core classes: 100%</td>
</tr>
<tr>
<td>3. Offer a summer credit recovery program to allow students to make up deficits in A-G credits. (Head of School)</td>
<td>Rising 7th, 8th, and 9th graders who have passed all core classes: 100%</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Students on track to complete A-G requirement: 100%</td>
<td>Students on track to complete A-G requirement: 100%</td>
</tr>
</tbody>
</table>

### ENGLISH LEARNER ADEQUATE PROGRESS RATE

#### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>Method for Measuring: CELDT/ELPAC results</td>
<td></td>
</tr>
<tr>
<td>100% of EL students will advance at least one performance level on the CELDT/ELPAC each academic year.</td>
<td>1. Annual and ongoing training for teachers in SDAIE strategies. (Head of School)</td>
<td>2016-2017</td>
</tr>
<tr>
<td></td>
<td>2. Daily small group instruction and targeted support for EL students. (Teachers)</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>3. Ongoing monitoring of EL assessment results to guide instruction and interventions. (Teachers, Head of School)</td>
<td></td>
</tr>
</tbody>
</table>

### ENGLISH LEARNER RECLASSIFICATION RATE

#### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>Method for Measuring: CELDT/ELPAC reports, reclassification documents</td>
<td></td>
</tr>
<tr>
<td>80% of EL students will reclassify as RFEP within 3 years of entering California Collegiate.</td>
<td>2. Daily small group instruction and targeted support for EL students. (Teachers)</td>
<td>Improvemen</td>
</tr>
<tr>
<td>100% of newcomers will reclassify as RFEP</td>
<td>3. Ongoing monitoring of EL assessment results to guide instruction and interventions. (Teachers, Head of School)</td>
<td>t over District reclassification rate: 5% or more</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EL students reclassified as proficient after 2 years at California Collegiate: 80% or more</td>
</tr>
</tbody>
</table>
### ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
</table>
| 1. Offer AP courses in 5+ subject areas taught by highly qualified teachers trained in AP curriculum. (Head of School)  
2. Implement a master schedule that allows 100% of students to take 2+ AP courses before graduation. (Head of School)  
3. Implement a waiver and fee reduction program to defray exam fees for families. (Head of School) | 80% of students will earn a score of 3 or higher on at least 1 AP exam prior to graduating 12th grade. |
| Students with a 4.0 in 1+ AP-eligible subject area (English, math, social studies, science, art): 80% | Students with a 4.0 in 1+ AP-eligible subject area (English, math, social studies, science, art): 80% |
| Middle school students with a 4.0 in 1+ AP-eligible subject area (English, math, social studies, science, art): 80% | Middle school students with a 4.0 in 1+ AP-eligible subject area (English, math, social studies, science, art): 80% |
| Middle school students identified as "AP Potential" on PSAT 8/9: 10% | Middle school students identified as "AP Potential" on PSAT 8/9: 10% |
| High school students enrolled in at least 1 AP course: 20% | High school students enrolled in at least 1 AP course: 25% |

### EAP COLLEGE PREPAREDNESS RATE [High Schools Only]

#### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide)</td>
<td></td>
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</tbody>
</table>

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Within 4 years of entering California Collegiate.

100% of LTELs will reclassify as RFEP within 2 years of entering California Collegiate.

100% of LTELs will reclassify as RFEP within 2 years of entering California Collegiate.

100% of LTELs reclassified as proficient after 2 years at California Collegiate.

100% of Newcomers reclassified after 4 years at California Collegiate.

100% of LTELs reclassified as proficient after 2 years at California Collegiate.

100% of Newcomers reclassified after 4 years at California Collegiate.

100% of LTELs reclassified as proficient after 2 years at California Collegiate.

100% of Newcomers reclassified after 4 years at California Collegiate.

AP EXAMINATION PASSAGE RATE [High Schools Only]

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

**ANNUAL GOALS**

(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
</table>
| 1. Offer AP courses in 5+ subject areas taught by highly qualified teachers trained in AP curriculum. (Head of School)  
2. Implement a master schedule that allows 100% of students to take 2+ AP courses before graduation. (Head of School)  
3. Implement a waiver and fee reduction program to defray exam fees for families. (Head of School) | 80% of students will earn a score of 3 or higher on at least 1 AP exam prior to graduating 12th grade. |
<p>| Students with a 4.0 in 1+ AP-eligible subject area (English, math, social studies, science, art): 80% | Students with a 4.0 in 1+ AP-eligible subject area (English, math, social studies, science, art): 80% |
| Middle school students with a 4.0 in 1+ AP-eligible subject area (English, math, social studies, science, art): 80% | Middle school students with a 4.0 in 1+ AP-eligible subject area (English, math, social studies, science, art): 80% |
| Middle school students identified as &quot;AP Potential&quot; on PSAT 8/9: 10% | Middle school students identified as &quot;AP Potential&quot; on PSAT 8/9: 10% |
| High school students enrolled in at least 1 AP course: 20% | High school students enrolled in at least 1 AP course: 25% |</p>
<table>
<thead>
<tr>
<th>ANNUAL ACTIONS</th>
<th>Method for Measuring: EAP and College Board SAT score reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of students will demonstrate college readiness on the EAP for math and ELA, with a 95% participation rate. 80% of students will achieve a composite score of 1050+ on the College Board SAT I Reasoning exam.</td>
<td></td>
</tr>
<tr>
<td>1. Annual review of 9-11 curriculum to ensure alignment to EAP and SAT expectations. (Head of School)</td>
<td>Students on-track to be college-ready on NWEA MAP: 25%</td>
</tr>
<tr>
<td>2. Ensure all juniors complete SAT prep course and 4+ practice exams. (Principal of High School Academy)</td>
<td></td>
</tr>
<tr>
<td>3. Implement schoolwide policy that ensures each student takes the SAT at least twice. (Head of School)</td>
<td></td>
</tr>
<tr>
<td>4. Implement a waiver and fee reduction program to defray exam fees for families. (Head of School)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>Method for Measuring: Average Daily Attendance Rates</td>
<td></td>
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<tr>
<td>ANNUAL GOALS</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES</td>
</tr>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>Method for Measuring: Attendance Rates</td>
<td></td>
</tr>
</tbody>
</table>
### 90% of students will maintain an attendance rate of 95% or higher.

Fewer than 3% of students will be “chronically absent” (miss 10% or more of the schoolyear).

| 1. Daily calls home to parents of absent students. (Dean of Students) | Students with 95+% attendance: 90% or more “Chronically absent” students: 3% or less |
| 2. Parent conference and individual attendance plan after 3 student absences. (Dean of Students) | Students with 95+% attendance: 90% or more “Chronically absent” students: 3% or less |
| 3. Monthly positive incentives for students with 100% attendance. (Dean of Students) | Students with 95+% attendance: 90% or more “Chronically absent” students: 3% or less |

### DROPOUT RATE [Middle and High Schools Only]

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

#### ANNUAL GOALS

(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School will offer an academically engaging and supportive learning community, with individualized support throughout the day. (Head of School, Teachers)</td>
</tr>
<tr>
<td>2. Annual summer recovery program to allow students to make up credits. (Head of School)</td>
</tr>
<tr>
<td>3. Ensure that students transferring out of California Collegiate are immediately enrolled in another school. (Head of School)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method for Measuring: MiSIS</td>
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</tbody>
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</thead>
<tbody>
<tr>
<td>Middle school dropout rate: 0%</td>
<td>Middle school dropout rate: 0%</td>
<td>6-8 students matriculating to high school: 100%</td>
<td>6-8 students matriculating to high school: 100%</td>
<td>9-12 students enrolled in school: 100%</td>
</tr>
</tbody>
</table>

### GRADUATION RATE [High Schools Only]

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

#### ANNUAL GOALS

(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
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</thead>
<tbody>
<tr>
<td>1. School will offer an academically engaging and supportive learning community, with individualized support throughout the day. (Head of School, Teachers)</td>
</tr>
<tr>
<td>2. Annual summer recovery program to allow students to make up credits. (Head of School)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method for Measuring: MiSIS, Student Assessment Results, Student Transcripts</td>
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</thead>
<tbody>
<tr>
<td>Dropout rate: 0%</td>
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<td>Dropout rate: 0%</td>
<td>Dropout rate: 0%</td>
<td>Dropout rate: 0%</td>
</tr>
<tr>
<td>6-8 students on track for high school matriculation: 95%</td>
<td>6-8 students on track for high school matriculation: 95%</td>
<td>6-8 students on track for graduation in 4 years: 95%</td>
<td>9-12 students on track for graduation in 4 years: 95%</td>
<td></td>
</tr>
</tbody>
</table>
3. Ensure that students transferring out of California Collegiate are immediately enrolled in another school. (Head of School)

### STUDENT SUSPENSION RATE

**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: Suspension Rates</td>
</tr>
<tr>
<td>Annual suspension rate will be 5% or lower.</td>
<td>1. Annual and ongoing professional development for teachers on classroom management techniques and positive behavior support plans. (Head of School, Dean of Students)</td>
<td>5% or less</td>
</tr>
<tr>
<td></td>
<td>2. Engage in collaborative problem-solving with parents when initial misbehaviors occur. (Dean of Students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Conduct weekly community meeting and provide positive incentives for student behavior. (Head of School, Dean of Students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Students struggling with misbehavior will be put on an individualize behavior support plan. (Dean of Students)</td>
<td></td>
</tr>
</tbody>
</table>

### STUDENT EXPULSION RATE

**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: Expulsion Rates</td>
</tr>
<tr>
<td>Annually, 1% or fewer of students will be expelled.</td>
<td>1. Annual and ongoing professional development for teachers on classroom management techniques and positive behavior support plans. (Head of School, Dean of Students)</td>
<td>1% or less</td>
</tr>
<tr>
<td></td>
<td>2. Engage in collaborative problem-solving with parents</td>
<td></td>
</tr>
</tbody>
</table>
when initial misbehaviors occur.  
(Dean of Students)  
3. Conduct weekly community meeting and provide positive incentives for student behavior.  
(Head of School, Dean of Students)  
4. Students struggling with misbehavior will be put on an individualize behavior support plan. (Dean of Students)

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

#### STATE PRIORITY #6: SCHOOL CLIMATE

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually, an approval rating of 90% or higher on student, family, and teacher surveys.</td>
<td></td>
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</tr>
<tr>
<td>1. Daily student advisory sessions and weekly community meetings promote a sense of connectedness. (Teachers)</td>
<td>Approval rating: 90% or higher Participation rates: 100% of teachers 90%+ of students 50%+ of parents</td>
<td>Approval rating: 90% or higher Participation rates: 100% of teachers 90%+ of students 50%+ of parents</td>
</tr>
<tr>
<td>2. Monthly family events, biweekly calls home, and daily character reflections to parents. (Head of School, Teachers)</td>
<td>Approval rating: 90% or higher Participation rates: 100% of teachers 90%+ of students 50%+ of parents</td>
<td>Approval rating: 90% or higher Participation rates: 100% of teachers 90%+ of students 50%+ of parents</td>
</tr>
</tbody>
</table>

#### BROAD COURSE OF STUDY

#### STATE PRIORITY #7

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually, 100% of students, including all subgroups, will have access to and enroll in a course of study in ELA, mathematics, social science/history, science, physical education, and elective courses in visual and performing arts, foreign language, and/or an</td>
<td>1. Annually, school follows a daily and weekly schedule that allows students from all subgroups to access a broad course of study.</td>
<td>100% 100% 100% 100% 100%</td>
</tr>
</tbody>
</table>
Instructional Design

The mission of California Collegiate is to prepare all of our students to succeed in the college of their choice and to become positive, engaged members of their communities. Our instructional design and curricular approach begins with that end in mind. Students learn best when provided:

- A rigorous standards-based curriculum which demands critical thinking
- Real life applications that challenge students to test their understanding of concepts
- Clear expectations and criteria to guide students’ own goal-setting and self-evaluation
- Opportunities to participate actively in classroom talk about the concepts and standards they are learning
- Teachers who are passionate experts in their content area

We enthusiastically support California’s adoption of the California Standards and the Next Generation Science Standards, as we believe these standards articulate precisely the high-rigor, literacy-driven, interdisciplinary approach that is necessary to prepare students for success in college.

California Collegiate’s curriculum is both vertically and horizontally aligned; single-subject credentialed content-area teachers collaborate to plan backwards from college-level expectations to ensure that each middle school student enters 9th grade ready to tackle true college-preparatory coursework, and that each high school student graduates college- and career-ready. Texts in every course meet grade-level rigor expectations while providing appropriate scaffolding to ensure student access and are further supplemented by differentiated independent reading texts for middle school students. Teachers also work in grade-level teams to plan interdisciplinary horizontal integration of content, providing students with multiple opportunities to practice the same skills and to explore content in different contexts.
Teachers work together during summer professional development to finalize their scope and sequence for the year using the Understanding by Design framework and to complete curriculum mapping. Before the start of the year, all courses have a completed scope and sequence which includes daily learning objectives, unit plans, interim and end-of-term assessments, and lesson plans for the first month of school. Throughout the year, teachers collaborate to design lesson plans; these plans are reviewed by the Head of School, Principal, and/or Department Chair and revised ahead of time during weekly professional development and conferences with teachers.

California Collegiate’s instructional design is grounded in extensive research of successful school design to meet the needs of low-income, first generation college-bound students.

As previously addressed in How Learning Best Occurs, Dr. Roland Fryer’s research reveals strong findings that learning best occurs in the schools that share the following design elements:

- Focus on human capital
- Using data to drive instruction
- High-dosage tutoring
- Extended time on task
- Culture of high expectations

**Focus on human capital:** Fryer’s analysis reveals that learning best occurs when “teachers [are] given the tools they need to succeed, including increased feedback from administrators, particularly based on class observations. New teachers especially benefit from professional development....Schools should be encouraged to conduct weekly professional development series for all teachers, regardless of experience, with the goal of increasing the rigor of classroom instruction through methods such as lesson planning.”

California Collegiate implements these findings through the following strategies:

- Weekly professional development sessions for all teachers
- Weekly observations for all teachers (with additional, more frequent observations and support for new teachers)
- Establishment of a voluntary teacher retention committee that will identify approaches to increase job sustainability and ensure that teachers’ needs are being addressed (see Professional Development for more details)
- Creation of a teacher career pathway that allows teachers to advance and receive recognition while staying in the classroom and encourages mentoring and sharing of best practices; teachers can become Grade Level Leads and Department Chairs in addition to serving as mentor/master teachers.

**Using data to drive instruction:** Fryer’s research demonstrates that frequent and strategic use of data “can drive more personalized and more efficient learning, allowing both teachers and students to track progress and to make sure that each student is on a path that is appropriate for her. Assessments can be used to adjust everything from tutoring to student goals. Schools should conduct regular assessments of

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78 Ibid.
students every four to six weeks. More in-depth assessments [should] be given several times a year, and teachers [should] meet with students individually to discuss and set goals after each of these.”  

California Collegiate implements these findings through the following commitments:

- Interim assessments in all content areas every six weeks (midterms and final exams); results shared with students and parents and analyzed on both a classroom and school-wide basis
- Cumulative final exams at the end of every trimester and the nationally normed NWEA MAP in August, January, and May
- Each assessment followed by student reflection and goal-setting, as well as the assignment of appropriate intervention or enrichment opportunities to students as needed
- Students performing below grade-level actively monitored on a biweekly basis and receive additional support and tutoring to ensure rapid academic improvement

High-dosage tutoring: Fryer’s research reveals significant positive effect on student achievement outcomes when intensive tutoring programs are implemented in schools. The highly effective tutoring programs that Fryer identifies share that (a) they are staffed by tutors who hold Bachelor’s degrees, and (2) they use benchmark assessments to place students and/or to identify the standards or skills to be taught and practiced during tutoring. California Collegiate implements these findings through the following commitments:

- Providing subject-credentialed co-teachers during English and math intensives to ensure targeted small group instruction and support aligned to relevant standards
- Implementing daily differentiated standards-based tutoring support by credentialed teachers in the subject area during Focus and Office Hours for middle and high school students, respectively
- Offering free after-school tutoring by credentialed teachers in the subject area for all students four days per week
- Offering free Saturday math boot camp by credentialed math teachers for students performing below grade-level

Extended time on task: “To make time for increased tutoring, among other changes, the amount of time devoted to instruction should be increased,” Fryer suggests. “This should be implemented both by increasing the length of the school day and by increasing the number of days in the school year. The increase in instructional time should be tailored to students’ needs. For example, students struggling more in math should have additional class periods devoted to math, while those struggling more in reading should spend more time on this subject.” The Center for American Progress’ research on extended time on task corroborates Fryer’s findings. The Center “supports expanded learning time for high-poverty, low-performing schools by no less than 30% (equaling two hours per day or 360 hours per year) for all students in the school.” They advocate for allocating the time toward offering tutoring or small-group instruction, extra time for math and literacy, longer class blocks, enrichment activities, and

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79 Ibid.
80 Ibid.
81 Ibid.
increased time for professional development and curriculum planning. California Collegiate implements these findings through the following commitments:

- Longer instructional day (our middle school offers 40% more instructional minutes than the required minimum; our high school program offers 15.5% more instructional minutes)
- Longer instructional year (184 days vs 180 days)
- Increased time devoted to literacy and mathematics based on student need
- Increased time devoted to small group interventions through English and math intensives, Focus, and Office Hours
- Additional opportunities for enrichment activities for high school students through an eight-period day
- Weekly and monthly professional development opportunities for teachers

**Culture of high expectations:** Fryer’s research demonstrates that learning best occurs when students understand unambiguously that “they are expected to succeed and that the teachers, administrators, and other staff are there to help them succeed. The first week of school should be a ‘culture camp,’ a time to focus on what behaviors and actions are conducive to achieving success. Classrooms should post goals on the walls as a constant reminder of the high expectations, and schools should visibly promote a culture of going to college, by hanging posters about college and by discussing college readiness with students. Students must be cognizant of their individual goals and the steps needed to achieve them.”

California Collegiate implements these findings through the following commitments:

- First week of school devoted to student orientation, similar to Fryer’s “culture camp”
- All classrooms have goals, motivational quotes, and college paraphernalia posted on the walls
- Programs regarding career and college information presented to students, parents, and community members in workshops and through college counselors (at the high school level) in individual and group student settings
- College-readiness and awareness a priority in daily teacher-led advisory groups for all students
- Strategies for Success and College & Career Readiness courses required for all students and include direct development of study skills to prepare our students to be independent learners, college program research, and the opportunity for students to learn from students in the community who have successfully entered college
- Pennants from local and national colleges and universities displayed throughout the campus and in each classroom
- Trips to local universities coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs
- Beginning in the 10th grade, students and their parents participate in identifying scholarship programs and receive assistance in preparing and submitting applications for scholarships

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- School coordinates awareness, tutoring and support preparation for PSAT, SAT and/or ACT exams for high school level students, and includes CSU Early Assessment into our college-readiness program
- Secondary students take CSU 11\textsuperscript{th} grade early entrance assessment and CSU placement tests as a key indicator of college-readiness, and student performance data from the results of college-readiness exams (i.e. PSAT, SAT, ACT) will be collected and analyzed to monitor student preparation for college level coursework

Implicit in Fryer’s framework is the assumption that a college preparatory school is implementing a highly rigorous, college readiness-aligned course of study. An additional key influencer in our development of California Collegiate’s academic program is the body of work represented in David Conley’s *College Knowledge*.\textsuperscript{84}

A comprehensive summary of years of field research, *College Knowledge* details the key practices common to schools nationally that are graduating students who go on to successfully graduate from college. This volume surveys the research available from a host of the nation’s top graduate education schools, in addition to presenting Conley’s own original research, revealing key differences between schools that succeed in preparing all students for college success and those that do not. Conley notes as paramount among these differences the existence of an intellectually coherent program of study:

High schools designed to prepare all students for college success look dramatically different from those that prepare only a portion of students. These high schools have certain key characteristics. The most important and perhaps the most often overlooked is an intellectually coherent program of study based on a curriculum that grows progressively more challenging over the years. In practice, most high school course sequences do little more than introduce new material in similar ways at all grade levels. Students are confronted with a steady stream of new dates and events to memorize, new equations and concepts to use to solve practice problems, new books and short stories to read and react to, and new vocabulary, laws, and rules in the sciences and second languages. Key skills, such as writing, are not nurtured with progressively more challenging assignments tied to a common scoring system to ensure that the same skills are developed and new skills are mastered and that students mature intellectually.\textsuperscript{85}

Conley in turn details his research findings specific to intellectually coherent curriculum and instruction in English Language Arts (ELA), math, science, social studies and foreign language. Conley’s work informs the curriculum framework in these core subjects in the following pages, and our commitment to the vertical alignment of our curriculum. While Conley specifically addresses high school, we have applied this vertical alignment from 6\textsuperscript{th} to 12\textsuperscript{th} grade, taking full advantage of our seven-year grade span.

California Collegiate’s instructional design reflects, in tandem, Conley’s findings and Fryer’s review of the schools and programs nationally and locally that are successfully preparing predominantly low-income, first generation college-going students for college success.

**Curriculum and Instruction**


\textsuperscript{85} Ibid.
Every student at California Collegiate will be provided access to a broad course of study at each grade level. In 6th grade, the visual and performing arts requirement will be met through Intro to Public Speaking and Performance, which allows students to develop the skills of creative expression through speeches, presentations, performance, and the creation of original visuals. These skills will be further reinforced through opportunities to employ both visual arts and performance in other courses. Students at all other grade levels will have some degree of choice about how to pursue their study of the visual and performing arts. Middle school students will also participate in 200 minutes of physical education every 10 school days.

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

Each spring, the Head of School, in consultation with staff, will identify areas of need and order materials for the following year. Curriculum, materials, and instructional activities will be selected from state-adopted textbooks/materials based on their rigor and their relevance to supporting our goal of achieving proficient to advanced performance on standards, meeting A-G course requirements, and preparing students to graduate ready for college. California Collegiate will rely on a blend of digital content and hard-copy textbooks as appropriate for each content area and mastery level.

While exact programs and materials used will be finalized based on the 2014-2015 academic results of schools that have begun implementing new California Standards-aligned materials, below is a list of instructional resources utilized by similarly structured schools for each grade level and subject. Programs that have specific tools to support ELL students are also indicated.

*Figure 9. Sample Instructional Resources by Subject and Grade Level*

<table>
<thead>
<tr>
<th>Instructional Resources</th>
<th>Subject(s)</th>
<th>Middle Grade Levels</th>
<th>High School Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>Math</td>
<td>Science</td>
</tr>
<tr>
<td>Accelerated Reader</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accellus</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Achieve 3000</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Adaptive Curriculum</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Apex Learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BlueJ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Preparatory Mathematics</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compass Learning/Odyssey</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dreambox</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edmodo</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EngageNY</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ESL Reading Smart</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>FOSS Science Curriculum</td>
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</table>
| Instructional materials for elective courses will be largely at the discretion of the instructor with approval by Head of School or appointed designee; California Collegiate is committed to providing quality materials for all courses. Graphic design and digital media courses will employ appropriate and up-to-date software such as the Adobe creative suite or comparable open-source alternatives recommended by those in the field. Programs that are free of cost but still high-quality are preferred, as they allow students further access and opportunity to explore design beyond the school day. Foreign language courses will supplement their course materials with digital resources such as Duolingo and Tell Me More.

A target ratio of one computer for every student will ensure students adequate access to technology for effective use in student learning, California Standards and digital classroom instruction, data management, CAASPP online state assessments and communication. One-to-one laptops will not be achieved until year 3, but laptop carts will rotate to ensure that all students have adequate and equitable access. Classroom teachers will also be provided laptops and use consistent data systems for monitoring student performance, managing grades, and internal school and network communication with other schools.

**Intervention and Enrichment Programs**

California Collegiate provides a number of opportunities for students to receive both targeted intervention and enrichment as necessary, particularly in essential literacy and numeracy skills. Students receive differentiated English-language arts support within middle school through daily English intensive courses which offer differentiated small-group instruction to allow for both intervention and enrichment as needed. In addition, the daily independent reading period allows each student to pursue reading
growth at their level, providing a completely differentiated learning opportunity for each student. At the high school level, students receive targeted support through Office Hours and have the option of enrolling in an English Intensive course as needed, as well as taking advantage of optional after-school tutoring.

In math, all students are enrolled in a math intensive course in 6th grade to supplement their primary math course. Like the English intensive, this intensive provides small group instruction and blended learning using resources like Reflex Math, Khan Academy, TenMarks, and Fraction Planet to remediate or enrich their learning as needed. Students who struggle to master essential math concepts during the school day will be invited but not required to participate in our Saturday math classes, where they will focus on mastery of foundational math concepts required for success in 7th grade math. In 7th grade, students have two options in math: an accelerated course pathway that allows them to reach AP Calculus before graduation, or a standard course pathway that provides a more accessible pacing and culminates in Discrete Math or AP Statistics.

In addition to these content-specific approaches, students have additional support built into the school day for any subjects in which they may be struggling. Middle school students end their day with a Focus period, where students can receive targeted interventions as needed and have a supportive and resource-rich environment in which to begin their most challenging homework. Students performing above grade level have time to pursue enrichment opportunities as appropriate. This period also allows students an opportunity to master organizational and self-discipline skills critical for success in high school and college. In high school, students end the day with a brief advisory period, where they organize themselves and plan the best use of office hours, a 40-minute daily period where teachers offer tutoring/review sessions for their subject area, as well as one-on-one remediation and enrichment opportunities. A weekly schedule of office hours offerings will be provided to students so that they can plan their time effectively. Student selections are approved by their advisory teacher before they are dismissed to the appropriate office hours classroom.

Finally, there are additional intervention and enrichment opportunities for students beyond the school day. Students have access to additional after-school tutoring, after-school enrichment, and summer school in order to supplement and support their success in school.

**Comprehensive Course Listing**

While the exact course list and annual offerings may be modified based on student needs and areas of interest, capacity, and teacher qualifications, the table below outlines the proposed course offerings at California Collegiate. All courses required for graduation will be offered on an annual basis (see **High School Graduation Requirements**); other elective courses will be offered based on student needs and interest, schedule capacity, and the availability of a qualified instructor. The tables below reflect all possible course offerings at full growth, but are not intended to suggest that each of these courses will be offered every year. All A-G courses are identified within their course description as Core/College Preparatory with the relevant letter designation.

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**Figure 10. Middle School Proposed Course Offerings**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1st Trim.</td>
<td>2nd Trim.</td>
<td>3rd Trim.</td>
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86 Dates for Saturday math classes are provided in the Academic Calendar; teachers will be compensated with a stipend for participation.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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<td>3rd Trim.</td>
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<td>1st Trim.</td>
<td>2nd Trim.</td>
<td>3rd Trim.</td>
<td>1st Trim.</td>
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<tr>
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<td>English 6C,</td>
<td>English 7A,</td>
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<td>English Intensive</td>
<td>English Intensive</td>
<td>English Intensive</td>
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<td></td>
<td>6A</td>
<td>6B</td>
<td>6C</td>
<td>7A</td>
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<td>Intensive 6A</td>
<td>Intensive 6B</td>
<td>Intensive 7A</td>
<td>Intensive 7B</td>
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<td>History-Social Science</td>
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<td>American History</td>
<td>World Civilization</td>
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<tr>
<td></td>
<td>and Governm A</td>
<td>and Governm B</td>
<td>s IA</td>
<td>s IB</td>
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<tr>
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<td>Integrated Science</td>
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<td>IB</td>
<td>IIA</td>
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<td>Design B, Beginning</td>
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<td>Chorus, Intro to</td>
<td>Chorus, Intro to</td>
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<td>Theatre, Beginning</td>
<td>Theatre, Beginning</td>
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<td>Dance</td>
<td>Dance</td>
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<td>Introduc</td>
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<td>Beginning</td>
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<td>College-Prep Electives</td>
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<td>Strategies for</td>
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<td>to Debate, Intro</td>
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<td>to Creative Writing,</td>
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<td>Intro to Journalism</td>
<td>Intro to Journalism</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>A, Public Speaking</td>
<td>B, Public Speaking</td>
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Figure 11. High School Proposed Course Offerings
<table>
<thead>
<tr>
<th>Subject</th>
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<th>Full Inclusive for ALL EL student</th>
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<th>Full Inclusive for ALL EL student</th>
<th>Full Inclusive for ALL EL student</th>
<th>Full Inclusive for ALL EL student</th>
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</thead>
<tbody>
<tr>
<td>English Language Arts (&quot;b&quot;)</td>
<td>English IA</td>
<td>English IB</td>
<td>English IC</td>
<td>English IIA</td>
<td>English IIIB</td>
<td>English IIC</td>
<td>English IIA, AP English Language A</td>
<td>English IIIA, AP English Language B</td>
<td>English IIB, AP English Language C</td>
</tr>
<tr>
<td>English Language Development</td>
<td>Full Inclusio for ALL EL student</td>
<td>Full Inclusio for ALL EL student</td>
<td>Full Inclusio for ALL EL student</td>
<td>Full Inclusio for ALL EL student</td>
<td>Full Inclusio for ALL EL student</td>
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<tr>
<td>Laboratory Science (&quot;d&quot;)</td>
<td>Biology A</td>
<td>Chemistry B</td>
<td>Environmental Science B</td>
<td>AP Environmental Science A</td>
<td>AP Environmental Science B</td>
<td>AP Biology A, AP Physics 1A, Previou s based on student interest</td>
<td>AP Biology A, AP Physics 1B, Previou s based on student interest</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Visual Art IIB, Band IIB, Chorus IIB, Theatre IIB, Dance IIB, Art History B</td>
<td>Visual Art IIC, Band IIC, Chorus IIC, Theatre IIC, Dance IIC, Art History B</td>
<td>Visual Art IIIA, Chorus IIIA, Band IIIA, Advanc ed Drama IA, Previou s electiv es offered based on student interest</td>
<td>Visual Art IIB, Band IIB, Chorus IIB, Theatre IIB, Dance IIB, Art History B</td>
<td>Visual Art IIC, Band IIC, Advanc ed Drama IA, Previou s electiv es offered based on student interest</td>
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CALIFORNIA COLLEGIATE CHARTER SCHOOL
<table>
<thead>
<tr>
<th>Health and Physical Education</th>
<th>Electives (&quot;g&quot;)</th>
<th>Preparatory College Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>College &amp; Career Readiness IA, Journalism IA, Speech &amp; Debate I, Progarmming IA, Creativ Writing IA, AP Psychology A, African American Studies A, Latin-American Studies B, Introduction to Philosophy A, Sociology A, Women's Studies B</td>
<td>College &amp; Career Readiness IA, Journalism IA, Speech &amp; Debate IA, Progarmming IA, AP Psychology C, previous electives offered based on student interest</td>
<td>College &amp; Career Readiness IA, Journalism IA, Speech &amp; Debate IA, Progarmming IA, AP Psychology C, previous electives offered based on student interest</td>
</tr>
<tr>
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<td>College &amp; Career Readiness IIIA, Journalism IIIA, AP Psychology A, previous electives offered based on student interest</td>
<td>College &amp; Career Readiness IVA, Journalism IVA, AP Psychology A, previous electives offered based on student interest</td>
</tr>
<tr>
<td>College &amp; Career Readiness IIIB, Journalism IIIB, AP Computer Science A, AP Psychology B, previous electives offered based on student interest</td>
<td>College &amp; Career Readiness IIIB, Journalism IIIB, AP Computer Science A, AP Psychology B, previous electives offered based on student interest</td>
<td>College &amp; Career Readiness IVC, Journalism IVC, AP Psychology C, previous electives offered based on student interest</td>
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ENGLISH LANGUAGE ARTS
To truly access the content of and excel in the new California Standards, students must have a thorough and comprehensive mastery of literacy. Torlakson and Kirst explain that the standards “lay out a vision of what it means to be a literate person in the twenty-first century...Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature...They actively seek wide, deep, and thoughtful engagement with high-quality literary and information texts that builds knowledge, enlarges experience, and broadens worldviews.”

Enabling students to have this level of engagement with high-quality, rigorous texts is the aim of our English-Language Arts program.

Students are required to be enrolled in an English-language arts course every trimester, and must successfully complete 40 units of English credit in order to graduate. All California Collegiate English courses will comply with required California Standards for English Language Arts. The department will offer Advanced Placement courses as well as a wide array of electives.

Scope and Sequence

English 6A/6B/6C (Grade 6)
Core/College-Preparatory

Description: The major purpose of this course is to develop student focus and active engagement with text. Students are required to analyze, identify, define, explain, and critique with an increased emphasis on advanced forms of evaluation in expository critique and literary criticism and advanced presentations on problems and solutions. In accordance with the California Reading/Language Arts Framework, students are expected to read at least one million words annually, to write narrative, persuasive and descriptive texts of at least 500 to 700 words, and to demonstrate a command of Standard English. This course is paired with a daily independent reading period.

English Intensive 6A/6B/6C (Grade 6)
Core/College-Preparatory

Description: The major emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English-language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA California Standards. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs.

English 7A/7B/7C (Grade 7)

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Core/College-Preparatory

Description: The major purpose of this course is to provide students with the skills and content knowledge to transition from the process of learning to read to the more advanced processes of reading to learn. Students will build academic vocabulary, in oral and written forms, and independent reading skills to significantly improve reading comprehension and vocabulary. An increased familiarity with models of good writing and the conventions of writing and spelling will be developed in order to apprentice students in building proficiency in the California Standards in English Language Arts for 7th grade. Students are expected to continue to develop strategies for organizing and giving focus to their writing with an increased emphasis on the documentation of support and extension of organizational strategies. In accordance with the California Reading/Language Arts Framework, students are expected to read at least one million words annually, to write narrative, persuasive and descriptive works of at least 500 to 700 words, and to demonstrate a command of Standard English. This course is paired with a daily independent reading period.

English Intensive 7A/7B/7C (Grade 7)
Core/College-Preparatory

Description: The major emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English-language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA California Standards. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs.

English 8A/8B/8C (Grade 8)
Core/College-Preparatory

Description: The major purpose of this course is to build student readiness required for successful achievement with secondary content in grades nine through twelve and to support the development of proficiency with the 8th grade California Standards. Students are expected to demonstrate their ability to grapple with the treatment, scope, and organization of ideas by finding similarities and differences among texts. They will be asked to compare an original text with a summary to determine whether it accurately captures the main ideas, includes critical details, and conveys the underlying meaning. They are also expected to evaluate the unity, logic, internal consistency, and structural patterns of text. In accordance with the California Reading/Language Arts Framework, students are expected to read at least one million words annually, to write narrative, persuasive and descriptive texts of at least 500 to 700 words, and to demonstrate a command of Standard English. This course is paired with a daily independent reading period.

English Intensive 8A/8B/8C (Grade 8)
Core/College-Preparatory

Description: The major emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English-language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA California Standards. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs.
**English IA/IB/IC (Grade 9)**
*Core/College-Preparatory “b”*

**Description:** English I is a literature-based course that focuses on the development of fluency in the English language through the study of the literary genres and historically and culturally significant works and authors from American and world literature. Students will develop professional speaking and listening skills by conducting and participating in in-depth discussions and be asked to compose well-written analytical responses to fiction and nonfiction classic and contemporary selections. Students will be asked to write in multiple genres, including argumentative, informational, and narrative forms. The curriculum is designed to help students develop their academic English reading, writing, speaking and listening fluency through literary analysis and research writing projects, the study of English grammar and mechanics, vocabulary exercises and class discussion. Students in the 9th grade are expected to read one and one-half million words annually on their own and to produce written works of at least 1,500 words each.

**English IIA/IIB/IIC (Grade 10)**
*Core/College-Preparatory “b”*

**Description:** English II focuses on reading, writing, and speaking; students will read and analyze prose written in a variety of periods, disciplines, and rhetorical contexts. Students will write and speak in a variety of rhetorical modes, namely argument, expository, and narration. Students will formulate skillful judgments of their own and deliver focused and coherent presentations that convey clear perspectives and solid reasoning. Students will develop the conventions of standard English grammar and usage when writing or speaking. Students in the 10th grade are expected to read one and one-half million words annually on their own and to produce written works of at least 1,500 words each.

**English IIIA/IIB/IIC (Grade 11)**
*Core/College-Preparatory “b”*

**Description:** English III continues the development of reading, writing, and speaking skills. The major purpose of this course is to explore themes, issues, and ideas from complex fiction, nonfiction, and informational materials and to focus on writing coherent and complex texts that convey well-defined perspectives and tightly reasoned arguments. Over the course of the year there is a steady progression in text complexity levels, sophistication of writing tasks, speaking and listening activities, and increased opportunities for independent and collaborative work. Students engage in close reading of classical and contemporary complex texts. They write in the argument, informational, and narrative genres and engage in speaking and listening activities throughout the year. Students receive concentrated preparation for the genres of writing on college placement tests in English. Students in the 11th grade are expected to read two million words annually on their own and to produce written works of at least 1,500 words each.

**AP English Language & Composition A/B/C (Grade 11)**
*Core/College-Preparatory “b”*

**Description:** The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and

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88 All AP exam costs will be supported through the school.
cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

**English IVA/IVB/IVC (Grade 12)**
**Core/College-Preparatory “b”**
**Description:** The goal of this course is to prepare college-bound seniors for the literacy demands of higher education and the world of work. Students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. Students in the 12th grade are expected to read two million words annually on their own and to produce written works of at least 1,500 words each.

**AP English Literature & Composition A/B/C (Grade 12)**
**Core/College-Preparatory “b”**
**Description:** The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

**English Intensive A/B/C (Grades 9-12)**
**Core/College-Preparatory**
**Description:** This course is designed as a supplement to high-school level English courses for students who require additional academic support and development of literacy skills. The course focuses on the further development of student reading and writing skills, as well as providing additional support for other English coursework. This course may be repeated as needed; if sufficient need is identified, grade-specific versions may be created at the high school level.

**English Electives**

**Intro to Journalism A/B/C (Grades 7 or 8)**
**Core/College-Preparatory**
**Description:** The purpose of this course is to offer introductory training in writing news stories, feature articles, and editorials; students will also explore the language of still photography, organized around photojournalism in newspapers and magazines. Students will develop skills in basic interviewing techniques, collecting research, selecting appropriate evidence and support, and organizing material from other sources. Students are involved in the development of photo essays and character studies, and will learn how a good photo for journalistic purposes enhances the written word and tells its own story. Laboratory experiences in preparation of the school newspaper and/or magazine provide practice in editing and publication procedures, including copy reading, caption writing, headline writing, page makeup, proofreading, and achieving a balanced publication through a selection of editorial accounts.

**Journalism IA/IB/IC (Grades 9-12)**
Core/College-Preparatory

Description: The purpose of this course is to focus on writing and publishing the school newspaper/magazine/yearbook at an introductory level by using advanced publishing software and graphic programs. Students practice all aspects of journalism through hands-on experience and a study of journalism-related literature. Students will analyze the structure and format of various newspapers, magazines, and yearbooks, and explain how the writers use the features to achieve their purpose.

Journalism IIA/IIB/IIC (Grades 10-12)
Core/College-Preparatory
Description: The purpose of this course is to focus on writing and publishing the school newspaper/magazine/yearbook at a developing level by using advanced publishing software and graphic programs. Students practice all aspects of journalism through hands-on experience and a study of journalism-related literature. Students will analyze the structure and format of various newspapers, magazines, and yearbooks, and explain how the writers use the features to achieve their purpose.

Journalism IIIA/IIB/IIIC (Grades 11-12)
Core/College-Preparatory “g”
Description: The purpose of this course is to focus on writing and publishing the school newspaper/magazine/yearbook at an intermediate level by using advanced publishing software and graphic programs. Students practice all aspects of journalism through hands-on experience and a study of journalism-related literature. Areas of study, which include good writing versus good reporting, advanced news writing, column writing, and writing styles, result in more sophisticated critical reading, writing, and thinking skills.

Journalism IVA/IVB/IVC (Grade 12)
Core/College-Preparatory “g”
Description: The purpose of this course is to focus in depth on writing and publishing the school newspaper/magazine/yearbook at an advanced level by using advanced publishing software and graphic programs. Students practice all aspects of journalism through hands-on experience and a study of journalism-related literature. Areas of study, which include good writing versus good reporting, advanced news writing, column writing, and writing styles, result in more sophisticated critical reading, writing, and thinking skills.

Intro to Creative Writing (Grades 7 or 8)
Core/College-Preparatory
Description: The purpose of this course is to create a positive writing experience for students interested in creative writing through experiential, literature-rich focused instruction. Students will keep a daily journal of unique writing exercises that encourages both the enjoyment of writing as well as practice in various skill such as point of view, characterization techniques, sensory detail development, effective dialogue, creating suspense, figurative language, and much more. In addition to responding to high interest prompts, students will have multiple opportunities to read and discuss examples of good writing. Students will use technology to develop and publish work.

Creative Writing IA/IB (Grades 9-12)
Core/College-Preparatory
Description: The purpose of this course is to develop, extend, and refine the craft of writing. The course gives students strategies and practice in writing poetry, prose, and criticism. By studying short stories,
poetry, and novel selections, students will learn to read as a writer and write with knowledge of literary techniques in mind. Through whole-class workshop, small group work, and independent study, students will discuss and analyze the aesthetic values of word choice, the structure of a story, and the demands of finding one’s own voice. Students will also acquire tools for improving their writing skills with particular emphasis on revision. A student in this course will learn to grow from the constructive criticism of their instructor and peers. Openness is a must.

Creative Writing IIA/IIB (Grades 10-12)
Core/College-Preparatory
Description: This course builds on Creative Writing I and continues to give students strategies and practice in writing poetry, prose, and criticism. By studying short stories, poetry, and novel selections, students will learn to read as a writer and write with knowledge of literary techniques in mind. Through large, small group, and independent study, students will discuss and analyze the aesthetic values of word choice, the structure of a story, and the demands of finding one’s own voice. Students will also acquire tools for improving their writing skills with particular emphasis on revision. A student in this course will learn to grow from the constructive criticism of their instructor and peers. Openness is a must.

MATHEMATICS
We embrace the four areas of emphasis identified by Dr. Judit Moshkovitz, education professor at UC Santa Cruz: (1) Balancing conceptual understanding and procedural fluency; (2) Maintaining high cognitive demand; (3) Developing beliefs that mathematics is sensible, worthwhile, and doable; and (4) Engaging students in mathematical practice.¹⁹

Students are required to enroll in a math course every trimester, and must successfully complete 40 units of math credit in order to graduate. All California Collegiate mathematics courses will comply with required California Standards for Mathematics. The department will offer Advanced Placement courses and two high school pathways based on student interests, along with elective courses in programming and computer science.

Scope and Sequence
Math 6A/6B/6C (Grade 6)
Core/College-Preparatory
Description: This is a course designed to meet the needs of 6th grade students under the California Standards for Mathematics. This course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Math Intensive 6A/6B/6C (Grade 6)
Core/College-Preparatory

**Description**: Math Intensive is provided to students as a second course to support and supplement the core mathematics class in grade 6. The course is designed to enhance the student’s knowledge of prerequisite skills that are needed to access the grade level mathematics course.

**Math 7A/7B/7C (Grade 7)**  
**Core/College-Preparatory**  
**Description**: This is a course designed to meet the needs of 7th grade students under the California Standards for Mathematics. This course will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

**Math Intensive 7A/7B/7C (Grade 7)**  
**Core/College-Preparatory**  
**Description**: Math Intensive is provided to students performing below grade-level as a second course to support and supplement the core mathematics class in grade 7. The course is designed to enhance the student’s knowledge of prerequisite skills that are needed to access the grade level mathematics course.

**Math 7/8 (Accelerated) A/B/C (Grade 7)**  
**Core/College-Preparatory**  
**Description**: This course differs from the non-accelerated 7th Grade course in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th Grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units: (1) Rational Numbers and Exponents; (2) Proportionality and Linear Relationships; (3) Introduction to Sampling Inference; and (4) Creating, Comparing, and Analyzing Geometric Figures. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Math 8A/8B/8C (Grade 8)**  
**Core/College-Preparatory**  
**Description**: This is a course designed to meet the needs of 8th grade students under the California Standards for Mathematics. This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

**Math I A/B/C (Grade 8 or 9)**  
**Core/College-Preparatory “c”**  
**Description**: The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and
theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Math II A/B/C (Grade 9 or 10)
Core/College-Preparatory “c”
Description: The focus of Mathematics II is on quadratic expressions, equations, and functions, comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into six critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Math III A/B/C (Grade 10 or 11)
Core/College-Preparatory “c”
Description: It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units (Inferences and Conclusions from Data; Polynomial, Rational, and Radical Relationships; Trigonometry of General Triangles and Trigonometric Functions; and Mathematical Modeling). They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Discrete Math, Probability, and Statistics A/B/C (Grade 11 or 12)
Core/College-Preparatory “c”
Description: Discrete mathematics is centered around elementary logic, methods of proof, set theory, basic counting, mathematical induction, recursion, matrices, optimization techniques and their applications in computer science, probability, and cryptography. The course will also offer an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information.

Precalculus A/B/C (Grade 11 or 12)
Core/College-Preparatory “c”
Description: Topics include the properties of the real number system, the theory of equations, coordinate geometry, relations, functions and their graphs, exponential and logarithmic functions, circular and trigonometric functions, sequences and series, and conic sections. The calculus ideas of
limits and slopes of curves are introduced. The graphing calculator is used extensively throughout the course.

**AP Statistics A/B/C (Grade 12)**
**Core/College-Preparatory “c”**
**Description:** The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: (1) exploring data, (2) sampling and experimentation, (3) anticipating patterns, and (4) statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

**AP Calculus AB A/B/C (Grade 12)**
**Core/College-Preparatory “c”**
**Description:** AP Calculus AB is approximately equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

**AP Calculus BC A/B/C (Grade 12)**
**Core/College-Preparatory “c”**
**Description:** AP Calculus BC is approximately equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

**Math Electives**

**Programming I A/B/C (Grades 9-12)**
**Core/College-Preparatory “g”**
**Description:** This elective helps students develop problem-solving skills and exercise logical abilities. Students learn programming fundamentals in Java. Topics include input, output, variables, conditional control structures, random numbers, and loops. Programming assignments include a Fahrenheit-to-Celsius converter, a multiplication tutoring program, and rock-paper-scissors and Nim number games. Students produce simple graphics and applets on the screen and learn how to output colorful geometric shapes and the fractal Sierpinski’s triangle. Students use BlueJ, a visual and interactive Java programming environment. No previous programming experience is required.

**Programming II A/B/C (Grades 10-12)**

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Core/College-Preparatory “g”

**Description:** This semester elective is a continuation of Introduction to Programming I. Students write Java programs using Karel J. Robot, a robot simulator that introduces students to object-oriented programming concepts. Topics include methods, constructors, classes, objects, and inheritance. Tasks include programming a robot to complete a steeplechase and to escape a maze. Students write programs to determine if a word is a palindrome and to simulate the game of hangman. Students use BlueJ, a visual and interactive Java programming environment.

AP Computer Science A A/B/C (Grades 11-12)  

Core/College-Preparatory “g”

**Description:** AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

HISTORY-SOCIAL SCIENCE

History-social science, as a content area, is an opportunity to strategically build students’ investment in and enthusiasm about critically analyzing the world around them. History and social science promote learners’ understanding and engagement with their world, helping them understand the complex interplay of different forces and the successes and challenges we face today. We will use social sciences to motivate students around solving problems on both a micro and macro scale and show them how to personally create change within their neighborhoods, communities, state, and country.

Students will be exposed to the rich and compelling environment that the social sciences provides for high level thought and critique. They will consider the social sciences as a key lever for and gateway to powerful societal change, founded upon a deep knowledge of how governments function and an understanding of how to learn from and capitalize on the successes and failures of prior generations. Critical to becoming 21st century learners, California Collegiate students will develop intellectual independence through the ability to analyze classroom texts as well as by becoming informed consumers of our social media, news, and internet information.

Students are required to be enrolled in a history-social science course every trimester, and must successfully complete 40 units of history-social science credit in order to graduate. The department will offer Advanced Placement courses as well as a wide array of electives.

Scope and Sequence

**American History and Government A/B/C (Grade 6)**

Core/College-Preparatory

**Description:** This course explores the functions of American government and its development over time. Students become familiar with the underlying principles and unique structure of our democratic society.

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analyze the U.S. Constitution and landmark Supreme Court cases, discuss the principles that
inform our political processes, and consider the social and cultural implications of important legislation
and political events. This course aims to provide an understanding of American government so that
students become informed, committed citizens. Study strategies and organizational skills—including
careful reading and annotation, primary source analysis, critical thinking, note taking, and research
skills—are taught. Students develop interpersonal communication skills through collaborative projects,
class discussion and debate, the writing of expository essays, oral presentations, and electronic
communication. Use of a variety of digital tools enhance students’ twenty-first-century learning
experience.

World Civilizations I A/B/C (Grade 7)
Core/College-Preparatory
Description: This course introduces students to the history of selected world civilizations. By examining
the social, political, intellectual, cultural, and economic aspects of these societies, students gain a
greater understanding of global issues. Students focus on geography and its impact on human activity,
patterns of historical development, the role of religion in shaping historical action, and the effects of
cultural diffusion. Skills cultivated in the class include essay writing, verbal expression, and proficient use
of primary and secondary sources.

World Civilizations II A/B/C (Grade 8)
Core/College-Preparatory
Description: This course continues the study of selected world civilizations. By examining the social,
political, intellectual, cultural, and economic aspects of these societies, students gain a greater
understanding of global issues. Students focus on geography and its impact on human activity, patterns
of historical development, the role of religion in shaping historical action, and the effects of cultural
diffusion. Skills cultivated in the class include essay writing, verbal expression, and proficient use of
primary and secondary sources.

World History A/B/C (Grade 9)
Core/College-Preparatory “a”
Description: Students study major turning points that shaped the modern world, from the late 18th
century through the present. Students trace the rise of democratic ideas and develop an understanding
of the historical roots of current world issues. Students will develop an understanding of current world
issues and relate them to historical, geographic, political, economic, and cultural contexts. Assignments
focus on historical methods and critical thinking skills by analyzing a variety of primary resource
documents, visuals, artifacts, and maps.

AP World History (Grade 9)92
Core/College-Preparatory “a”
Description: AP World History is the equivalent of a college-level survey course in world history. This
World History course provides a way to understand history and a foundation from which to view the
complexities of today’s world. Its emphasis is on encounters and interactions. The long-term objective is
for students to demonstrate an understanding of how the big picture of world history assists in
understanding the complexities of today’s world. Students who complete this course and perform

92 All AP exam costs will be supported through the school.
successfully on the Advanced Placement Exam in May have the ability to earn college credit from a participating college or university.

**U.S. History A/B/C (Grade 10)**
Core/College-Preparatory “a”
Description: Students examine prominent features of the American experience: the nature of colonial life, the reasons for the revolutionary break from England, the constitutional system, the development of democracy and capitalism, reform movements and the Civil War, the impact of the frontier, the changing nature of business and government, the changing role of the United States as a world power, and the struggle to achieve class, ethnic, racial, and gender equality. Students develop the ability to read historical material analytically and critically and to pursue independent research. In addition to primary documents and historical narratives, selections from American literature and audiovisual materials are used.

**AP U.S. History A/B/C (Grade 10)**
Core/College-Preparatory “a”
Description: The Advanced Placement version of the United States History course prepares students for the Advanced Placement examination in American history. This course, as stated by the College Board, “is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.” In addition to essential primary and factual information, this course also seeks to acquaint students with a variety of scholarly interpretations of major historical issues.

**Government/Economics A/B/C (Grade 11)**
Core/College-Preparatory “a”
Description: This course is a survey of the American government with an emphasis on the national level, while also including elements of state and local government. Students study the U.S. Constitution and examine American political, social, economic and legal systems. The economic and political systems of the major countries of the world are compared and contrasted with those of the United States. Students study fundamental economic concepts such as scarcity, opportunity costs and trade-offs, productivity, economic systems, economic institutions and incentives. The course will also include such microeconomics concepts as market and prices, supply and demand, competition and market structure, income distribution and the role of government. Macroeconomics concepts include international trade, unemployment, inflation and deflation, and fiscal and monetary policy.

**AP Government/Economics A/B/C (Grade 11)**
Core/College-Preparatory “a”
Description: This is an accelerated college-level course focusing on both the United States Government and how individuals make choices with limited resources. Students will undergo a thorough examination of The Constitution, fundamental rights, political system and major governmental institutions. Students will engage in critical analysis of contemporary political events and will be encouraged to begin to develop their own involvement in both social and political institutions. Students will also examine

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concepts such as supply and demand, factors of production, roles of labor and management, the relationship between the environment and the economy, and the impact of the government on individual decision-making processes. Students study the stock market as an investment option and trace various stocks throughout the semester using the Wall Street Journal and the internet as resources. This course prepares students for the May Advanced Placement American Government and Microeconomics exams.94

Assimilation and Difference in American Society A/B/C (Grade 12)
Core/College-Preparatory “a”
Description: This course enables students to develop an analytical model to examine and understand issues in American society that relate to racial, ethnic, and other cultural differences. This course utilizes: seminar-style discussion; academic, magazine, and newspaper articles; excerpts from fictional works and memoirs; video and film; the Internet; personal interviews; and students’ individual experiences. Students must complete a service learning project as part of this course.

History-Social Science Electives
AP Psychology A/B/C (Grades 9-12)
Core/College-Preparatory “g”
Description: AP Psychology is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

African-American Studies A/B (Grades 9-12)
Core/College-Preparatory “g”
Description: This course presents an overview of the Black experience in the United States from the African background to today. Students become familiar with some of the contributions of Black Americans to a pluralistic American society. The class also studies such topics as the fight against slavery, the role of Blacks in the building of the nation, and the civil rights movement.

Latin-American Studies A/B (Grades 9-12)
Core/College-Preparatory “g”
Description: This course, offered in English, is an interdisciplinary introduction to the peoples and cultures of Latin America. Students will explore the social and cultural contexts of Latin America through representative works of literature, contemporary and historical themes, major religions, social structures, gender roles, and politics.

Introduction to Philosophy A/B (Grades 9-12)
Core/College-Preparatory “g”
Description: Against the backdrop of ethical writings from the 5th century BC to philosophers of today, students will examine moral issues of everyday life, ask questions about character and conduct, and study various reactions to living and relating. Major ethical theories will be multicultural in scope. The class will look at a range of right actions in response to issues of integrity, respect for others, sexual

94 All AP exam costs will be supported through the school.
morality, relationships, honesty, criticism, and more. The goal of the course is to sharpen the ideas we employ as tools when coping responsibly and morally to conflicts we encounter in our daily lives.

Sociology A/B (Grades 9-12)
Core/College-Preparatory “g”
Description: This course provides the opportunity for the scientific study of human society. It is concerned with the behavior of human beings in group situations. The study attempts to bring about an understanding of the basic units and institutions of social life and the social relationships which humans develop in their interactions with one another.

Women’s Studies A/B (Grades 9-12)
Core/College-Preparatory “g”
Description: This course examines U.S. history from the colonial era to the present using the history of women and gender as the primary analysis. The class lectures, multimedia presentations, and readings emphasize U.S. women’s history (incorporating factors of race, class, region, ethnicity, and age). The class will explore the diverse ways in which women have lived, worked, and contributed to the history of the US. While we will be looking at some of the “great women” of American history, the course will focus more on the aspects of the general experiences of women and their political, social, cultural and familial relationships.

Science
A strong understanding of scientific knowledge, concepts, and the scientific method is an essential component of a college-preparatory education. Thus, all California Collegiate students are expected to complete four years of high school science in addition to their middle school science education. Advanced Placement courses are offered for each high school subject for two reasons: one, making this commitment ensures that any high school science teacher hired must be capable of teaching an AP version of their course, requiring a higher level of mastery that will also benefit students in non-AP sections; two, we believe that allowing students to distinguish themselves with a deep exploration of particular content areas will make students more competitive for both college admission and success. Students on an AP science track will have the opportunity to take two of four available AP science courses in their junior and senior years, allowing them not only to demonstrate a commitment to and aptitude for science, but to specialize in particular areas of the content. The high school course of study begins with biology and concludes with physics (with the option of taking AP Biology or AP Chemistry instead) for three reasons:

1. Not offering an AP science course in 9th or 10th grade allows us time to build the strength of our high school science program and provide all students adequate preparation for success in AP coursework.
2. AP Biology and AP Chemistry require successful completion of non-AP high school science courses; offering biology in 9th grade and chemistry in 10th gives interested students the opportunity to complete both AP Biology and AP Chemistry before graduating.
3. Offering physics senior year allows interested students to take calculus and physics simultaneously and apply concepts from each class to the other to enrich understanding.

Scope and Sequence
Integrated Science I A/B/C (Grade 6)
Core/College Preparatory
Description: In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross cutting concepts of structure and function, patterns, systems and system
models while learning about weather and climate, energy, and the organization of living things. The year begins with an introduction to weather and climate, including the underlying causes of Earth’s weather patterns. Next, students embark on an inquiry of global climate change and engage in engineering activities to explore ways in which to minimize human impact on the environment. The second half of the year focuses on learning about the structure of living things from cell to organism. Students discover the ways in which behavior, environment, and genetic factors impact the survival and growth of organisms.

Integrated Science II A/B/C (Grade 7)
Core/College Preparatory
Description: In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross cutting concepts of energy and matter, including cause and effect and flows, cycles, and conservation while learning about ecosystems, natural resources, and the structure and property of matter. Students will consider human impact on these systems and explore engineering approaches to these concepts.

Integrated Science III A/B/C (Grade 8)
Core/College Preparatory
Description: In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross cutting concepts of stability and change along with scale, proportion, and quantity. These concepts inform their study of the history of the earth, space systems, waves and electro-magnetic radiation, energy, forces and interactions, and natural selections. Students will consider human impact on these systems and explore engineering approaches to these concepts.

Biology A/B/C (Grades 9-12)
Core/College Preparatory “d”
Description: Biology will fulfill both the laboratory science requirement for colleges and high school graduation requirement. The course will cover topics such as DNA, evolution, photosynthesis, cellular respiration, energy and reproduction. Students are expected to develop scientific thinking, a reasoned approach to problem solving and an understanding of the role biology plays in our daily lives.

Chemistry A/B/C (Grades 9-12)
Core/College Preparatory “d”
Description: Chemistry will fulfill both the laboratory science requirement for colleges and the high school graduation requirement. The class will cover topics such as atomic structure, nomenclature, bond formation, chemical reactions, gases, reaction rates, thermodynamics and stoichiometric calculations. Students are expected to have a firm foundation in basic algebraic and problem solving skills.

Environmental Science A/B/C (Grades 9-12)
Core/College Preparatory “d”
Description: The goal of environmental science is to provide students with concepts, scientific principles, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems of both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.
AP Environmental Science A/B/C (Grades 10-12)
Core/College Preparatory “d”
Description: This is the equivalent of a first year college course in environmental science and is designed to prepare the students for the Advanced Placement Environmental Science test. Students will cover the following topics: ecological principles, geological principles, renewable and non-renewable resources, environmental quality (air, water, & soil pollution), human population dynamics, global changes and their consequences and interdependence of earth’s system (e.g. cycling of matter, biosphere, solid earth, atmosphere, etc.).

AP Chemistry A/B/C (Grades 10-12)
Core/College Preparatory “d”
Description: This is the equivalent of a first year college course in chemistry and is designed to prepare students for the Advanced Placement Chemistry test. It includes all the material covered in chemistry but at a greater depth. Specific emphasis is placed on problem solving using mathematics. Students taking this course should be prepared for extensive reading, problem solving, and study assignments. This class meets the physical science graduation requirement, and the laboratory science requirement for California public universities.

AP Biology (Grade 11 or 12)
Core/College Preparatory “d”
Description: AP Biology is designed to be equivalent to a first year college-level general biology course. Students will study materials presented in a rigorous, biochemical-oriented introductory college biology course. Required laboratory experiments are part of the course. Students are expected to be independent learners and to devote extensive studying beyond the basic concepts. Details of molecules, chemistry, cells, genetics, evolution, organisms and populations are included in this course. Students will be prepared to take the Advanced Placement Biology exam in May.

Physics (Grades 9-12)
Core/College Preparatory “d”
Description: Students investigate the following topics: energy, forces, motion and matter at a college preparatory level of analysis. Laboratory activities are designed to lead to discovery and appreciation of concepts in these areas.

AP Physics 1 (Grades 11 or 12)
Core/College Preparatory “d”
Description: This course introduces the following topics: one- and two-dimensional motion, Newtonian mechanics, rotational dynamics, energy and momentum, oscillatory phenomena, and electricity. It offers a college-level, non-calculus-mathematical treatment of physics that requires laboratory work, sophisticated problem solving, and substantial conceptual understanding. Experimental design and qualitative explanations are major components. Although this course covers fewer topics than Physics, it provides more in-depth study and serves as a good background for those who wish to continue in science or engineering. Students take the Advanced Placement Physics 1 examination in May.

VISUAL AND PERFORMING ARTS

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We are committed to offering students a robust and comprehensive visual and performing arts education as part of a strong college preparatory program. The goal of California Collegiate’s visual and performing arts program is both to provide students the option to explore various art forms through introductory art, chorus, theatre, dance, and music courses, as well as to allow students to reach a high level of mastery in one or two areas through a strategic course progression. Our middle school program focuses on exposure, introducing students to graphic design, chorus, dance, and theatre, while allowing students some degree of choice in their electives. The high school program encourages some degree of specialization, providing advanced pathways in art, chorus, theatre, and band. All visual and performing arts electives will be taught by instructors with expertise in the relevant area.

Scope and Sequence

Intro to Public Speaking and Performance (Grade 6)
Non-Core/College-Preparatory
Description: The major purpose of this elective course is to offer students an opportunity to gain skill, confidence, and fluency in creative oral expression. Students develop an understanding of both basic communication principles and public speaking strategies through their application of these principles to a variety of speaking assignments (original oratory, recitation, monologues, scenes, multimedia presentations, etc.) and formats (e.g., one-on-one situations, public speaking, and small groups). The fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience will be addressed.

Introduction to Graphic Design A/B/C (Grades 7-8)
Non-Core/College-Preparatory
Description: Students will learn traditional, elements of design and artistic structure such as composition, texture, color, theory, symmetry rule of thirds, production design and lighting and apply their knowledge to specific classroom projects that are designed to be meaningful and reflective of their lives. Students will become proficient in the use of digital cameras and use computer software to edit photographs and design graphics. Students will further study the impact of graphic design across cultures and in our society.

Digital Media A/B/C (Grades 9-12)
Non-Core/College-Preparatory
Description: This course will introduce students to the fundamental elements that are integral to the strands of Media Arts and Entertainment Design through Digital Filmmaking, photography, Web Design, Music and Animation. Skills learned in iPhoto will form the foundation for the more advanced skills of Photoshop. Illustrator will be introduced as the basis for graphic design. Film analyses will continue and students will learn additional techniques to advance graphic design and filmmaking.

Visual Art I A/B/C (Grades 9-12)
Core/College-Preparatory “F”
Description: This course provides instruction in two and three-dimensional art forms. Students will be given the opportunity to develop their skills in drawing, painting and perspective through practice. Students will have exposure to various artists and cultures. Design will be investigated through problem-solving activities such as printmaking, sculpture and paper-mache. This course is designed to accommodate beginning and experienced art students.

Visual Art II A/B/C (Grades 10-12)
Core/College-Preparatory “F”
**Description:** Students will demonstrate more advanced skills in drawing and painting production, applying the fundamentals of the elements and principles of fine art and design. Students will design individual artworks based on design elements and principles as well as responses to historical, philosophical and cultural prompts.

**Visual Art III A/B/C (Grades 11-12)**
**Core/College-Preparatory “f”**
**Description:** This course builds on the work done in Visual Art II. Students will demonstrate more advanced skills in drawing and painting production, applying the fundamentals of the elements and Principals of fine art and design. Students will design individual artworks based on design elements and Principals as well as responses to historical, philosophical and cultural prompts.

**AP Studio Art A/B/C (Grade 12)**
**Core/College-Preparatory “f”**
**Description:** AP Studio Art is a course for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios – 2-D Design, 3-D Design and Drawing – corresponding to the most common college foundation courses. AP Studio Art sets a national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school.

**Art Appreciation A/B/C (Grades 9-12)**
**Core/College-Preparatory “f”**
**Description:** This survey course utilizes the critical examination of art from ancient times to the present as a way to develop student’s critical thinking and visual literacy skills. Students will develop an understanding of the elements of art and its related terminology as they learn to look at art critically within diverse historical and cultural contexts. Students should expect quizzes, tests, and art critiques. Course work is based on state standards adopted for the art curriculum.

**AP Art History A/B/C (Grades 10-12)**
**Core/College-Preparatory “f”**
**Description:** This course satisfies the Visual Performing Art requirement for Cal State and University of California. This course traces the development of artistic accomplishments from prehistory to the present. Emphasis will be placed on learning to analyze and become articulate about art and architecture in terms of its visual nature, and cultural context. This course will be conducted in the manner of a college-level art history survey course. It is recommended that students who take this course have advanced skills in reading, writing and discussion. Students who pass the Advanced Placement exam for this course may earn college credits and/or advanced placement in college art courses.

**Beginning Dance (Grades 7-8)**
**Non-Core/College-Preparatory**
**Description:** This class will introduce students to the basic vocabulary and style of dance movement. Dance is about personal style and expression. This high energy class can be taught to anyone with a passion to move, so no dance experience is required.

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Dance I A/B/C (Grades 9-12)
Core/College-Preparatory “f”
Description: Students need not have any prior dance experience, just the desire to study the art of dance. This course introduces students to the technical and creative elements of contemporary dance. Students gain an understanding of movement vocabulary and the choreographic process by developing skills including coordination, agility, flexibility, confidence, proper alignment, and creative expression. Students have the opportunity to perform in a dance showcase toward the end of the year.

Dance II A/B/C (Grades 10-12)
Core/College-Preparatory “f”
Description: Dancers choreograph and analyze dance while strengthening their technique through a deeper study of contemporary dance. This course explores movement from jazz, ballet, modern, and contemporary styles of dance and challenges dancers’ flexibility and strength. Dancers choreograph in any style of dance that interests them, in addition to completing various choreographic assignments. Students explore improvisational exercises and view dance videos to further their critical thinking about dance. Students perform in a showcase at the end of the year.

Beginning Chorus (Grades 7-8)
Non-Core/College-Preparatory
Description: This course is an introduction for students who want to sing and learn to use their voices effectively. Students will be introduced to reading music, proper posture and breathing techniques for singing, diction, techniques on how to produce an “in tune” vocal sound and the basic vowels used in singing and how to properly produce them.

Chorus I A/B/C (Grades 9-12)
Core/College-Preparatory “f”
Description: Chorus is a yearlong elective that has been designed for students with a variety of vocal abilities. Students will learn how to read music, proper posture and breathing techniques for singing, diction, techniques on how to produce an “in tune” vocal sound and the basic vowels used in singing and how to properly produce them. Students will get to perform a variety of songs in many styles and present concerts during the school year.

Chorus II A/B/C (Grades 10-12)
Core/College-Preparatory “f”
Description: Chorus II is a yearlong elective that builds on Chorus I for students interested in continuing to develop their voice. Students will get to perform a variety of songs in many styles and present concerts during the school year.

Chorus III A/B/C (Grades 11-12)
Core/College-Preparatory “f”
Description: This advanced performance ensemble is for choral singers with previous choral experience, although music-reading skills are not required. The ensemble comprises students who are intermediate and more advanced singers. The repertoire is varied and includes a cappella, classical, jazz, and “pop” literature.

Advanced Choir A/B/C (Grade 12)
Core/College-Preparatory “f”
**Description:** This advanced choral ensemble is for experienced singers who are dedicated to the choral art and possess some sight-singing skills. The ensemble is mixed-gender and encourages, equally, the unchanged, changed, and changing voice. The repertoire is drawn from a cappella as well as accompanied styles of all genres, ranging from classical to contemporary.

**Intro to Theatre (Grades 7-8)**
**Non-Core/College-Preparatory**
**Description:** This course concentrates on developing the stage presence, imagination, and self-confidence of the beginning- and intermediate-level student. The workshop focuses on basic stage skills, body awareness, and vocal technique. Students develop their instincts through improvisation, storytelling, cold readings, and prepared scenes.

**Theatre I A/B/C (Grades 9-12)**
**Core/College-Preparatory “f”**
**Description:** This course is for the beginning student of theatre. It provides a brief overview of acting techniques for the curious non-actor and the experienced younger actor. The course begins with a series of theater games and exercises to give students a basic knowledge of stagecraft, ensemble work, character development, and movement for the stage. Students perform monologues from modern and classical dramatic literature, including a Shakespearean sonnet, for an audience.

**Theatre II A/B/C (Grades 10-12)**
**Core/College-Preparatory “f”**
**Description:** Students in this course study, act in, and direct various dramatic scenes from full-length plays, which are examined in their entirety. The course seeks to invest the student with a thorough understanding of dramatic structure and character delineation and with a sense of the visual and aural music of a play, its rhythms and design. After a play has been studied as a whole, scenes from the play are assigned to students as both actors and directors, as well as technicians for lighting, sound, and costume. The play is prepared for presentation at a scene night held during the year.

**Musical Theatre A/B/C (Grades 10-12)**
**Core/College-Preparatory “f”**
**Description:** The purpose of this course is to get a foundation on the performances of works within the repertoire of music theatre. Students will be given a background in music theater history and practice on the art form. All students will be trained in acting and the behind the scenes work that make a production possible. Students will produce multiple productions throughout the school year.

**Advanced Drama A/B/C (Grades 11-12)**
**Core/College-Preparatory “f”**
**Description:** This course offers detailed, rehearsal-and-process-oriented work in the crafts of acting and directing. Students engage in both activities, but some students focus on their work as actors and others on their work as directors. Work on voice and diction, movement, character analysis, preparation of a role for performance, and techniques in developing a play for production are included in this course. The class produces scenes and short plays throughout the year. In the second half of the course, in collaboration with the Digital Media course, student actors may act for the camera in student films.

**Band I A/B/C (Grades 9-12)**
**Core/College-Preparatory “f”**
Description: Band I provides an opportunity for students with no prior experience to learn how to play a woodwind or brass instrument, including the flute, oboe, clarinet, bassoon, tenor saxophone, baritone saxophone, trumpet, French horn, trombone, euphonium, or tuba. Students learn to care for their instruments. They also learn the fundamentals of music theory and how to read music. Students enrolled in this class are provided with a school instrument, texts for the class, and daily group instruction. By the end of the year, students become proficient readers of music and acquire the proper technique to ensure a lifelong appreciation of and involvement in the discipline of instrumental music.

Band II A/B/C (Grades 10-12)
Core/College-Preparatory “f”
Description: Band II provides an opportunity for students to further develop technical and musicianship skills. Students learn how to play an instrument in a large ensemble, how to follow a conductor, and what it means to be part of a musical team. Students are exposed to a variety of musical styles, ranging from classical to popular. The repertoire is sequenced so that concepts learned in class are continually reinforced, and students are engaged and challenged.

Band III A/B/C (Grades 11-12)
Core/College-Preparatory “f”
Description: This course builds on the work of Band II, allowing students to further develop technical and musical skills. In this course, students with advanced playing experience rehearse and perform music of various styles and periods. Students are exposed to string, wind, and symphonic literature throughout the course, and the classwork provides appropriate challenges and technical difficulties to all members.

Advanced Band A/B/C (Grade 12)
Core/College-Preparatory “f”
Description: Advanced Band is intended for committed students who have reached an advanced level of musical practice. The repertoire is drawn from a wide range of styles and periods, and original (i.e., non-simplified) editions are used. Advanced Band students perform in multiple concerts during the school year.

HEALTH AND PHYSICAL EDUCATION
Physical education offers students the opportunity to develop physically, socially, emotionally and intellectually. While PE is an elective for public charter schools, we have elected to mandate two days of physical education weekly for all students every year in order to support and encourage healthy habits in all of our students. Health is required each year of middle school, in order to provide guidance and support during a period of increased high-risk behavior.

Key objectives of our physical education program include:

- encouraging and promoting physical development and growth through exercises in agility, strength, and hand-eye coordination
- promoting individual physical self-confidence through the accomplishment of individual physical goals and through team activities
- strengthening a sense of unity, accountability, and responsibility through physical team building exercises and athletics
- exposing students to life activities that will help them to develop healthy lifestyles as an adult
discussing health and physical issues pertinent to youth in a supportive forum

Scope and Sequence

Introduction to PE A/B/C (Grade 6)
Non-Core/College-Preparatory
Description: Students will participate in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

Health 6 (Grade 6)
Non-Core/College-Preparatory
Description: This course develops understanding of basic health concepts and encourages attitudes and skills that lead to effective decisions and life styles in regard to individual, family, and public health. It fulfills requirements of the California Education code considering the teaching of safety and first aid, the effects of narcotics, dangerous drugs, alcohol and tobacco on the human body. Parent/guardian permission is required for the sex education component.

Beginning PE A/B/C (Grade 7)
Non-Core/College-Preparatory
Description: Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility through daily activities aimed at preparing students for the California Physical Fitness tests.

Health 7 (Grade 7)
Non-Core/College-Preparatory
Description: This course continues to develop understanding of basic health concepts and encourages attitudes and skills that lead to effective decisions and life styles in regard to individual, family, and public health. It fulfills requirements of the California Education code considering the teaching of safety and first aid, the effects of narcotics, dangerous drugs, alcohol and tobacco on the human body. Parent permission is required for the sex education component.

Intermediate PE A/B/C (Grade 8)
Non-Core/College-Preparatory
Description: Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility, participating in personal fitness and weight training, individual sports, and team sports.

Health 8 (Grade 8)
Non-Core/College-Preparatory
Description: This course is taught in a seminar format and expands on the previous health courses. The course affords opportunities for the exploration and discussion of issues in human relationships, personal growth, and good decision-making. Students examine and discuss ethical questions, develop self-awareness and self-acceptance, and learn how to help oneself and others through times of stress, pressure, depression, and loss and grieving. The course aims to disseminate clear and accurate information about sexuality, reproduction, birth control, health, communicable diseases, and substance abuse and to encourage respect for others regardless of gender, race, ethnicity, sexual orientation, or other differences.
Physical Fitness/Health I A/B/C (Grade 9)
Non-Core/College-Preparatory
Description: Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility, participating in personal fitness and weight training, individual sports, and team sports. In addition, one day a week, students will analyze their health and well-being in regards to fitness, disease, abuse, prevention and awareness, communication, family and environmental health. Students will have an opportunity to personalize assignments in order to reflect and develop plans that will foster health habits.

Physical Fitness II A/B/C (Grade 10)
Non-Core/College-Preparatory
Description: Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility, participating in personal fitness and weight training, individual sports, and team sports.

Physical Fitness III A/B/C (Grade 11)
Non-Core/College-Preparatory
Description: Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility, participating in personal fitness and weight training, individual sports, and team sports.

Physical Fitness IV A/B/C (Grade 12)
Non-Core/College-Preparatory
Description: Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility, participating in personal fitness and weight training, individual sports, and team sports.

Languages Other Than English
All California Collegiate students will take at least three sequenced years of a Language Other than English in grades 9 through 12 with the goal of achieving conversational fluency and satisfying the University of California A-G requirement for a Language Other than English (requirement E). Students are encouraged to follow the four-year sequence that takes them through an Advanced Placement course in their chosen language. All foreign language courses at California Collegiate will align to the California State Department of Education Content Standards for World Languages. Courses will emphasize speaking and understanding and will include instruction in grammar, vocabulary, reading, composition and culture. The course offerings for Spanish will be differentiated for native and non-native speakers.

Scope and Sequence
French I (Grades 9-12)
Core/College Preparatory “e”
Description: French 1 introduces students to French through a communication-based approach. Students will learn the basics of the language as well as the culture throughout the French-speaking world as they accomplish meaningful tasks involving high-frequency everyday topics needed to communicate in the classroom and the real world. The beauty and influence of the French language and culture reinforce skills in other areas of the curriculum.

French II (Grades 10-12)
Core/College Preparatory “e”
Description: The basic skills initiated in French 1 are further developed in French 2, with additional emphasis placed on reading, writing and vocabulary building. Students will cover the previously learned structure concepts in more detail and depth, while oral comprehension and conversation continue to play a dominant role. Communication and real life situations presented are based in the French culture.

French III (Grades 11-12)
Core/College Preparatory “e”
Description: French 3 emphasizes more advanced language structures than do the previous courses. Reading, writing, speaking, and listening skills are further developed through more specialized work with real life conversational situations and authentic French material and literature. The French speaking world and its cultures are studied in this communication-based course.

AP French Language and Culture (Grade 12)\(^97\)
Core/College Preparatory “e”
Description: The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Spanish I (Grades 9-12)
Core/College Preparatory “e”
Description: Students will be introduced to the basic language and culture of the Spanish-speaking world. Language and culture are acquired through meaningful communicative activities centered on real life situations involving everyday common topics. Students develop linguistic proficiency as they perform relevant tasks in the new language.

Spanish II (Grades 10-12)
Core/College Preparatory “e”
Description: Spanish 2 continues the process of developing the speaking, listening, reading and writing introduced in Spanish 1. Students will increase the number of language functions and expand their knowledge of grammar. Vocabulary and knowledge of culture will expand with authentic materials and real life situations allowing students to function comfortably as they express themselves in the new language.

Spanish III (Grades 11-12)
Core/College Preparatory “e”
Description: Spanish 3 supports students as they move from the comfort of memorized phrases to the creation of structures that reflect exactly what they want to communicate in the Spanish language.

\(^{97}\) All AP exam costs will be supported through the school.
Selection of literature is introduced to increase vocabulary and enhance cultural perspective. Spanish 3 students will continue to communicate completely in Spanish orally and in writing and will be able to produce paragraphs and essays. The primary focus is for students to become independent users of the language.

**Spanish for Native Speakers I (Grades 9-12)**
**Core/College Preparatory “e”**
**Description:** Spanish I for Native Speakers is designed for students who have been formally exposed to listening, speaking, reading and writing in Spanish and are interested in polishing their skills and acquiring new ones on their native language. The class includes a thorough review of the grammar rules and the orthography of Spanish. Students will read and write extensively, give oral presentations, and participate in debates, all while learning about the fundamental grammatical structures of Spanish and the many ways this language can be used in both formal and informal settings. Students will examine not only linguistic but socio-cultural issues, developing a greater appreciation of their Hispanic heritage.

**Spanish for Native Speakers II (Grades 10-12)**
**Core/College Preparatory “e”**
**Description:** This course is intended for students who can demonstrate fluency in spoken Spanish and a basic knowledge of written Spanish. This is a comprehensive course covering an introduction to literature, composition, grammar, speech and stories and articles, writing grammatically correct compositions, improving vocabulary, and enhancing listening and speaking skills.

**AP Spanish Language and Culture (Grades 11-12)**
**Core/College Preparatory “e”**
**Description:** The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**Electives**
These courses offer students additional support and preparation to be successful both at California Collegiate and in their work and studies beyond graduation. Knowing that the majority of our students will be the first in their families to attend college, California Collegiate will invest in college-going culture-building infrastructure, early college awareness, and college access supports at all grade levels. The cornerstone of this work will be our innovative “Strategies for Success” and “College & Career Readiness” course sequence. All “Strategies for Success” and “College & Career Readiness” courses are offered three days a week, alternating class sessions with students’ physical education requirement.

In this sequence, which all students will complete in grades 7 through 12, students will acquire the tools and information to take control of their academic futures and successfully navigate the path to and through college. The course sequence will expose students to the information and concepts they need in
order to then iteratively practice habits of success throughout their middle and high school careers, supported in their advisories.

**Scope and Sequence**

**Digital Literacy (Grade 6)**

**Non-Core/College Preparatory**

**Description:** Introductory course to measure and increase the literacy level of our students in computer basics, mouse and keyboarding skills, how to use the internet for research, improve typing skills, and teach Microsoft Suite programs Word and PowerPoint. Students also use the computer for researching projects for and intervention needs in the core classes.

**Strategies for Success I A/B/C (Grade 7)**

**Non-Core/College Preparatory**

**Description:** Students receive instruction in college entrance-level skills, receive academic support through study groups, and engage in motivational activities and academic survival skills. Writing is used as a tool of learning for all assignments, and time is devoted to the improvement of writing in all subject areas as a means to clarify thought. This course provides students with academic study skills such as time management, note-taking, textbook reading, library research, and maintaining their binders. Students will also participate in college and career outreach opportunities, including guest speakers and field trips.

**Strategies for Success II A/B/C (Grade 8)**

**Non-Core/College Preparatory**

**Description:** Students receive further instruction in college entrance-level skills, receive academic support through study groups, and engage in motivational activities and academic survival skills. Writing continues to be used as a tool of learning for all assignments, and time is devoted to the improvement of writing in all subject areas as a means to clarify thought. This course continues to develop students’ academic study skills such as time management, note-taking, textbook reading, library research, and maintaining their binders. Students will also participate in college and career outreach opportunities, including guest speakers and field trips.

**College & Career Readiness I: Exploration (Grade 9)**

**Non-Core/College Preparatory**

**Description:** This course will focus on developing 9th graders’ investment in academic performance and academic awareness. During students’ first year of high school, the College Readiness I course will support their development of greater levels of academic independence and personal investment in learning and the college path. The explicit instruction around the ramifications of performance in all courses in grade 9 through 12 provided in the College Readiness Seminar will help our students understand the relationship between a rigorous high school experience and college persistence. Students will master foundational skills and concepts like GPA, cumulative GPA, college admissibility, graduation rates, cost of attendance, and financial aid. They will also begin to research a number of college programs, will be introduced to a breadth of professional industries, and will explore through internet research a variety of professional careers. Students will complete a weekly academic reflection and goal-setting ritual helping them to connect their ongoing academic habits and performance to their long-term goals.

**College & Career Readiness II: Development (Grade 10)**

**Non-Core/College Preparatory**
Description: In 10th grade, the focus of the course will shift and the sophistication of course concepts and assignments will increase. Students will continue to complete a weekly academic reflection and goal-setting ritual helping them to connect their ongoing academic habits and performance to their long-term goals. They will also further research a number of college programs, further explore a breadth of professional industries, and will investigate through internet research a variety of professional careers. The objective of this grade 10 course is to develop students’ appreciation for the types of professional careers and industries accessible to college graduates and the types of college programs and extracurricular activities students would want to pursue in order to access these career opportunities. The course will culminate in 10th grade students’ applying to selective summer programs, internships, and jobs that they may then pursue during the summer weeks.

College & Career Readiness III: Preparation (Grade 11)
Non-Core/College Preparatory
Description: College Readiness III will offer students an extensive program of SAT preparation. The course will devote one day weekly to SAT math practice and one day weekly to SAT Critical Reading practice. Students will learn strategic annotation and problem-solving skills, time-management skills, and will practice with SAT vocabulary, completing timed drills and working to increase their speed and accuracy. The grade 11 College Readiness course is also the grade level course in which students may complete their summer program, internship and job applications.

College & Career Readiness IV: Workshop (Grade 12)
Non-Core/College Preparatory
Description: In 12th grade, the College Readiness IV class will guide students through every academic and financial step of the college application process, including writing personal statements, requesting recommendations, compiling supplemental materials, and comparing financial aid packages. In the spring semester, once students have matriculated to their colleges of choice, college readiness shifts to a transitions class to ensure that students are academically, financially, and socially prepared for what they will encounter on campus. Students will also complete their summer program, internship and job applications in this course.

Public Speaking (Grades 7 or 8)
Non-Core/College-Preparatory
Description: This course builds on its introductory course and offers students a further opportunity to gain skill, confidence, and fluency required to function in today’s society. Students develop an understanding of both basic communication principles and public speaking strategies through their application of these principles to a variety of speaking assignments (e.g., one-on-one situations, public speaking, and small groups). The fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience will be addressed. Instruction stresses academic communication. Students will participate in panel discussions and give speeches.

Intro to Debate (Grades 7 or 8)
Non-Core/College-Preparatory
Description: This course builds on the introductory public speaking course and introduces skills and practice related to debate. Students develop an understanding of both basic communication principles and public speaking strategies through their application of these principles to a range of debate structures and topics. The fundamentals of effective oral delivery, including body control, use of voice
and diction, and analysis of audience will be addressed. Instruction stresses academic communication. Students will participate in panel discussions and debates.

**Speech & Debate I (Grades 9-12)**  
**Non-Core/College-Preparatory**  
**Description:** The purpose of this course is to offer instruction in the fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience. Instruction stresses organization, selection, and arrangement of material, and use of transitions and rhetorical effects in making brief speeches to inform, persuade, or entertain. Supporting material, methods of research, critical thinking, logical argumentation, parliamentary procedures, and effective language are applied in learning discussions and debate techniques. Students learn to structure ideas and arguments in their speeches in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**Speech & Debate II (Grades 9-12)**  
**Non-Core/College-Preparatory**  
**Description:** The purpose of this course is to offer continued instruction in the fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience. Instruction stresses organization, selection, and arrangement of material, and use of transitions and rhetorical effects in making brief speeches to inform, persuade, or entertain. Supporting material, methods of research, critical thinking, logical argumentation, parliamentary procedures, and effective language are applied in learning discussions and debate techniques. Students learn to structure ideas and arguments in their speeches in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**Speech & Debate III (Grades 9-12)**  
**Non-Core/College-Preparatory**  
**Description:** The purpose of this course is to begin advanced training in the skills of debate; analysis of social, economic, and scientific problems; logical and clear thinking; and the use of the rules of evidence, types of support, literacy style, rhetorical devices, and advanced research. Using language in natural, fresh, and vivid ways to establish a specific tone, students will gain experience in parliamentary, persuasive, and forensics. Students will enhance meaning by employing rhetorical devices.

**Advanced Speech & Debate A/B/C (Grades 10-12)**  
**Core/College-Preparatory “g”**  
**Description:** The purpose of this course is to provide further advanced training in the skills of debate; analysis of social, economic, and scientific problems; logical and clear thinking; and the use of the rules of evidence, types of support, literacy style, rhetorical devices, and advanced research. Using language in natural, fresh, and vivid ways to establish a specific tone, students will gain experience in parliamentary, persuasive, and forensics. Students will enhance meaning by employing rhetorical devices.

**Instructional Methods and Strategies**

At California Collegiate, we strongly believe that the end (college- and career-readiness for all students) is far more important than the means, and embrace a wide variety of instructional methods to achieve
positive student outcomes. We agree with the research of Dr. James Hiebert and Dr. Douglas A. Grouws, professors of education at the University of Delaware and the University of Missouri respectively, finding that while broad labels for instructional approaches (e.g. direct instruction, inquiry-based learning, student-centered learning, etc.) can be useful, “they also can be misleading because they group together features in ill-defined ways and connote different kinds of teaching to different people.” We also recognize that different teaching methods are appropriate for different outcomes; for example, in mathematics “some kinds of teaching support skill efficiency and other kinds of teaching support conceptual understanding.” Our continued emphasis through professional development is on finding the most effective approach for each lesson’s context, considering the academic level of the students, the content area, and the lesson’s objective, among other elements. There are, however, several approaches that we believe are essential to instructional success.

The first is strong classroom management that embraces our warm and strict culture. All teachers will be supported in summer professional development towards master of four essential techniques from Doug Lemov’s *Teach Like A Champion*:

1. **Strong Voice**: Using economy of language, refusal to talk over students or engage, stillness and squared up posture, and quiet power to command attention inside the classroom.

2. **What to Do**: Providing specific, concrete, sequential, and observable directions in the classroom to ensure they are routinely useful and easy to follow.

3. **Positive Framing**: Making interventions to correct student behavior in a positive and constructive way by living in the now, assuming the best, allowing plausible anonymity, building momentum through narration of the positive, challenges, and framing praise in terms of expectations and aspirations.

4. **100%**: Achieving the expectation of 100% engagement at all times through nonverbal intervention, positive group correction, anonymous individual correction, private individual correction, and/or lightning-quick public correction as needed.

We also embrace the need for literacy across the curriculum reflected in the California Standards. Students are expected to be reading, writing, and discussing subject matter in every class on a daily basis. Content-area texts should be at grade-level, and appropriate scaffolding and front-loading must be provided to ensure that all students can access each text. Students are always expected to write clearly and articulately, using complete sentences and content-specific vocabulary to explain their thinking. Wherever possible, assessments will ask students to write and to explain their reasoning, rather than merely answer multiple-choice questions.

We also believe that discussion skills must be cultivated as deliberately as reading and writing skills, and so students will be taught and then expected to use college-level habits of discussion in every class, acknowledging and building on the comments of their classmates. Discussions will be explicitly scaffolded in middle school, with the expectation that students will be prepared to independently manage Socratic seminars on content topics in high school. Teachers are expected to further promote students’ abilities to articulate their thinking through scaffolded questioning techniques and a consistent

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99 Ibid.

effort to increase student talk time. A combination of higher-order questions and increased wait time has been shown to result in substantial increases in student engagement for middle school students.\textsuperscript{101}

Fundamentally, we embrace and commit to the Direct Instruction mantra that “[i]f the student doesn’t learn, the teacher hasn’t taught.” While some lesson designs will rely on the traditional and research-supported Direct Instruction approach,\textsuperscript{102} and most lessons will follow a gradual release structure, moving from I Do (introduction of new material by the teacher) to We Do (guided practice) to You Do (independent practice), certain content areas and student mastery levels may benefit from a less scripted and/or more constructivist approach that allows students to directly explore and struggle with concepts before having them introduced by an instructor. This is particularly true in mathematics; our approach to math instruction is directly informed by Dr. James Hiebert and Dr. Douglas A. Grouws’s findings on the two instructional features that facilitate students’ conceptual understanding: “[E]xplicit attention to connections among ideas, facts, and procedures, and engagement of students in struggling with important mathematics.”\textsuperscript{103} Teachers will also make use of strategies such as Socratic seminars, labs using the scientific method, inquiry-based instruction, lecture, and oral drills.

All of these approaches allow teachers to maintain a high level of rigor while reaching students at a variety of levels to push them towards mastery. Preparing teachers with a repertoire of different instructional methods allows them to choose the approach best suited to each lesson’s objective and context. Employing a Socratic seminar might be a particularly effective way to have students wrestle with a challenging text in a U.S. history course, while an introduction to new concepts in chemistry might be better suited to a lecture. Students who have mastered foundational mathematical skills might benefit from an exploratory approach to a new concept, while those who are still struggling with basic concepts might benefit more from a direct instruction approach. Exposing our students to a variety of lesson designs will also prepare them for the instructional variety of college courses; it is our goal that California Collegiate students should feel as confident in an 8-person seminar as in a 400-person lecture when they get to college.

We recognize that there are a variety of approaches to getting students to achieve stronger conceptual understanding, and expect to continually refine our approach based both on our own results and on keeping abreast of the latest research in the field. Both the California Standards and the Next Generation Science Standards demand a new level of depth and conceptual understanding be achieved in the classroom, and California Collegiate embraces a culture of continual improvement and refinement of our instructional approaches.

**California Standards**

California Collegiate will fully implement California Standards in all subject areas. Next Generation Science Standards will be implemented in science, and science and history/social science will integrate Common Core Literacy Standards. The California Standards’ emphasis on literacy skills and non-fiction text in all content areas, depth over breadth, conceptual understanding and application, and high expectations for students are strongly in alignment with our educational philosophy and approach to teaching. The Head of School, Grade Level Leads, and Department Chairs will work together using a


Curriculum Alignment Template to ensure that California Standards’ curriculum and instruction is aligned horizontally across each grade level and vertically within all seven grade levels.

Support and professional development will be provided by California Collegiate through:

- Summer professional development, including sessions specifically devoted to the rollout of the California Standards and curriculum mapping (this training is mandatory, and compensation is built into teacher’s salaries, which are paid beginning in July)
- PD days throughout the year to support collaboration around anchor curriculum and assessments for California Standards
- Differentiated professional development focused on California Standards
- Weekly observation and feedback to teachers on their instruction
- PD for all content area teachers on selecting and integrating California Standards-aligned texts and literacy skills in their content
- Digital content vetted for alignment to new standards and made available to all teachers
- NWEA MAP benchmark assessments given in August, January, and May are aligned to California Standards for English Language Arts and Mathematics
- All interim assessments, including midterms and final exams, are vetted by the Head of School or Department Chair to ensure California Standards alignment
- On-site, differentiated coaching support

Student Use of Technology

The new California Standards require significant student collaboration, fluency with multimedia and technology, and the development of strong complex reasoning, problem solving, and communication skills. California Collegiate student technology goals will include all students developing technology literacy and technology fluency. We define technology literacy as the ability to responsibly, creatively and effectively use appropriate technology to: communicate; access, collect, manage, integrate and evaluate information; solve problems and create solutions; build and share knowledge; and improve and enhance learning in all subject areas and experiences.

California Collegiate’s instructional program will incorporate technology and student development of technology-related skills through direct coursework (including a required Digital Literacy course for all entering 6th graders and College & Career Readiness courses in grades 9-12), use of technology platforms for student and school communication, digital curriculum and software, and regular use of computer-based assessment. Ultimately, we seek to ensure that our students have the technology skills needed to succeed in both a four-year college and in professional settings, as well as to succeed on state-mandated computer-based tests. Accordingly, California Collegiate will hold school-wide expectations in key areas of use of technology, so that we can ensure that our students are adept at using the tools they will need to be successful in college and in their careers. School-wide expectations for technology use are delineated in Figure 11: School-Wide Technology Expectations.

Figure 12. School-Wide Technology Expectations

<table>
<thead>
<tr>
<th>Expectation</th>
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</thead>
<tbody>
<tr>
<td>Testing</td>
</tr>
<tr>
<td>• Students take the NWEA MAP assessment online</td>
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<tr>
<td>• Students take mock CAASPP and (interim assessments) online</td>
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<tr>
<td>Submission of written work</td>
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<td></td>
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<tr>
<td>Monitoring grades/ school calendar</td>
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<tr>
<td>Communicating with teachers outside of school</td>
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<tr>
<td>Submitting applications</td>
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<tr>
<td>Curriculum</td>
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</table>

These shared expectations will be held by all teachers and reinforced by all school leaders.

Recognizing that not all families will have access to a home computer, the daily schedule for students at all grade levels reflects time when students will have access to the school’s ChromeBook fleet. California Collegiate will invest in ample ChromeBook laptop carts, and in significant broadband infrastructure as necessary, in order to ensure that all students have access to computers at appropriate times of the

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\(^{104}\) Starting in fall 2016, the College Board will offer an online version of the SAT I exam.
school day and school year. By year 3, we will achieve and maintain a 1 to 1 student to ChromeBook ratio.\textsuperscript{105}

Beyond the school’s shared expectations for technology use, the curriculum in individual disciplines and classes will incorporate technology instruction in other key ways. In humanities classes, students will at times receive reading assignments from online sources and will learn how to conduct sound online research, discerning among credible and non-credible sources, learning how to cite online sources, and becoming adept at navigating through a barrage of information to clear resources on relevant course topics. In math classes, teachers will leverage Khan Academy’s platform to individualize instruction, particularly in the middle school’s math intensive program.

In College & Career Readiness III: Preparation, juniors will utilize an online learning platform, just as SAT exam preparation Revolution Prep’s, to practice SAT problems, address misunderstandings, and refresh lower grade content knowledge. In the College Readiness sequence courses, students will conduct extensive online research of summer programs and professional internships, will build their familiarity with online sites that provide intelligence on college options, and will learn to craft a polished resume in MS Word.

Our ultimate goal in designing our technology platform is to ensure that all of our students graduate from California Collegiate having mastered the research, communication, and blended learning skills they will need in order to be well-positioned in the college admissions process, in college, and in the professional world.

**High School Graduation Requirements**

California Collegiate graduation requirements are in alignment with, and in some cases exceed, both the state minimum high school graduation requirements and the University of California (UC) and California State University (CSU) “A-G” minimum undergraduate admission requirements.

**Figure 13. California Collegiate Graduation Requirements**

<table>
<thead>
<tr>
<th>UC Minimum Requirements for Freshman Admissions\textsuperscript{106}</th>
<th>California Collegiate Graduation Requirements</th>
<th>Eligible Courses</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Social Science</td>
<td>2 years of “A” courses, including 1 year of world history, cultures, and geography; and 1 year of U.S. history or ½ year of U.S. history and ½ year of civics or American government</td>
<td>4 years of eligible courses (40 credits)</td>
<td>World History OR AP World History</td>
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<td>U.S. History OR AP U.S. History</td>
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<td></td>
<td>American Government OR AP American Government &amp; Politics</td>
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<td></td>
<td>Economics OR AP Microeconomics</td>
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<td></td>
<td>Ethnic Studies OR “A”-approved elective course</td>
</tr>
<tr>
<td>English Lang</td>
<td>4 years of “B” courses</td>
<td>4 years of eligible courses (40 credits)</td>
<td>English 9</td>
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<td></td>
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<td></td>
<td>English 10</td>
</tr>
</tbody>
</table>

\textsuperscript{105} In years one and two, teachers will share laptop carts as needed to ensure appropriate student access, as we will be able to execute the proposed daily schedule without a full complement of laptops for each student.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>3 years of “C” courses, including elementary algebra, geometry, and intermediate algebra or approved integrated math courses. 4 years recommended.</td>
<td>Math I</td>
<td>10</td>
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<td></td>
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<td>Math II</td>
<td>10</td>
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<td></td>
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<td>Math III</td>
<td>10</td>
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<td></td>
<td>Discrete Math</td>
<td>10</td>
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<td></td>
<td>Precalculus</td>
<td>10</td>
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<td></td>
<td>AP Calculus A/B</td>
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<td>AP Statistics</td>
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<td></td>
<td>4 years of eligible courses (40 credits)</td>
<td>Biology</td>
<td>10</td>
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<td></td>
<td>Chemistry</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Science OR AP Environmental Science</td>
<td>10</td>
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<td>Physics OR AP Physics C</td>
<td>10</td>
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<td></td>
<td></td>
<td>AP Biology</td>
<td>10</td>
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<td></td>
<td></td>
<td>AP Chemistry</td>
<td>10</td>
</tr>
<tr>
<td><strong>Laboratory Science</strong></td>
<td>2 years of “D” courses from biology, chemistry, and physics (must address 2 subjects). 3 years recommended.</td>
<td>Spanish I OR Spanish for Native Speakers I OR French I</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish II OR Spanish for Native Speakers II OR French II</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>Spanish III OR French III</td>
<td>10</td>
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<td></td>
<td></td>
<td>AP Spanish Language OR AP French Language</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>4 years of eligible courses (40 credits)</td>
<td>Drama/theater courses: Musical Theatre, Advanced Drama, Musical Theatre II, Advanced Drama II</td>
<td>10 each</td>
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<td></td>
<td></td>
<td>Music courses: Advanced Choir, Advanced Band, Advanced Choir II, Advanced Band II</td>
<td>10 each</td>
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<td></td>
<td></td>
<td>Visual art courses: AP Studio Art, AP Art History</td>
<td>10 each</td>
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<tr>
<td><strong>Language Other Than English</strong></td>
<td>2 years of “E” courses of the same language. 3 years recommended.</td>
<td>No requirement.</td>
<td>n/a</td>
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<tr>
<td></td>
<td></td>
<td>NOTE: students will necessarily fulfill the “G” requirement due to the required 4 years of math, science, and history/social science and 3 years of language other than English at California Collegiate.</td>
<td>n/a</td>
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<tr>
<td></td>
<td>3 years of eligible courses (30 credits)</td>
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<tr>
<td><strong>Visual and Performing Arts</strong></td>
<td>1 yearlong “F” course in dance, drama/theater, music, or visual art</td>
<td>1 year of eligible courses (10 credits)</td>
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<tr>
<td><strong>College-Preparatory Elective</strong></td>
<td>1 year of “G” courses chosen from visual and performing arts (non-introductory level), history, social science, English, advanced mathematics, laboratory science, and language other than English</td>
<td>No requirement.</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
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<td>NOTE: students will necessarily fulfill the “G” requirement due to the required 4 years of math, science, and history/social science and 3 years of language other than English at California Collegiate.</td>
<td>n/a</td>
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<tr>
<td><strong>Physical Education</strong></td>
<td>n/a</td>
<td>4 years of eligible courses (16 credits)</td>
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<td></td>
<td>Physical Fitness/Health I OR an approved sport</td>
<td>4</td>
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<td></td>
<td>Physical Fitness II OR an approved sport</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>Physical Fitness III OR an approved sport</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>Physical Fitness IV OR an approved sport</td>
<td>4</td>
</tr>
<tr>
<td><strong>College &amp; Career</strong></td>
<td>n/a</td>
<td>4 years of eligible courses (24 credits)</td>
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<tr>
<td></td>
<td></td>
<td>College &amp; Career Readiness I: Exploration</td>
<td>6</td>
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<tr>
<td></td>
<td></td>
<td>College &amp; Career Readiness II: Development</td>
<td>6</td>
</tr>
</tbody>
</table>

### Other Information
- **Laboratory Science**: 2 years of “D” courses from biology, chemistry, and physics (must address 2 subjects). 3 years recommended.
- **Mathematics**: 3 years of “C” courses, including elementary algebra, geometry, and intermediate algebra or approved integrated math courses. 4 years recommended.
- **Language Other Than English**: 2 years of “E” courses of the same language. 3 years recommended.
- **Visual and Performing Arts**: 1 yearlong “F” course in dance, drama/theater, music, or visual art.
- **College-Preparatory Elective**: 1 year of “G” courses chosen from visual and performing arts (non-introductory level), history, social science, English, advanced mathematics, laboratory science, and language other than English.
- **Physical Education**: n/a
- **College & Career**: n/a
In order to graduate, students must additionally earn a passing score on the California High School Exit Exam (CAHSEE).

**Credit Recovery Opportunities and Support**

California Collegiate graduation requirements require the successful completion (with a “C” grade or better) of 240 credits of coursework. The California Collegiate high school schedule allows for 320 credits of coursework prior to graduation, providing students with an additional 80 credits (or 10 year-long classes) for enrichment, intervention, and credit recovery.

Students who fall short of grade level promotion requirements within the course of the regular school year will have the opportunity to receive remediation and retake the course final exam or resubmit projects or major papers over the summer during a two-week Summer Academy and receive full course credit. If a student earns a grade below 70% in one or two academic classes that constitute graduation requirements, s/he may enroll in summer remediation to prepare to retake the final exam or redo the assignment during Summer Academy. If s/he earns a passing grade during Summer Academy, s/he will earn credit for that course and may move on to the next course in that sequence. If s/he does not earn a passing grade, s/he will not earn credit and will redo the current course the following year. A student who has failed three courses may be able to make up two of those courses in Summer Academy and enroll in the third course for a second time the following year, depending on the constraints of their schedule. A student who has failed four courses will be retained as academically unprepared for the next grade.

Upon enrollment all students will be given a series of diagnostic survey assessments. These will indicate the student’s academic needs. Results of initial diagnostic testing for entering students will determine student placement in math and determine students’ need for intervention electives and tutoring in math and English language arts. All students will have access to the grade level core curriculum. All students will be eligible to take all classes, including Advanced Placement (in grades 9-12). Students who show a continued lack of progress will be served as detailed under No Child Left Behind and/or the Meeting the Needs of All Students section below, depending on individual student needs.

**Transfer Students**

We will provide a pathway for transfer students into the school whereby they can access California Collegiate’s program, meet California Collegiate’s promotion requirements, and graduate on time, college ready and able to meet all college entrance requirements. We will accept credits from other high schools. Credits from other high schools will be recognized according to their A-G distinction. Students entering the school in grades 10 through 12 will complete an alternate path toward graduation that recognizes any discrepancies in credits earned in previous years versus previous years’ requirements at California Collegiate but that still supports the student to meet the A-G requirements. For example, if a
student were to enter California Collegiate as a junior, the student would have College Readiness I and II waved, as other local high schools do not typically hold this requirement.

**Western Association of Schools and Colleges (WASC) Accreditation**

California Collegiate will schedule an initial WASC review in the spring of our second year in operation or the fall of our third year, in keeping with the ACS WASC Conditions of Eligibility, and in order to ensure the full accreditation process is completed prior to the graduation of our first class of students in the 7th year of operation (2023). The Head of School will facilitate and actively support the accreditation process; Sue Andres-Brown, Lead Founder and Proposed Head of School, helped lead the successful six-year accreditation process at South East High School during her time as small school lead teacher and department chair there. The Head of School and Board of Directors will support the school in preparing their initial review, self-study and interim reports for the WASC process.

**Course Transferability and College Eligibility**

All A-G courses will be transferable to other public schools, and meet the rigorous requirements for admission to both the UC and state university systems. Parents will receive notification of course transferability in student recruitment and student enrollment materials, which will be available in both English and Spanish. California Collegiate college counselors will also work closely with students and families to ensure that they are well aware of requirements and where each child stands in relation to those requirements.

**Academic Calendar and Schedules**

The California Collegiate academic calendar is similar to an LAUSD traditional single-track calendar, but provides additional instructional days and minutes. The calendar is divided into three trimesters with a total of 184 instructional days, 144 of which are regular instruction days; 40 days are slightly abbreviated days which provide weekly mid to late afternoon professional development sessions for faculty. In addition to these slightly abbreviated Wednesdays, there are 31 full professional development days built into the calendar, including four (4) weeks of summer professional development before the school year and additional days strategically built into the year to support effective data analysis and intervention planning each trimester.

The first day of school is August 8, 2016; the last day of instruction in the 2016-2017 school year is June 7, 2017. There is no school on Labor Day, Rosh Hashanah, Yom Kippur, Veteran’s Day, Martin Luther King, Jr. Day, Presidents’ Day, Cesar Chavez Day, or Memorial Day. The calendar also provides breaks for Thanksgiving, the winter holiday, and spring holiday. In addition to midterm and final exams each trimester, students will participate in nationally normed assessments at the start, middle, and close of the year, as well as the state-required CAASPP.
### California Collegiate 2016-2017 Academic Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Instructional Days</th>
<th>PD Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2016</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>August 2016</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>September 2016</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>October 2016</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>November 2016</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>December 2016</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>January 2017</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>February 2017</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>March 2017</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>April 2017</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>May 2017</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>June 2017</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

**Calendar Key**
- Professional Development
- Assessment
- 1st day of trimester
- Holidays
- Saturday/Sunday School
- Family Event
- Bold: Early Dismissal PD

**Days of Instruction**: 184
**Professional Development Days**: 31

**Instructional Days**:
- July 2016: 15
- August 2016: 18
- September 2016: 20
- October 2016: 18
- November 2016: 17
- December 2016: 16
- January 2017: 15
- February 2017: 18
- March 2017: 22
- April 2017: 14
- May 2017: 21
- June 2017: 5

**PD Days**:
- July 2016: 0
- August 2016: 1
- September 2016: 1
- October 2016: 1
- November 2016: 1
- December 2016: 1
- January 2017: 1
- February 2017: 0
- March 2017: 1
- April 2017: 1
- May 2017: 2
- June 2017: 2
California Collegiate’s instructional calendar and daily schedule are designed to maximize academic achievement. For grades 6-8, California Collegiate provides an additional 21,896 minutes above the required minimum each year, the equivalent of 73 additional days of instruction, or 14.5 additional weeks. The school day begins at 8:00am and ends at 4:30pm, except on Professional Development Wednesdays, which end at 2:21pm. Due to the small size of our school and the tight structure of class transitions, passing periods are limited to three (3) minutes.

Middle school students begin their day in an advisory class, where an academic tone is set for the day through a focus on current events and character development. In 6th grade, students have two periods each of math and literacy every day in order to ensure that each student receives the targeted support and instruction they need in these key subjects. In 7th and 8th grade, all students continue to have an additional period of literacy daily in order to ensure that every student enters high school with the strongest possible literacy skills, prepared for academic success in all subjects. All middle school students also have a daily independent reading period on regular instruction days to further support differentiated reading growth.

All 6-8 students will have five sessions of science and social science weekly; 6th graders will have two sessions of physical education and two sessions of one enrichment course each week; 7th and 8th graders will have two sessions of physical education and seven total sessions of two enrichment courses each week. Enrichment courses are designed to expose students to a variety of art, music, performance, and technology offerings. On early dismissal Wednesdays, students receive instruction in English language arts, math, science, and social science; 7th and 8th graders also have one period of enrichment.
Middle school students end the day with a focus/intervention period where they reflect on their day, organize their work, begin the day’s homework, and receive targeted support and interventions. On Wednesdays, the day ends with a student-led community meeting where student accomplishments are celebrated, academic content is shared in creative ways, and community issues are addressed.

Figure 15. Sample Middle School Daily Schedule

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:10am</td>
<td>7:25am</td>
<td></td>
<td></td>
<td></td>
<td>Staff Morning Huddle</td>
</tr>
<tr>
<td>7:30am</td>
<td>8:00am</td>
<td></td>
<td></td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>8:00am</td>
<td>8:15am</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>15</td>
</tr>
<tr>
<td>8:18am</td>
<td>9:08am</td>
<td>Literacy 1</td>
<td>Literacy 1</td>
<td>Literacy 1</td>
<td>50</td>
</tr>
<tr>
<td>9:11am</td>
<td>10:01am</td>
<td>Math 1</td>
<td>Math</td>
<td>Math</td>
<td>50</td>
</tr>
<tr>
<td>10:01am</td>
<td>10:11am</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>n/a</td>
</tr>
<tr>
<td>10:11am</td>
<td>11:01am</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>50</td>
</tr>
<tr>
<td>11:04am</td>
<td>11:54am</td>
<td>PE/Enrichment</td>
<td>Enrichment</td>
<td>Enrichment</td>
<td>50</td>
</tr>
<tr>
<td>11:54am</td>
<td>12:24pm</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>n/a</td>
</tr>
<tr>
<td>12:27pm</td>
<td>12:54pm</td>
<td>Independent Reading</td>
<td>Independent Reading</td>
<td>Independent Reading</td>
<td>27</td>
</tr>
<tr>
<td>12:57pm</td>
<td>1:47pm</td>
<td>Literacy 2</td>
<td>Literacy 2</td>
<td>Literacy 2</td>
<td>50</td>
</tr>
<tr>
<td>1:50pm</td>
<td>2:40pm</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>50</td>
</tr>
<tr>
<td>2:43pm</td>
<td>3:33pm</td>
<td>Math 2</td>
<td>PE/Enrichment</td>
<td>PE/Enrichment</td>
<td>50</td>
</tr>
<tr>
<td>3:33pm</td>
<td>3:43pm</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>n/a</td>
</tr>
<tr>
<td>3:43pm</td>
<td>4:30pm</td>
<td>Focus/Intervention</td>
<td>Focus/Intervention</td>
<td>Focus/Intervention</td>
<td>47</td>
</tr>
<tr>
<td>4:30pm</td>
<td>5:00pm</td>
<td>After-School Enrichment/Tutoring</td>
<td>After-School Enrichment/Tutoring</td>
<td>After-School Enrichment/Tutoring</td>
<td>Total: 439</td>
</tr>
</tbody>
</table>
For grades 9-12, California Collegiate provides an additional 10,072 minutes above the required minimum, the equivalent of 28 additional days of instruction, effectively adding an additional five and a half weeks of instruction to the school year. The school day begins at 8:00am and ends at 4:30pm, except on Professional Development Wednesdays, which end at 2:21pm. In accordance with the larger size of the high school and the desire to build independence in high school students, passing periods are five (5) minutes long. High school transitions are less tightly structured than those in middle school; the additional two minutes of passing time is intended to compensate for the expected tradeoff between efficiency and independence as students learn to manage their time effectively.

The high school schedule offers students eight (8) 50-minute periods daily, providing students with the opportunity to access a comprehensive and differentiated high school curriculum that will prepare them for college course offerings. Students are required to take courses in English, math, science, social science, a foreign language, half-time physical education, and half-time college/career preparation each year (students have the option to end foreign language study after three years). Half-time physical education courses alternate with half-time college/career preparation courses. Thus, each student also has access to at least two elective courses each trimester. Elective courses will include offerings in visual arts, performing arts, music, and technology in addition to content-area electives such as creative writing, sociology, etc.

High school students end their day in an advisory class followed by office hours as part of the instructional day. The advisory class provides the opportunity for students to reflect on their day, organize their work, begin the day’s homework, and plan the best use of office hours. Office hours not only provide an opportunity for students to receive targeted intervention, but also to learn self-advocacy skills that will prepare them for the independence and structure of college. During office hours, teachers will offer both specific review sessions and open tutoring/discussion time throughout the week; schedules of offerings will be provided to students at the start of each week so they can plan their time appropriately. On Wednesdays, the day begins with a student-led community meeting where student accomplishments are celebrated, academic content is shared in creative ways, and community issues are addressed. The Wednesday schedule offers alternating block periods every other week; on
week A, students attend 70-minute periods of four of their eight courses, and on week B, they attend 70-minute periods of the other four courses.

Figure 17. Sample High School Daily Schedule

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>High School</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>8:48am</td>
<td>English</td>
<td>48</td>
</tr>
<tr>
<td>8:53am</td>
<td>9:41am</td>
<td>Math</td>
<td>48</td>
</tr>
<tr>
<td>9:41am</td>
<td>9:51am</td>
<td>Break</td>
<td>n/a</td>
</tr>
<tr>
<td>9:51am</td>
<td>10:39am</td>
<td>Science</td>
<td>48</td>
</tr>
<tr>
<td>10:44am</td>
<td>11:32am</td>
<td>Social Studies</td>
<td>48</td>
</tr>
<tr>
<td>11:32am</td>
<td>12:02pm</td>
<td>HS Lunch</td>
<td>n/a</td>
</tr>
<tr>
<td>12:07am</td>
<td>12:55pm</td>
<td>Foreign Language</td>
<td>48</td>
</tr>
<tr>
<td>1:00pm</td>
<td>1:48pm</td>
<td>PE/College-Career</td>
<td>48</td>
</tr>
<tr>
<td>1:48pm</td>
<td>1:58pm</td>
<td>Break</td>
<td>n/a</td>
</tr>
<tr>
<td>1:58pm</td>
<td>2:48pm</td>
<td>Elective 1</td>
<td>48</td>
</tr>
<tr>
<td>2:53pm</td>
<td>3:41pm</td>
<td>Elective 2</td>
<td>48</td>
</tr>
<tr>
<td>3:46pm</td>
<td>3:56pm</td>
<td>Advisory</td>
<td>10</td>
</tr>
<tr>
<td>3:56pm</td>
<td>4:30pm</td>
<td>Office Hours</td>
<td>34</td>
</tr>
<tr>
<td>4:30pm</td>
<td>5:00pm</td>
<td>After-School Enrichment/Tutoring</td>
<td>Total: 428</td>
</tr>
</tbody>
</table>

Figure 18. Sample High School Early Dismissal PD Wednesday Schedule

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>High School</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>8:51am</td>
<td>Community Meeting</td>
<td>51</td>
</tr>
<tr>
<td>8:56am</td>
<td>10:06am</td>
<td>Period 1/2 (alternates)</td>
<td>70</td>
</tr>
<tr>
<td>10:11am</td>
<td>11:21am</td>
<td>Period 3/4 (alternates)</td>
<td>70</td>
</tr>
<tr>
<td>11:21am</td>
<td>11:51am</td>
<td>HS Lunch</td>
<td>n/a</td>
</tr>
<tr>
<td>11:56am</td>
<td>1:06pm</td>
<td>Period 5/6 (alternates)</td>
<td>70</td>
</tr>
<tr>
<td>1:11pm</td>
<td>2:21pm</td>
<td>Period 7/8 (alternates)</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total: 331</td>
</tr>
</tbody>
</table>
### Professional Development

Excellent teachers are essential to the success of California Collegiate, and we prioritize the recruitment, selection, training, development, and support of our teachers. We seek to create a team of professionals who are absolutely committed to student achievement, who celebrate success, who recognize and target areas for growth, and who constantly seek to improve their practice. We recognize that our school program demands a great deal from teachers, and are prepared to compensate them accordingly and create a professional environment that is supportive and rewarding.

We are committed to finding and developing excellent teachers, and are prepared to devote significant resources to a robust recruiting effort. Teacher recruitment will begin upon authorization, with job listing posted on a number of sites and through a variety of alumni networks, including Ed-Join, Teach For America, and the California Charter School Association. We will also post openings and attend hiring fairs at local universities, including the University of California, Los Angeles; the University of Southern California; Pepperdine University; Occidental College; Loyola Marymount University; California State University, Dominguez Hills; California State University, Northridge; and California State University, Los Angeles.

The teacher application and selection process is rigorous and designed to develop a deep understanding of each candidate’s beliefs about teaching and student achievement, competencies and proven past successes, and ability to work with the California Collegiate team to drive dramatic student

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**Figure 19. Instructional Days and Minutes Calculator**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of [Other] Days</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req’t.</th>
</tr>
</thead>
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</tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>184</td>
<td>54000</td>
</tr>
<tr>
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<td>144</td>
<td>439</td>
<td>40</td>
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<tr>
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<td>40</td>
<td>331</td>
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<td>0</td>
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<td>0</td>
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<td>64800</td>
</tr>
<tr>
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<td>428</td>
<td>40</td>
<td>331</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>184</td>
<td>64800</td>
</tr>
</tbody>
</table>
achievement. The teacher application process is also fully aligned with all regulatory requirements for teaching in a Los Angeles public school. The application process includes the following steps:

- Resume and cover letter screening
- First round interview with the Head of School
- Second round in-person interview with the Head of School
- Tour and observation of California Collegiate (not applicable in the first year) or a local high-performing middle or high school
- Sample lesson (to be delivered at California Collegiate, the candidate’s school, or a partner school [not currently identified])
- Feedback on sample lesson
- Reteaching of sample lesson
- Group interview with the instructional team
- Reference checks, securing of transcripts, and completion of background checks (In full accordance with California Ed. Code 44237 and 45125.1, background checks, fingerprinting, and medical clearances will be obtained prior to the start of the school year.)
- Offer letter

We plan to devote a significant amount of time to professional development, including four weeks (20 days) of summer PD immediately preceding the start of the school year and eleven full days of professional development throughout the year. Professional development will be thoroughly and strategically planned to maximize its impact on student achievement. Summer professional development will focus on curriculum development, culture building, and staff norming around expectations, behavior, and student work. We will also use this time to practice California Collegiate’s systems and procedures, and to give teachers the opportunity to prepare their classrooms for the beginning of the school year. Teacher compensation for this professional development is built into their salary; pay accordingly begins in July of each year.

Teachers will continue to engage in professional development over the course of the year through both the eleven day-long sessions (approximately once a month) and weekly meetings after school on abbreviated days. On Wednesdays throughout the school year, students will be dismissed at 2:25pm, and the afternoon will be dedicated to professional development. Two hours will be dedicated to working in a school-wide group and in grade-level teams to learn from best practices, and brainstorm solutions to challenges, both for individual teachers and for content and grade-level teams. Led by the Head of School, these sessions will be oriented around clear learning goals that we set as a group at the outset of the year and will provide the opportunity to analyze data, modify instruction, examine student work, plan targeted interventions, and model instructional best practices. California Collegiate’s eleven professional development days will focus on the following areas, and may also include time devoted to observations at other schools.

Figure 20. Focus Areas for Professional Development Days

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Focus Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Review of diagnostic and preliminary data from classroom; early intervention planning</td>
</tr>
<tr>
<td>October</td>
<td>Analysis of results from first interim assessment</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>November – Session 1</td>
<td>Analysis of results from first trimester assessment</td>
</tr>
<tr>
<td>November – Session 2</td>
<td>Plan for targeted student support leading up to the holidays</td>
</tr>
<tr>
<td>December</td>
<td>Analysis of results from second interim assessment</td>
</tr>
<tr>
<td>January</td>
<td>Further planning based on results of interim assessment; culture reset preparation</td>
</tr>
<tr>
<td>February</td>
<td>Analysis of second trimester assessments and NWEA MAP data</td>
</tr>
<tr>
<td>April</td>
<td>Analysis of third trimester interim assessment</td>
</tr>
<tr>
<td>May</td>
<td>Analysis of NWEA MAP data; planning for final supports and interventions for final exams and summer school</td>
</tr>
</tbody>
</table>

California Collegiate teachers will also be supported through time devoted to collaboration and co-planning. Our teachers will work as a team to close the achievement gap for all students in the school, not just for the students in their classroom. California Collegiate’s daily schedule will ensure that teachers have common planning time with their fellow content area teacher(s) and/or grade-level team built into the school day. In year one, the emphasis is on providing English teachers and math teachers with a common planning period following their first instructional sessions but prior to the later intensive sessions of the day, allowing them to review exit tickets from the first session and plan targeted interventions for that same day. At all grade levels, this configuration allows for daily common planning, ensuring that teachers new to California Collegiate and/or new to teaching receive the support, guidance, and feedback of more seasoned veterans on their teams. Teacher desks will be communally located in the Teacher Resource Room, a professional space where teachers will conduct their planning and co-planning to ensure high levels of peer-to-peer communication and support. Teacher plans and materials will be shared in common through our internal server, aiding the dissemination of best practices and collaboration among colleagues. Our “open door” policy will encourage teachers to view each other as teammates available for help and guidance throughout the school day, while strict norms around this policy (i.e. no interaction with students, etc.) will ensure that instruction is not interrupted. We will also establish a voluntary Teacher Retention Committee to provide an opportunity for teachers to identify professional challenges and unmet needs that can better be addressed by the school. We believe that teachers are best qualified to identify the ways in which their work can be made more sustainable, and will support the efforts and recommendations of this committee in order to both attract and retain our most highly qualified teachers.

Professional development topics for year one will include, but are not limited to:

- School culture and classroom management
- Teach Like A Champion taxonomy techniques
- Character development and norming around core PRICE of Success values
- Long-term planning
- Daily lesson design
- Family investment and communication
- Assessment design and analysis
- Informal and formal assessment
- Data analysis
- Mastery grading and effective student feedback
- Student engagement techniques
Instructional best practices
- Writing across the curriculum
- Integration of non-fiction and informational texts
- Differentiated instruction
- Evaluating and maintaining rigor
- Interdisciplinary planning
- English Learner strategies and compliance
- Special Education strategies and compliance
- Protocols for examining student work
- Integration of technology
- Effective peer observations and feedback

Finally, the Head of School and Principal (starting in year 3) will conduct regular classroom observations (daily or weekly, depending on teacher need) and give actionable feedback to teachers that can be implemented immediately. Research by Kim Marshall indicates that the Head of School is “the person with the best access to classrooms and the greatest opportunity to orchestrate improvements in teaching”\(^\text{107}\) by facilitating classroom observations that are:

- Unannounced, allowing observers to see a true (and not “glamorized”) snapshot of classroom instruction;
- Short, systematic, and frequent, to allow for multiple visits to observe every component of instruction;
- Followed each time with a short, face-to-face conversation to focus on immediate next steps; and
- Summed up in end-of-year evaluations that are tied to a detailed evaluative rubric.

Much of the observations at the start of the year will take the form of live coaching, modeled on the successful approach of DC Prep in Washington, D.C. Teachers will receive “in the moment” feedback through silent gestures, quick notes or aside, and/or observer modeling to enable them to make immediate adjustments and achieve faster success in the classroom. School leaders will follow up with additional observations, longer coaching conversations, and student data analysis.

We believe that teachers are more satisfied and effective when they are given the opportunity to learn and grow through feedback. The teacher evaluation process is designed to cultivate a professional learning environment and provide actionable feedback on a regular basis by using a three-pronged approach that includes observations, student data, and survey information. Research indicates that teacher evaluations are much more reliable and predictive of future success if they are based on multiple measures.\(^\text{108}\) Formal evaluation meetings will be held twice annually, and will include data from observations (both formal and informal), student assessment data (MAP and internal trimester/interim assessments), and survey information from school leadership and colleagues. Because of the emphasis on regular classroom visits and feedback, the formal evaluations should not result in any surprises.


\(^{108}\) Kane, T.J. “Capturing the Dimensions of Effective Teaching.” Education Next. 2012.
Research indicates that when school leaders frequently observe and provide feedback to teachers, teachers feel that their evaluations fairly reflect the quality of their practice.\(^\text{109}\)

In addition, teachers will be encouraged to observe one another, think deeply about their practice, and increase consistency across the school. Throughout the year, PD will provide guidance for teachers about how to conduct effective peer observations and provide feedback. Such teacher-to-teacher support can powerfully drive improvement for both the teacher being observed and the observer and further instill an ethos of learning and growth across the school.

**Meeting the Needs of All Students**

California Collegiate is committed to meeting all students’ needs and will actively recruit students with disabilities and limited English proficiency. Our small school environment is designed to meet individual students’ needs and specifically address the needs of English Learners (ELs), socio-economically disadvantaged students, high achieving students, students achieving below grade level, special education students, and foster youth. Our student supports are designed to intervene early for struggling students and accelerate learning for all students. All subgroups will be monitored regularly by the Head of School and the Academic Achievement Committee of the Board of Directors as well as the full Board using the Academic Dashboard which compiles the subgroup data from the state assessment, NWEA MAP, and interim assessments.

Our teaching methodologies have been drawn from the best practices of high performing charter schools and have been shown to be successful with our target student population. As a charter school, utilizing a small school design, we will have the ability to use innovative ways to meet our students’ specific academic needs, especially those often classified as “at-risk”:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Extended time for math instruction in 6\(^{\text{th}}\) and 7\(^{\text{th}}\) grade
- Systematic reading strategies and textual analysis instruction
- Extensive independent reading at each student’s level
- Word Walls to reinforce and extend academic vocabulary
- Phonics, decoding, and fluency groups during Focus and Literacy Intensive
- Systematic writing and grammar instruction

• Frequent use of “think-pair-share” and other cooperative learning strategies
• Use of graphic organizers to represent ideas
• Use of scaffolded notes in 6th through 8th grades to teach organizational strategies
• Reinforcement of reading and writing across the content areas
• Explicit vocabulary instruction in all content areas
• Group work and oral presentations in all content areas
• Frequent use of assessments and specific feedback from teachers
• Frequent communication and engagement with parents in supporting expectations

Additional strategies will target students who may have additional needs: students performing far above or below grade level, students with low socio-economic status, ELs, and students with special needs. These additional supports will be incorporated within the school day. California Collegiate will contract with a services provider such as Total Education Solutions to ensure provisions of any additional services by appropriately licensed professionals needed to meet the needs of our students as mandated by their IEPs in the event that our core staff is not qualified to provide these services.

Interventions for struggling students are built into the extended school day at California Collegiate. During math and literacy intensives, independent reading, Focus (for middle school) and Office Hours (for high school), students will be able to access additional tutoring and small group support with teachers. Students who appear to be struggling will be assigned an ELA or math tutoring group until the next interim assessment. Depending on that student’s level of mastery on the interim assessment, the student may be moved out of the tutoring group or the student may continue in the group until the data shows that he or she does not struggle with those standards.

**Academic Advisory and Personalized Learning Plans**

Teachers will meet with their advisories daily, conferencing with students one-on-one and managing personalized learning plans for each student that are formally updated and discussed with the student’s other teachers and family members every six weeks. Successfully implemented at hundreds of district, charter and independent college preparatory schools nationally, the advisory system will provide a clear link between the student’s family and the faculty, ensuring the family members have continuity in their relationships with individuals at the school and that there is an adult in the school for every child who knows that child’s educational profile well and is highly invested in that child’s academic progress and performance.

The personalized learning plan (PLP) will provide a framework for advisors to track and enhance their students’ performance and progress. This approach will enable California Collegiate to strategically differentiate program, instruction and interventions for all students so that all students receive the appropriate support structures to meet California Collegiate’s high expectations for academic performance. Each student’s personalized learning plan will be updated every six weeks, and include data from diagnostic, interim, and state assessments, as well as grades for courses completed each trimester, and present an updated snapshot of academic performance and progress and will make
recommendations for interventions and supports. Students who have participated in a Student Success Team (SST) will have a personalized learning plan that reflects those SST recommendations. Advisory teachers will go over the PLP and review it with each of their advisory students. Parents will review and sign the PLP each trimester with report cards.

**Student Success Team**

A Student Success Team will use a systematic, problem-solving approach to assist students who, despite a variety of supports, are failing to make adequate progress. The SST will review the effectiveness of previous and current interventions, clarify problems and concerns, develop strategies and organize resources, provide a system for school accountability, and serve to assist and counsel the parents, teachers, and student.

An SST is a general education function. A variety of students can benefit from an SST, including but not limited to, those students achieving below or above grade level, ELs, students with suspected special education needs, and students who have experienced emotional trauma or behavioral issues.

Anyone who has on-going concerns about a student’s achievement or social concerns can refer that student for SST consideration; anyone who is connected with that student may provide information to the SST meeting. These people may include, but are not limited to, teachers, parents, counselors, doctors, administrators, social workers, and law enforcement representatives. Meeting attendance may be restricted by the Head of School in consultation with the student’s parent or guardian in order to preserve student confidentiality. The meeting is designed to allow all parties involved to work together to create the best possible plan of action to support the child’s unique needs.

California Collegiate SST meetings will include the following steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and accommodations are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to address concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set
The plans created by an SST will include additional instructional supports, a timeline for implementation, goals for the student, and means for assessment and re-evaluation.

**English Learners**

Ensuring that all students achieve high levels of English proficiency and overall academic success is critical to the college-preparatory mission of California Collegiate. We are committed to providing robust language and academic supports for our English Learners. English Learners at California Collegiate will be served through full inclusion in content classes, with small group and individual support provided in English intensive and Focus periods. We will comply with all federal, state, and district mandates regarding English Learner education and re-designation of ELs and will meet all requirements of federal and state law to ensure equal access to the curriculum for ELs.

Based on our proposed location in South Los Angeles, California Collegiate anticipates serving a large percentage of ELs. Figure 20 outlines the number and percentage of ELs at the district middle schools in our proposed neighborhoods.

**Figure 20. English Learners at District Middle Schools**

<table>
<thead>
<tr>
<th>School</th>
<th>EL Students</th>
<th>Total Enrollment</th>
<th>Percent of EL Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bret Harte Preparatory School</td>
<td>182</td>
<td>889</td>
<td>20.5%</td>
</tr>
<tr>
<td>Charles Drew Middle School</td>
<td>274</td>
<td>1,014</td>
<td>27%</td>
</tr>
<tr>
<td>George Washington Carver School</td>
<td>317</td>
<td>1,057</td>
<td>30%</td>
</tr>
<tr>
<td>John Muir Middle School</td>
<td>276</td>
<td>1,062</td>
<td>26%</td>
</tr>
<tr>
<td>Los Angeles Academy Middle School</td>
<td>394</td>
<td>1,641</td>
<td>24%</td>
</tr>
<tr>
<td>Mary McLeod Bethune Middle School</td>
<td>317</td>
<td>1,358</td>
<td>23.3%</td>
</tr>
<tr>
<td>Thomas Edison Middle School</td>
<td>302</td>
<td>1,199</td>
<td>25.2%</td>
</tr>
</tbody>
</table>

**Process for Identification**

All incoming students to California Collegiate will receive a home language survey. Students with a home language other than English whose English proficiency has not been assessed will take the English Learner Proficiency Assessment for California (ELPAC) Initial Identification Assessment within 30 days of starting school. All identified ELs will be given the ELPAC summative assessment each spring. In line with our belief that families are our partners, parents and guardians will be informed of their rights and will be encouraged to participate in the reclassification process. We will notify parents of the school’s responsibility to conduct the ELPAC and will inform families of their child’s ELPAC results within 30 days.

**Educational Program, Services, and Supports for English Language Acquisition**

We believe that the most effective instructional approach for a school with a high EL population is to embed English Language Development (ELD) principles in all aspects of the curriculum and to provide explicit ELD during a portion of the day for students in Levels 1 and 2. We follow the California English Language Development Standards, implement SDAIE strategies in all courses, and work with Project GLAD (Guided Language Acquisition Design), a California Department of Education Exemplary Program,
to provide professional development for our middle school teachers and high school teachers as needed in instructional strategies which “promote English language acquisition, academic achievement, and cross-cultural skills.”\textsuperscript{110} A recent Education Northwest randomized controlled trial of Project GLAD found that English Learners with teachers trained in Project GLAD showed improvements in vocabulary, reading comprehension, and two aspects of essay writing over students in control classrooms.\textsuperscript{111} We believe that UC Santa Cruz’s Professor of Education Dr. Judit Moschkovitz’s findings for EL math instruction are also true in other content areas: “Instruction for this population should not emphasize low-level language skills over opportunities to actively communicate about mathematical ideas.”\textsuperscript{112}

Explicit ELD instruction will take place during English intensive periods, with additional support provided during Focus as needed, and will focus on developing oral and written language, grammatical constructs, and academic vocabulary in English. It is the goal of California Collegiate that all of our students will enter 9th grade highly proficient in the English language, re-designated as fully English proficient. Students who at emergent levels of English in the high school grades may continue to receive additional support through an English intensive period as needed.

Our core instructional program is designed to meet the needs of ELs, and all students, particularly ELs, will benefit from our intense focus on literacy. We will implement our own English Learner (EL) Master Plan which will document identification, services, program, and evaluation. The EL Master Plan’s program and services will be evaluated and revised annually. On an annual basis we will notify the District regarding the EL Master Plan. California Collegiate commits to providing our English Learners with an exceptional education, transitioning them into English Proficiency by providing effective supports and instructional approaches. Each year as required, all students whose primary language is not English as identified via the Home Language survey and who are not already identified as English Learners will take the EL PAC Initial Identification Assessment. California Collegiate recognizes the importance of valuing students’ native languages and culture; we will foster appreciation for the cultures, customs, and languages of all our students and families through inclusion of culturally relevant themes and content in the core curriculum.

Teachers at California Collegiate will use the California Department of Education’s new English Language Development standards to inform curriculum and lesson planning and to assess the progress of our EL students on an ongoing basis. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will take place in English; on occasion, targeted primary language support may be provided to students. All teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all of our students, and all middle school teachers will receive additional professional development with Project GLAD. Incorporating SDAIE and GLAD strategies, teachers will develop and execute lesson plans that deliver grade level appropriate content and skills that fall within students’ zone of proximal development. Both SDAIE and GLAD provide

1. Access to the core curriculum,
2. English language development, and
3. Opportunities for social integration into the multicultural classroom community.

Project GLAD strategies that will be incorporated include metacognitive approaches that support “how an answer was arrived at, not merely what the correct answer was”; flexibly grouped cooperative activities; “reading and writing to, with, and by students”; and “ongoing assessment and evaluation.” Specific SDAIE strategies that California Collegiate teachers will incorporate in daily lessons include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. In addition to employing these specific SDAIE strategies, teachers also will provide students with differentiated explicit language instruction. Teachers will use the California English Language Development standards and Project GLAD for a focused approach on language development to design lessons that build academic language, both vocabulary and structure, provide fluency or language practice, and encourage students towards appropriately rigorous language outputs.

Beyond the strategies our teachers will employ in their mainstream classes, ample time during English intensive and our Focus block each day will be used for additional targeted English language instruction. The school will use proven methodologies including increased time for reading and math and individualized instruction for EL students. Examples of instructional models that may be employed to support our EL students include:

- Pre-teaching of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills
- Use of native language, when necessary, to clarify words or concepts
- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Use of scaffolded instruction
- Use of culturally relevant materials
- Word walls to reinforce academic vocabulary
- Labeling items in classrooms and school in different languages
- Books on tape
- In-school tutoring to meet students’ academic and developmental needs at each grade level
- Phonics, decoding, and fluency groups during English Intensive and Focus
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies

Beyond using the ELPAC to monitor students English Language development, California Collegiate will use the English Language Development Content Standards to monitor the levels at which students are performing in reading, listening, speaking, and writing. This information will particularly guide teachers in differentiating instruction, such as the level of questioning for struggling EL students who are not progressing on pace through the English language development levels. To further support students who are not progressing through the English language development levels, the following instructional strategies may be used:

- Small group workshops and tutoring sessions focused on development of vocabulary, oral language skills, and comprehension skills
- Small group work to lower the affective filter and target specific areas of growth

Increasing collaborative time to increase the amount of interaction spoken in English
Pre-teaching content vocabulary and frontloading concepts
Echo reading and choral reading
Focusing on the development of Cognitive Academic Language Proficiency (CALP) beyond Basic Interpersonal Communicative Skills (BICS)
Offering at-home development support, such as providing packets, games, CDs, and other tools aligned with students’ English levels to take home for additional language practice
Using technology for literacy support that has proven successful with EL students

Process and Criteria for Reclassification

Based on the reclassification procedures developed by the California Department of Education (CDE) and set forth in Education Code Section 313(d), California Collegiate will utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

Figure 22. Classification and Reclassification

<table>
<thead>
<tr>
<th>Form of Evaluation</th>
<th>Criteria for Reclassification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, English language development test pursuant to Section 60810 of the Education Code.</td>
<td>The student must demonstrate English proficiency on the annual ELPAC summative assessment.</td>
</tr>
<tr>
<td>B. Comparison of the student’s performance in basic skills against an empirically established range of the performance of English proficient students of the same age in basic skills that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.</td>
<td>Students with scores above LAUSD cut point on CAASPP should be considered for reclassification. For students scoring below cut point, California Collegiate, in accordance with criteria set by LAUSD, should attempt to determine whether factors other than English language proficiency are responsible for low performance on CAASPP for English Language Arts and whether it is reasonable to reclassify student.</td>
</tr>
<tr>
<td>C. Teacher evaluation, including, but not limited to, a review of the pupil’s curriculum mastery.</td>
<td>Teachers will use student academic performance in core subjects to inform reclassification process, with the expectation of a C or better. Teachers understand and note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude student from reclassification.</td>
</tr>
<tr>
<td>D. Parental opinion and consultation.</td>
<td>California Collegiate will provide notice to parents or guardians of their rights and encourage them to participate in reclassification process. California Collegiate will provide an opportunity for face-to-face meeting with parents and guardians to consult and offer their recommendation/approval regarding their student’s reclassification.</td>
</tr>
</tbody>
</table>

California Collegiate will notify parents and guardians of reclassification, update the school and school district records, as well as monitor the student’s progress for two years.

Non-standard English Speakers - Recognizing that many students at California Collegiate may not be Standard English speakers, many of the same guidelines and programs listed above will be followed for them so as to ease their transition into Standard English. Students will be identified by performance in classroom oral language assessments. The school’s objective will be to have all students achieve
proficient/advanced performance on oral and written English Language Arts assessments. Specific strategies will include direct instruction; modeling standard English; building student communication skills through structured classroom participation in oral language presentations; training teachers in recognizing non-standard English language interference with learning; establishing a culture of appreciation for home language usage and culture; and recognition of the importance of standard English usage in the world of work and education. California Collegiate will also draw upon the resources provided by LAUSD’s Academic English Mastery Program (AEMP), including use of the Mainstream English Language Development (MELD) connections and strategies as appropriate.114

Annually the Head of School will provide data reports and analysis of the school’s ELL student progress including improvement in ELPAC level, progress in English Language Arts and California Collegiate assessment data disaggregated by subgroups to both the Board and school staff to guide program evaluation. The Head of School and Academic Achievement committee of the Board of Directors and the full Board will review and give feedback on the degree to which the school’s instructional support for ELL students is aligned with the ELL Master Plan. Progress of newcomers and Long-term English Learners will also be monitored and support will begin with identifying and tracking them as a subgroup. School and classroom-level identification and analysis will include current levels of performance, strengths, and needs in addition to the specific obstacles for each individual student to meet reclassification. Targeted and ongoing professional development based on research-based practices for supporting long-term English Learners (LTEls) will also be provided.

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

California Collegiate is committed to providing additional challenge for students who are performing above grade level. The special needs of identified gifted and talented students will be primarily addressed through differentiated classroom instruction.

California Collegiate’s program for gifted and talented students and those performing above grade level will provide challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. Our criteria will extend beyond the intellectually gifted to students who are gifted, talented, or both in areas such as specific academic ability, leadership, visual and performing arts, and creativity.

**Objectives:** Differentiated curriculum based on the core curriculum will be provided during the regular school day through part-time and cluster grouping, enrichment opportunities during Intensives, Focus and office hours, as well as through access to AP courses and an accelerated math pathway. Other differentiated learning activities will include after-school and Saturday seminars, independent study, acceleration, Advanced Placement (AP), access to funded pre-college academic summer programs, and online college-level courses offered to high-school age youth such as Stanford University’s Education Program for Gifted Youth (EPGY).

California Collegiate staff development will provide teachers with strategies to broaden or deepen their ability to provide differentiated curriculum and individualized programs to meet students’ needs. Teachers will be trained to differentiate lessons to meet the needs of advanced learners, and will provide learning experiences that meet the special needs of these students with regard to the pace of

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lessons, the depth of content presented, and the variety of processes used and products created. Parents will additionally be provided with information regarding gifted and talented programs and services provided to students.

**Process for Identifying Students As Gifted and Talented**

The identification process as stated below will be based on consistent demonstration of advanced performance beyond what is expected for students earning an A on our grading scale and on student work and assessments in addition to criteria described below, beginning with a referral by the student's teacher or parent/guardian (after consulting with the teacher). A Student Success Team (SST) will gather documentation including any standardized test scores, cumulative records and report cards from the teachers and parents. The SST will make a preliminary recommendation for consideration on the eligibility of the student to the Head of School or Principal. When such a recommendation is made by the SST, the parent/guardian will be notified, in writing, of the student's eligibility. The recommendation will be forwarded to a qualified provider for intellectual ability testing, for high achievement or specific ability designation. Students who meet the eligibility criteria described below will be classified as gifted and talented, and receive support as described below.

The SST will be a school site team, which reviews individual student strengths and problem areas. It therefore will monitor the performance of all student subgroups (included those classified as Gifted and Talented). The SST will plan, strategize and organize resources for addressing problems and concerns. A student will be selected for discussion by the SST by a classroom teacher (or an administrator, counselor, or parent/guardian) who indicates that the student's learning, behavioral and/or emotional needs are not being adequately met under existing circumstances.

Categories under which a student may be identified as gifted include intellectual ability in which the student's general intellectual development is markedly advanced in relation to their chronological peers.

A student may also be identified under the category of high achievement. These students consistently function for two consecutive years at highly advanced levels in Total Reading and Total Math on standardized tests such as California Achievement Test. Another criterion considered is a GPA of 3.5 or above.

A student may be identified under the category of specific academic ability. These students consistently function for three consecutive years at highly advanced levels in either Reading or Math on standardized tests such as NWEA MAP. Students in grades 9-12 may also be referred in either science or social science.

**Gifted Education Plan**

California Collegiate will set clear expectations for the school community and provide a quality, standards-based gifted and talented program that demonstrates academic rigor. California Collegiate will provide a description of gifted and talented program to parents. Progress of gifted and talented students will be monitored based on data in their personal learning plan and by disaggregated interim and state assessment data.

The gifted and talented program will include:

- Flexible grouping of students
- AP coursework
- Differentiated instruction in the classroom in all areas of the core curriculum
- Family involvement
- Professional development offerings for coordinators, teachers, administrators and support staff to support academic and talent excellence in students

Our goal is to increase the identification of gifted and talented students, to provide professional development for teachers in the instruction of Advanced Placement courses and gifted students, and to provide family education on strategies to address the needs of gifted and talented students.

**Acceleration** - Acceleration is a strategy that adjusts the pace of instruction to the gifted student’s capability for the purpose of providing an appropriate level of challenge. Acceleration offers a way to meet the needs of highly able students when other forms of differentiation at grade level do not provide enough challenge. Research documents the academic benefits and positive emotional outcomes of acceleration for gifted students when the needs of the student are carefully matched with the form of acceleration used. Additionally, all the online digital program providers will take students from where they are and move them forward, regardless of their current level. For example, Compass Learning has an additional section at the end of each section to dig deeper into the topic being studied with enrichment and acceleration. Furthermore, APEX provides a wide variety of online Advanced Placement classes.

**Grouping Practices** - Flexible grouping enables students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced, and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of gifted students. Gifted children may not be gifted in all academic areas; therefore grouping placements are flexible for part time flexible periods of time or activities when there are few identified gifted students in school.

**Regular Classroom** - Our goal is to provide appropriate educational practices that motivate and challenge all students to achieve their potential. To optimally provide for learners in our regular classrooms, teachers will:

- Create an environment that is responsive to learners
- Assess each learner’s knowledge, understanding, and interest
- Differentiate and individualize the curriculum to meet each learner’s needs
- Evaluate learning and teaching, reflecting on the information obtained from formative and summative assessments to adapt the learning plan and modify instruction and/or the instructional program as needed
- Progress of students in this subgroup will be monitored through the SST process.

**Students Achieving Below Grade Level**

California Collegiate is committed to working with students who are achieving below grade level in order to help them achieve at expected levels. We anticipate that many students may enter California Collegiate achieving below grade level; our instructional program, as described above, is designed to
address incoming gaps to ensure that students are prepared for our rigorous college preparatory curriculum.

A student at California Collegiate will be considered low-achieving if s/he meets the following criteria:

- Performing one level or more below his/her actual grade level on class assignments and assessments, including a score of Below Basic or Far Below Basic on the CAASPP, once implemented, and equivalent scores on nationally-normed assessments
- Earning below 70% in one or more core subjects, therefore signifying the danger of qualifying for retention (at the high school level, retention is based on credit completion; students must successfully complete 60 credits annually to be eligible for promotion to the next grade)
- Not on track to make at least one grade level of growth in reading, writing, and math

This data will be monitored both by individual teachers as well as the Head of School or Principal, and reviewed during professional development sessions. Low-achieving students will be strategically grouped for small-group teacher-led instruction during math and literacy intensive periods and the end-of-the-day Focus/Office Hours period. Students will also be offered (though not required to attend) after-school tutoring and Saturday math classes where they can receive additional academic support. Progress of low-achieving students will be monitored biweekly; students who are not making progress toward grade-level standards will be referred to the SST for further consideration. Families of low-achieving students will be notified and a conference with parents and guardians will be held to discuss the student’s current grade level performance, the program supports available at California Collegiate, and action steps for the student, family, and teachers.

In addition to these targeted supports, low-achieving students at California Collegiate will benefit from the following components of our school design:

- Extended time for literacy instruction in grades six through eight
- Extended time for math instruction in grade six and seven as needed
- Daily independent reading at each student’s level
- Targeted tutoring and support during daily Focus/Office Hours period
- After-school tutoring
- Daily homework and character reflection signed by parents
- Biweekly academic progress reports signed by parents

### Socio-Economically Disadvantaged/Low Income Students

Low-income students will be identified by eligibility for the federal lunch program. Based on 2010 census data and reports from local schools, we anticipate that approximately 94% of our students will qualify for free and reduced meals. Thus, the majority of all students enrolled are expected to meet this subgroup identification. Our school program has been designed to meet their needs. At California Collegiate, we believe all students can learn at high levels regardless of economic status. Student support services to address academic performance as well as social-emotional health will vary based on student need and might include tutoring, mentoring, referrals to relevant community partners, and

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115 We recognize that with the transition to the California Assessment of Student Performance and Progress (CAASPP), there may be different nomenclature regarding performance levels. We will adjust according to the categories designated by the state.
more. Academic and social-emotional needs will be identified and progress will be monitored through the SST process and will be based on disaggregated performance data and observations. Performance data tracked will be disaggregated by subgroup to insure that all subgroups are making progress and that appropriate interventions are provided.

We do not believe that a student’s socio-economic status should limit their capacity to learn at high levels. Supports provided because they are low income will include:

- After school tutoring and access to technology
- AP exam fees covered by the school
- Fee waivers for college entrance exams that they would not otherwise be able to pay for
- Role models from industry partners and volunteers who represent careers and college backgrounds they would not otherwise see or hear about at home
- College match programs to connect students to universities that reach out with the goal of providing opportunities for low income students
- Support for the parents through parenting classes where poverty impacts home support
- Provide tutoring on the SAT that affluent students have paid for by their parents
- Provide college tours that affluent students have provided by their parents

The instructional model of California Collegiate is designed to meet the educational needs of students of low socio-economic status, which vary as do those from all economic levels. The basic strategies for identifying and addressing the specific educational needs of students within this group will be the same as those detailed throughout this section.

Attention will also be given to ensure that each student receives nutritious meals and is assisted with accessing health care and other resources if needed. One uniform (consisting of a school shirt and black shorts, skirt, or pants) will be provided at no cost for all students regardless of ability to pay (and assistance will be provided for subsequent uniforms if necessary), and assistance will be provided to ensure eligible students successfully access waivers for college applications. Students will never be denied access to a California Collegiate program or activity due to ability to pay. Parents and guardians will also be supported through family workshops held throughout the year.

Students with Disabilities

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

Students in Other Subgroups

Foster youth, and related subgroups such as homeless students, will be identified by school personnel through the registration and enrollment process, and supported through coordinated activities with other entities and agencies. Once students have been identified, the Dean of Students will work with the school to locate additional support services on a case by case basis. A trimester evaluation of academic performance for all students in this subgroup will be conducted by the Head of School and Principal(s) to assess the level of response to services, and adjustments to curriculum will be made as necessary to nurture a positive environment.

“A Typical Day”
While the official school day does not begin until 8:00am, a visitor arriving as early as 7:10am would find the school day already beginning for teachers, staff, and some students. While the Office Manager stands in front of the school to supervise arriving students and greet parents, teachers, the Head of School, and the Dean of Students gather for their daily morning huddle, an opportunity for the entire staff to connect, share important information, and focus on schoolwide priorities for the day. By 7:25am, teachers depart for their classrooms and morning greeting/supervision positions while the Head of School and Dean of Students head to the front of the school to greet students.

By 7:30am, many students have gathered at the school for breakfast before the start of the school day. The Head of School and Dean of Students relieve the Office Manager of her duties; their arrival is the students’ cue to stop conversation and fix their lines. The Head of School and the Dean of Students greet every student with a hand shake, greeting, and a uniform check (a uniform of school shirt and black shorts, skirt, or pants will be provided to students free of charge). The morning greeting also allows leadership to have quick check-in conversations with individual students and offer recognition and support to students who might need it. The students have been taught to make eye contact, use a firm handshake, and return the greeting. After uniform check, students enter the school, submit their homework assignments in the folders in the hallway designated for each class, and take today’s breakfast from the breakfast bins before heading to their advisory. At 8:00am, those teachers not responsible for leading an advisory (there are four advisories per grade level, but seven or more teachers per grade) will pick up the homework for their course and that of one advisory teacher; they will quickly scan each assignment for completion and input the results into the school’s online data management system. The entire California Collegiate staff will now be able to access that information and follow up with students individually.

College and university pennants line the top of the hallway’s walls, and banners hang from the ceiling with inspirational messages printed in clear, bold font. Large posters line the walls sharing motivational quotes and highlighting definitions of Perseverance, Purpose, Responsibility, Respect, Integrity, Initiative, Curiosity, Community, Empathy, and Excellence, California Collegiate’s core values. Bulletin boards outside each classroom display exemplary student work; the visitor notices persuasive essays and science lab reports. Each advisory is named for a four-year university, and students build a team identity each year as they learn about schools with high graduation rates for underrepresented minorities like UCLA, Stanford, MIT, Williams, Cal Tech, Amherst, and Pomona.

Students in advisory quietly eat breakfast and prepare for the day, chatting or studying with classmates, reading silently, speaking with their advisory teacher, taking reading quizzes for books they’ve completed, and selecting new independent reading books from the classroom library. At 7:57am, designated students lead an efficient breakfast clean-up (there are a number of student jobs designated on a wall chart in each classroom; students apply for desired jobs at the start of the year). At 8:00am, advisory officially begins, and designated students lead the class in a college cheer to start the day. Every week, students set and reflect on short-term and long-term goals, both personal and academic, that drive their choices. During Advisory, students may role-play scenarios related to the PRICE of Success values (Perseverance, Purpose, Responsibility, Respect, Integrity, Initiative, Curiosity, Community, Empathy, and Excellence). Emphasis is put on doing the right thing even when no one is watching, which student internalize, eventually reminding their teammates when they are off-task or need support.
After a quick discussion of the day’s focus value, students have several minutes of silent time to plan their goals for the day, read independently, and mentally prepare for the day as their advisory teacher circulates to check parent/guardian signatures on last night’s tracker and submits attendance. The Office Manager and Dean of Students will call the families of every absent student during the next hour.

Middle school students participate in seven content-area classes throughout the day, the content of which varies depending on their grade level. All middle school students take both an English class and an English intensive, and all students have one period of the day that alternates between physical education two days per week and a college preparation class three days per week. Those sessions focus on organizational skills, character development, college prep, and life skills to develop organizational skills and character traits that will allow for success in college and beyond.

Walking from class to class, a visitor will notice that there is a consistent school culture and structure system in each classroom that upholds and supports high expectations. All classrooms include signs that reinforce the school’s values, a board that states the nightly homework for each subject, and a common blackboard configuration that includes an objective and agenda for the day’s lesson. Instruction often follows the "I do, we do, you do" approach, incorporating engaging strategies and opportunities for guided practice, but several classes conduct seminars or use constructivist approaches to bring students to conceptual understanding. Teachers differentiate the curriculum for advanced and struggling students and re-teach and provide alternative ways to access content. Drawing from Doug Lemov’s Teach Like a Champion teaching strategies, all teachers expect one hundred percent student participation, and use devices and systems incorporated school-wide, such as SLANT (Sit up, Listen, Ask Questions, Nod, Track), to keep students engaged and motivated. Transitions are “tight” and smooth so as to maximize efficiency.

Instruction in all content-area classes is rigorous and clearly aligned to the California Standards. Students are participating in academic, reading, writing, and discussion in every class:

- In one science classroom, a visitor might find students engaged in annotation and discussion of a contemporary science reading, while another might be writing reports on their latest lab experiment
- In a math classroom, students might work in small groups to practice a difficult new math concept or discuss as a class the merits of different approaches to solving a problem
- In English, students might work with peer editors to revise and improve their most recent essays or conduct a Socratic seminar to analyze a text they are currently studying
- In history, students might write an essay comparing the points of view presented in several different sources regarding the same event, or conduct a debate as a culminating examination of the theme of a unit
- In graphic design, students might work individually to create a design that will best represents an idea or character of their choice from the text they’re reading in English class or with a small group to workshop and receive critiques on their latest design
- In Strategies for Success, students might work in small peer study groups to prepare for an exam, or practice taking Cornell notes during a lecture on the college admissions process

In all cases, there is clear evidence of student and teacher preparation beforehand, and a clear emphasis on pushing academic rigor. Students consistently respond with complete sentences and textual
references, and teachers work to keep their talk to a minimum, providing necessary information and
guidance while maximizing student talk and work time. Every class begins with a Do Now and ends with
an exit ticket, which teachers review prior to intensive sessions and Focus to allow them to most
efficiently target their tutoring and support.

At the end of each 50-minute period, middle school students gather their belongings and quietly
transition classrooms under teacher supervision, using the restroom as needed and being greeted at the
door of their next classroom by that teacher. After the first four periods of the day, students transition
to lunch, where they socialize using “restaurant-level” voices and practice appropriate table manners,
including waiting to eat until all members of their table have been served. After lunch, students go to
their advisory classrooms for 27 minutes of independent reading. Students sit wherever they are
comfortable and absorb themselves thoroughly in reading a novel or non-fiction text of their choice at
an appropriate reading level. Students who are still developing their reading skills may get pulled out at
this time to receive phonics and other beginning reading instruction with a credentialed teacher.
Advisory teachers supervise independent reading, conferencing with students and assisting them in
selecting new books from the classroom library.

Between the regular English classes of the day and English intensives, English teachers have a common
planning period during which they can review the exit tickets from the first session of the day, and use it
to guide their instruction during English intensive. A typical English intensive session might find students
in three rotating homogeneous groups: two groups of eleven working with a credentialed English
teacher (intensive sessions are co-taught, sometimes with the additional support of a special education
teacher), with one group of twelve working on adaptive English-language arts curriculum on laptops.
Math intensive courses are structured similarly, with the same common planning time for math teachers
between the first and second sessions of the day.

After three more classes, students return to their advisory classrooms for Focus, their final period of the
day. They begin Focus by completing their character reflection for the day and noting any merits or
demerits received as their advisory teacher circulates and monitors their work. Students are responsible
for getting this reflection signed by their parents each night. Students then take out their California
Collegiate planner and review their homework for the day; students identify (with the help of their
advisory teacher, as needed) their most challenging assignment, and use this time with available teacher
support to get started. Other students are pulled aside in small groups or individually to receive targeted
support and tutoring from content-area teachers. On any given afternoon, there would typically be a
small tutoring group for English, math, science or social studies, as well as targeted support for special
education students and English learners as needed.

At 4:30pm, the school day officially ends and students are dismissed. All teachers are available for 30
minutes of tutoring after school four days per week (three for those teachers also sponsoring an after-
school club). A visitor would likely see many students choosing to stay past 4:30 to participate in after-
school programming, including tutoring, sports, and student clubs.
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. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

Measurable Goals of the Educational Program

A chart detailing the school’s annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d) can be found in Element 1, Goals and Philosophy. The chart in that section also details the specific annual actions the school will take to achieve each of the identified annual goals.

Measuring Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

A chart detailing the school’s annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d) can be found
in **Element 1, Goals and Philosophy**. The chart in that section also details the specific annual actions the school will take to achieve each of the identified annual goals.

**Other Performance Targets**

All Performance Targets aligned to state priorities, along with other performance targets, are outlined in the State Priorities table included in **Element 1**. We outline all formative assessments below.

**Measuring Pupil Progress Toward Outcomes: Formative Assessment**

**Measuring Pupil Progress**

California Collegiate will measure pupil progress on a consistent and ongoing basis in a variety of ways. Teachers will administer daily exit tickets assessing student mastery of the day’s learning objective; results guide immediate interventions in that day’s English or math intensive, Focus period, and/or after-school tutoring, as well as subsequent instruction and re-teaching as necessary. Student progress towards cumulative mastery of content standards is assessed through interim assessments given approximately every six weeks, end-of-term assessments, and a comprehensive final exam for each course.

These internally developed assessments are further complemented by and calibrated against nationally normed assessments from Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) and College Board as well as the California Smarter Balanced summative assessment. Middle school students take NWEA MAP assessments at the beginning, middle, and end of the year in order to track their progress in English and math and provide intervention and enrichment as appropriate. In 8th grade, students begin participation in the College Board’s PSAT 8/9 program, providing individualized data and support as they move towards college readiness and success on the PSAT/NMSQT and SAT. Students also participate in subject and proficiency-specific exams including the ELPAC, California FITNESSGRAM, and AP exams as appropriate. All testing costs are assumed by the school.

Student data is analyzed on an ongoing basis—teachers are expected to grade and analyze daily exit tickets on the day they are administered. Each interim assessment and end-of-term assessment is followed by a professional development data analysis day, where assessment data is used to guide instructional and intervention planning.

**Figure 23. Description of Assessments**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily Exit Ticket</strong></td>
<td>Grades 6-12, a 3-5 minute daily quiz assessing mastery of the class learning objective. Exit tickets determine effectiveness of lesson and whether any students require additional support towards mastery of lesson’s aim. Results of exit ticket determine whether whole-class re-teaching of objective is necessary, or individual students need follow-up during Intensive periods, Focus, office hours, or after school. Target is 80% mastery or above on daily basis.</td>
</tr>
<tr>
<td><strong>ELPAC</strong></td>
<td>Grades 6-12, assessment of English language proficiency given annually to students who have limited proficiency in English. Results guide instruction and provided targeted student interventions and tutoring. Target is that all EL students achieve at least one level of growth in each category annually.</td>
</tr>
<tr>
<td><strong>NWEA MAP</strong></td>
<td>Grades 6-8, nationally normed computer adaptive assessment for</td>
</tr>
</tbody>
</table>
reading, language usage, and mathematics will be administered three times annually: as diagnostic, interim, and end-of-the-year assessment of growth. Results will guide both whole-class lesson design as well as intervention plans and goal-setting for individual students. Target is 95% of students show at least one full year of growth annually.

**PSAT 8/9**
Grades 8-9, nationally normed exam that provides early assessment about students’ college readiness and predicted success on PSAT and SAT. Results guide instruction in college-career readiness course and use of office hours and after-school support. Target is 25% of students on track to be college-ready (a score of 11.8) and 1+ points of growth for all students by 9th grade.

**PSAT/NMSQT**
Grades 10-11, nationally normed exam that provides checkpoint on college readiness, practice for SAT, access to scholarship opportunities and college/career planning tools, and AP Potential scores for students. Results guide instruction in college-career readiness course and use of office hours and after-school support. Target is 50% of students on track to be college-ready (a score of 133 in 10th grade or 142 in 11th grade) and 10+ points of growth for all students by 11th grade.

**SAT School Day**
Grades 11-12, nationally normed college readiness exam. California Collegiate will host SAT during school day to ensure that every student has access to frequently used college admission test. Results guide instruction in college-career readiness course and use of office hours and after-school support. Target is 80% of students scoring as college-ready (a score of 1050 out of 1600) and 100+ points of growth between administrations.

**California FITNESSGRAM**
Grades 7 and 9, comprehensive, health-related physical fitness battery. Results guide physical education curriculum and help students plan their personal fitness program. Target is 80% of students in Healthy Fitness Zone for all six standards and less than 5% of students identified as at health risk by 9th grade.

**Interim Assessments**
Grades 6-12, internally created and SBAC-provided California Standards-aligned assessments used to evaluate whether students are mastering each grade-level standard and keeping pace for promotion. Used to guide small group and individual student interventions. Target is 80% mastery or above.

**End-of-Term Assessments**
Grades 6-12, cumulative end-of-term assessments are administered at end of each trimester in each subject, including comprehensive annual exam given during last week of school. Assessments are internally created based upon each subject’s standards and provide summative assessment of student mastery. Target is 100% of students passing the exam with a grade of 70% or higher.

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**Figure 24. Assessments by Subject Area and Grade Level**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>Daily exit ticket, NWEA MAP, PSAT 8/9 (8th only), interim assessments, CAASPP</td>
<td>Daily exit ticket, PSAT 8/9 (9th only), PSAT (10th and 11th only), SAT (11th and 12th only), interim</td>
</tr>
</tbody>
</table>
### Data Analysis and Reporting

Data is irrelevant without critical analysis. As Paul Bambrick-Santoyo writes in *Driven by Data*, “effective data-driven instruction is almost always premised by...assessment, analysis, action, and culture.”\(^{117}\) After the assessments detailed above, data will be collected and shared with teachers for rigorous analysis.

Diagnostic assessments, including the MAP and a battery of reading comprehension assessments, will be administered at the start of each school year, as well as during the school year, as needed, for students entering off the waiting list. These results will determine a baseline for students in English Language Arts (ELA) and math. Assessments will be administered by teachers, and data will be entered into a school-wide database by the Office Manager. The Head of School, Principal(s), Grade-Level Leads and Department Chairs will review the data and share it with the teachers. These data points will then help teachers plan daily, unit, and yearlong plans, and will further inform their differentiation and small group instruction.

Interim assessments will be administered in the middle of each trimester and comprehensive exams at the end of each trimester. Nine school-wide Data Days will be set aside to allow teachers and school leaders to meet and closely analyze the data. (These dates can be found on the California Collegiate

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\(^{116}\) All AP exam costs will be supported through the school.

These days, eight (8) hours each session, will provide 72 annual hours of data analysis training and professional development. This analysis will inform a variety of school-based decisions:

- **Instructional decisions (how to teach)** – for example, using data to determine the efficacy of small group versus whole group instruction, and planning accordingly.
- **Curricular decisions (what to teach)** – for example, re-teaching and reordering objectives in an upcoming unit to better meet students’ needs based on scores from interim assessments.
- **Professional development decisions (how to support teachers)** – for example, teaching staff how to create both homogeneous and heterogeneous small groups based on students’ assessment scores.
- **Differentiation decisions (how to support students)** – for example, determining which students are to be assigned to after school tutoring for an upcoming six-week period based on interim assessment scores.

A week will be allocated after each interim assessment as a flex week for teachers to adapt lessons and to immediately integrate the high leverage reteach lessons to get every student to mastery. Specifically, data will allow us to strategically create both class-wide and individual action plans to address areas of strength and weakness on an ongoing basis. These plans will identify:

- Skills and concepts to be retaught to the entire class
- Skills and concepts to be retaught to small groups during class
- Skills and concepts to be retaught to individual students
- Adjustment to existing small groups for reading and math instruction during English and math intensives and Focus periods
- Opportunities for teachers to strengthen instructional techniques during professional development

Teacher-created formative assessments will inform daily and weekly lesson planning. Teachers will meet in content-area and grade-level teams at least twice weekly to review data generated from daily student work: Do Nows, homework, Exit Tickets, and quizzes. These meetings will take place during the school day and after school. This data analysis will help ensure that all students are progressing toward mastery, and will allow teachers to make adjustments to instructional plans and delivery to address students’ needs.

An essential part of data will be communication with parents. All parents and guardians will know their child’s reading level, academic performance, and behavioral performance at California Collegiate. Following the beginning-of-year diagnostics, parents will receive phone calls from their child’s advisory teacher explaining the student’s incoming reading and math levels and what interventions the school will use to work with their child. Parents will also receive information through students’ daily homework trackers and character reflections, biweekly academic progress reports, and report cards (once per trimester). Students will be responsible for completing their provided homework tracker throughout the day; their Focus teacher will ensure this has been successfully done at the start of the period. Students will also use the first several minutes of Focus to complete their provided character reflection with teacher guidance and support. Signed homework trackers and character reflections will be checked during the next morning’s advisory period. Academic progress reports are printed from the SIS biweekly and distributed during Focus that day. These structures remain in place throughout both middle school and high school, though the formats will change as students get older to allow for more independence.
These reports will highlight student successes, areas of growth, and will provide a clear window into a student’s daily experience at school. Furthermore, all grade books will be linked to a program like PowerSchool, an online gradebook, where parents will have unique login information to get live updates when teachers update scores.

Frequent collection of data also will inform California Collegiate oversight by the Board of Directors. Academic dashboards including interim and comprehensive assessment data will be reported to the Academic Achievement Committee and the Board as a whole. This will provide the Board a comprehensive picture of school performance throughout the year to go along with the summative performance reports from the MAP assessment and the California State Test/Smarter Balanced Assessment.

Academic performance transparency is a manifestation of California Collegiate’s mission to equip all students with the academic skills and strength of character to thrive in and graduate from competitive colleges.

All student achievement data and student information data kept in a school information system like PowerSchool will be available for reporting purposes including the School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by numerically significant subgroups including but not limited to ethnicity, gender, English Learner, socio-economically disadvantaged students, and students with disabilities.

**Grading, Progress Reporting, and Promotion/Retention**

California Collegiate will implement a highly consistent and clearly codified mastery-based grading system across the school in all classes and at all grade levels. Implementing mastery-based grading will help to ensure that our students progress from grade level to grade level ready to take on the increasing levels of rigor of our course curriculum and that of the end-of-year high-stakes exams, many of which are important gatekeepers to competitive colleges. Figure 24 displays California Collegiate’s grading scale and GPA conversions. Students earn credit in a graded class by earning a grade of 70% or higher, in line with A-G requirements.

**Figure 25. California Collegiate Grading Scale**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA</th>
<th>Percentage</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>98-100%</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>4.0</td>
<td>93-97%</td>
<td>A student earning a B in a course is consistently demonstrating proficiency with the content standards.</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92%</td>
<td>A student earning a C in a course is consistently demonstrating basic competency with the content standards.</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>88-89%</td>
<td>A student earning a D in a course is not yet demonstrating a consistent level of basic competency with the content standards.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-87%</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>B-</td>
<td>2.67</td>
<td>80-82%</td>
<td>A student earning a B in a course is consistently demonstrating proficiency with the content standards.</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>78-79%</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>2.0</td>
<td>73-77%</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>C-</td>
<td>1.67</td>
<td>70-72%</td>
<td>A student earning a B in a course is consistently demonstrating proficiency with the content standards.</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69%</td>
<td>A student earning a C in a course is consistently demonstrating basic competency with the content standards.</td>
</tr>
</tbody>
</table>
A student earning an F in a course is not yet demonstrating basic competency with the content standards.

There will be school-wide standards for grading. Teachers will be trained on the school’s policy and will work with the Head of School and Grade Level Teams and Department Chairs to ensure that grades are assigned in a fair and consistent manner that correlates with each student’s mastery of the California Standards.

Students and families will receive frequent communication regarding student academic progress. Every two weeks, parents will sign a progress report with their child’s up-to-date academic progress in each subject. Teachers will call parents of students who are not yet demonstrating mastery to discuss their child’s progress. Student report cards will be distributed at the end of each trimester, and parent conferences will be conducted.

California Collegiate does not endorse social promotion and is committed to helping students achieve the necessary skills to progress from grade to grade annually. In order to advance to the next grade level each student must earn promotion by demonstrating mastery of essential knowledge and skills. If a student fails to demonstrate mastery for two consecutive years or more, a promotion decision will be made on a case-by-case basis by the Head of School in consultation with the student’s parent(s) and teachers that takes into account both the student’s academic progress as well as the socio-emotional consequences of further retention. California Collegiate has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion to the next grade is dependent upon sufficient mastery of all subjects. Sufficient mastery of a subject is indicated by a grade of 70% or higher.

Middle school students who have received lower than a C- (70%) in two or more courses for the academic year are eligible for retention; high school grade-level promotion is based on the successful completion of 60 or more credits on an annual basis. The Head of School and/or Principal prepares a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination is provided to and discussed with the student’s parents, teachers, and Principal and/or Head of School. Any student who receives below a 70% in one or two core classes will be invited to attend Summer Academy, and may retake the end-of-year exam in the subject(s) needed at the conclusion of the summer remediation provided. The student must pass the exam(s) with a score of 70% or higher in order to receive credit for the course.

A student’s final annual grade will be calculated as the average of their three trimester grades.

**Attendance**

Habitual truancy is highly correlated with low academic performance. Modeled after an attendance policy that is currently implemented at over 50 successful urban charter high schools nationally that exhibit very high levels of student attendance, California Collegiate’s attendance policy seeks to ensure

that we strongly support students in achieving high levels of attendance and thereby high levels of academic performance.

A student may be retained if he or she misses more than 12 days in a school year. We will consider each attendance case individually, ensuring full protection and consideration of students with extended illness or other extenuating circumstances. Cases where a student demonstrates sufficient academic progress despite excessive absences are unlikely to be retained. We will track daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any student’s academic progress. The school’s governing Board will adopt a clear, objective promotion policy based on the above attendance standards. School leaders and staff will communicate this policy proactively to students and families and will uphold and implement the policy fairly and consistently. In certain circumstances (e.g. chronic illness or pregnancy carried to term) a student may be granted an exemption from this policy if it is found that the student has nonetheless made acceptable academic progress.

*Communication with Families around Academic Progress, Promotion and Graduation*

California Collegiate’s leadership team and teachers will have a formalized and family- friendly system for communicating with students and parents about all aspects of their students’ academic and social development including promotion and progress toward graduation. The school’s promotion and graduation requirements will be clearly laid out in the school’s Student & Family Handbook, which each family will receive upon submitting their intent to enroll form. Families will receive the updated and revised Student & Family Handbook annually at orientation each summer.

California Collegiate will communicate early, clearly, transparently and frequently with students and families around promotion/retention decisions. While we recognize, per state, federal and district statutes, that we cannot require parent participation or communication from our families, we will go to great lengths to invest our families in the communication structures and partnership practices that we know will best support our students’ success. Despite these efforts, parent participation will never be a condition of initial or continued enrollment at California Collegiate. Formal family communication around promotion decisions and progress toward graduation will happen through five key structures and routines throughout the year at California Collegiate:

- Summer home visits and family orientation
- Academic progress reports (every two weeks)
- Weekly/monthly advisor check-ins
- Trimester report cards
- June retention meetings

*Family Orientation*

Each August on a weeknight and a Saturday before the first day of school, Collegiate will host a Family University, to which 100% of families – new and returning – will be invited but not required to attend.

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119 Academic advisors will check in monthly via phone or in person with all advisees in their advisory. Advisors will formalize a weekly communication structure with families of any students who are promotion-in-doubt.
Members of the school’s leadership team will orchestrate and lead this event for different grade levels, and all teachers will be present to help facilitate. Students and their families will receive a formal presentation about promotion requirements for the grade level, during which the school leader will walk through each individual promotion requirement for the ensuing year and will make clear that falling short of meeting these promotion requirements may result in a retention decision. At this time, families will also receive the Student & Family Handbook, which outlines all expectations including those around promotion and graduation requirements.

Prior to the start of the school year, home visits will be scheduled for all new California Collegiate students and families. At these individual meetings, invitational and not required, school leaders and advisors will meet with students and family members to review the Student & Family Handbook and walk through the California Collegiate Family-Student-School Commitment, which again lays out the school’s promotion and graduation requirements as well as expectations regarding attendance, punctuality, homework, and parent communication (daily homework tracker, daily character reflection, biweekly academic progress report, biweekly phone call home, etc.). Again, parent participation will never be a condition of enrollment at California Collegiate. During this meeting, the school leader or advisor will take the opportunity to conference with the student and family individually to discuss the student’s academic and personal goals, their personal analysis of his/her academic and character strengths and areas for growth, and the school’s behavior expectations and discipline plan. The tone of this meeting will be both celebratory and serious. The school leader or advisor will congratulate the student and family on committing to the rigorous academic challenges of the ensuing year; they will also describe the communication milestones and intensive support that the student and family will receive if the student is struggling.

**Academic Progress Report Conferences**

Progress reports will be sent home to families every two weeks. Progress reports will consist of an interim report card reflecting current grades in each of the student’s courses. In addition to receiving progress reports, families of students flagged as Promotion-in-Jeopardy will receive phone calls home scheduling in-person conferences with the student, a school leader, and a care-taking family member. Academic progress report conferences will be requested with all families of students whose promotion is in jeopardy, as laid out in the California Collegiate Family-Student-School Commitment.

The purpose of the conference is twofold: Foremost, the conference will provide an opportunity for the family and school leader to help the student diagnose causes of underperformance and to formulate an improvement plan. Secondly, the conference is a key opportunity for the school leader and advisor to continue to build a relationship with the family while transparently preparing the family for the possibility of their student’s grade level retention. Families will sign a formal letter at each progress report conference acknowledging their student’s academic status and the tenets of the improvement plan for the student adopted in the meeting.

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120 We recognize that we cannot legally require family attendance at meetings but will endeavor through multiple modes of communication and offering the event at two times the importance of participation in this event for all families and students.

121 While of course not a legally binding contract, the California Collegiate Family-Student-School Commitment seeks to ensure that all families matriculate their students at California Collegiate clear about the expectations for family communication that the school holds in order to support struggling students.
**Weekly Advisor Check-ins**

Any student whose promotion is in jeopardy will have a weekly check-in during advisory time with their advisor. The purpose of this time is to check in on the student’s follow-through with his/her improvement plan and to identify any additional support s/he may need from the advisor or the school. Advisors provide guidance and support to students who may be reluctant or unable to identify the support they need to progress. The advisor will log notes from this these weekly check-ins in the student information system so that school leaders can ensure that weekly check-ins are happening consistently and review progress.

**Trimester Report Cards**

Trimester report cards will go home approximately three days after the close of each academic trimester. These will reflect the student’s grades for the year thus far and their current GPA, cumulative GPA, and their character report, as well as a short narrative summary of progress in the student’s home language from the student’s advisor, as well as a letter from the Head of School designating the student’s current academic standing: (a) In Good Academic Standing (earning ≥70% for the year in all classes); (b) On Track for Summer Academy (earning ≤70% in one class); or (c) Promotion-in-Jeopardy (earning ≤70% in two or more classes). The report card will include a progress note clearly delineating the student’s academic standing – as described above – and must be signed and returned by a caretaking family member.

**June Retention Meetings**

Upon the conclusion of trimester three, final grades for the year will be calculated, and individual letters communicating promotion decisions for students in good academic standing and for those slated to attend Summer Academy will be mailed home. Students facing retention will be asked to come into California Collegiate with a caretaking family member to meet with the Principal or Head of School to discuss the plan for the following year; high school students who have failed to complete the 60 credits required for promotion will plan for appropriate credit recovery in the following year. We anticipate that, given the extensive communication that will have preceded this meeting around the student’s academic status, families will be well-prepared for this decision. The tone and focus of the meeting will center on how best to support the student in the upcoming year, how the student can prepare to have a markedly more successful year, and how re-doing the grade level will better position the student for future academic success.
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 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 school or governing board committees or councils, 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.

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 the school website will satisfy this requirement.

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

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 all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

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 Ed. Code section 47604.33.

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 the school, 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 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 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.

Student Records

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records
request from the receiving school. 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 Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Governance Structure

California Collegiate is governed by California Collegiate, Inc. in accordance with California’s Charter Schools Act and the Nonprofit Public Benefit Corporation Law. California Collegiate will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws.

The Board of Directors of California Collegiate and the administrative staff will be responsible for all aspects of the day-to-day operations of the school, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. The Board of Directors will help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies including but not limited to: Compliance mandates, health and safety, use and maintenance of facilities, and overseeing that resources are managed effectively. The day-to-day operations and management of California Collegiate will be provided by the Head of School and the administrative staff.

The Board will hold the mission of the school and will ensure Charter School carries out the terms of the charter. The Board of Directors is accountable for the academic, financial, and operational success of the school, and is responsible for providing financial oversight of the school. As such, the Board will select a Treasurer with professional experience in finance and/or accounting, and will create a Finance Committee.

The Treasurer and the Finance Committee will support the Board in monitoring the school’s finances as well as ensure that the school has robust financial and accounting systems and procedures in place. The Charter School’s Board will be responsible for providing fiscal accountability by approving and monitoring the budget, which will be initially reviewed and provided to the Charter School Board by the Charter School staff and ExED as the back-office provider. In compliance with Ed. Code Section 47606.5, the school will consult with teachers, principals, administrators, other school personnel, parents, and students to develop an annual budget and LCAP (by May of the previous year) and present it to the full Board for review and approval. Monthly financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board along with an income statement and balance sheet. By the required annual deadline, the Board will contract with a CPA firm to conduct an audit and report this selection to the District.

The Board will be responsible for hiring, supporting and evaluating the Head of School, and will set the compensation for the Head of School to execute the day-to-day management of the school. To ensure the Head of School is effectively implementing the mission of California Collegiate, the Board will evaluate the Head of School on a yearly basis and provide a written evaluation to be placed in the personnel file of the Head of School.

The Head of School will be responsible for hiring, supporting and evaluating all school staff. In addition to managing the school staff and implementing the day-to-day program of California Collegiate, the
Head of School will be responsible for providing timely reports to the Board of Directors. Each month the Head of School will report back to the Board through written management reports, financial dashboards, and academic dashboards provided at all meetings which will be publicly announced and held in full compliance with the Brown Act.

Principals are responsible for ensuring the academic success of their academy (either the middle or high school). Principals work closely with the Head of School, and are responsible for making weekly reports to the Head of School regarding academic and school culture data, as well as the professional development progress of staff.

Principals are supported by the school’s leadership team, including the Dean(s) of Students, Special Education Director, and the Director of Operations. Decision-making is guided and informed by the School Site Council (SSC), consisting of the Head of School, teachers, students, and parents, as well as possible inclusion of Principals, classified staff, and community representatives. Half of the SSC will be made up of school staff, the majority of which must be teachers, and half will be made up of parents and students (this half may include elected community representatives at parents’ discretion). California Collegiate will also convene a Parent and Family Association to further inform decision-making and provide an additional avenue for parent input.

**Figure 26. Organizational Chart at Full Growth**

**Governing Board Composition and Member Selection**

Lead Petitioner Sue Andres-Brown began recruiting the Founding Board in the fall of 2014. Each member was selected for his or her commitment to the community, diverse professional skillset relevant to board governance, willingness and ability to devote at least ten hours per month to the school, and belief in California Collegiate’s mission and vision.
The Founding Board members come from a range of professional backgrounds that complement each other and with the experience to provide effective fiscal, regulatory, and academic oversight of California Collegiate. The Board includes both former students and current parents of students in Los Angeles-area schools, and several members with long histories of commitment to education in Los Angeles. The Founding Board’s diverse expertise in a number of fields—finance, operations, marketing, consulting for business and nonprofits, law, commercial real estate, education, and community development—will ensure California Collegiate’s organizational health.

**Reuben Ayala** is a business analyst with extensive experience in marketing, strategy, and talent acquisition. After growing up in the Los Angeles area and graduating from UCLA, he spent eight years working in marketing and recruitment for State Farm Insurance. He currently works as an analyst for Concannon Business Consulting. Outside of work, Mr. Ayala is committed to giving back and volunteers with the UCLA Young Alumni Development Council. He received his BA in political science from UCLA.

**Jackie Baker** is a commercial real estate professional specializing in investment sales with over ten years of experience in commercial real estate. Currently the founder and president of her own boutique brokerage firm, Ms. Baker started her career in marketing before taking a role at three different national real estate firms. She is licensed in the state of California as a real estate broker, and received her MBA from the UCLA Anderson School of Management and her BA from Pepperdine University where she was awarded academic and need based scholarships.

**Scott Cooper** brings experience in both finance and operations to the Board. Current Vice President of Strategic Operations at Nexus Healthcare Solutions, Mr. Cooper received his BS in economics and mathematics from Bates College. He has strong experience in project management and process improvement. Scott received his MBA from the UCLA Anderson School of Management, where he was president of his class.

**Veronica Flores** has over 25 years of experience working in the public and private sectors on issues of organizational and business development, community engagement, and assessment and evaluation. She is the president of Triple Notion, a nonprofit consulting company, and has extensive leadership experience on both the board and C-suite level of the nonprofit world. Ms. Flores currently also serves as an adjunct associate professor at USC, teaching courses in nonprofit and the public sector, social innovation, philanthropy and grant writing, and community health planning and policy. She received her MA in human and organizational development from Fielding Graduate University, and her BA in psychology from CSULA.

**Pushkar Ghosh Choudhuri** is a senior finance professional with over 13 years of experience covering financial institutions and as a Chief Financial Officer. After beginning his career as an engineer, Mr. Ghosh Choudhuri spent 12 years working for Lehman Brothers and Barclays’ investment banking practice. He recently joined Forwardline as their Chief Financial Officer, with the goal of spending one to two days per week giving back and spending time with his two children. Mr. Ghosh Choudhuri received his MBA from the UCLA Anderson School of Management, his Ph.D. and MS in mechanical and aerospace engineering from Rutgers, and his Bachelor’s degree from the Indian Institute of Technology.

**Johnny Griggs** is an attorney who brings over 30 years of legal experience as well as leadership experience in the nonprofit sector. Currently a partner at Nolan Heimann, LLP, Mr. Griggs has been practicing law since 1984 and has received numerous awards for his work, including being named one of
Los Angeles’ Top Black Attorneys in 2011. He also spent time leading both the Urban Education Partnership and the WATTSHealth Foundation through critical restructuring periods. Mr. Griggs received his JD from Yale Law School and his BS in communications from Lewis & Clark College.

Elizabeth Resnick has spent her career working in education in Southern California and brings significant expertise to the board. Currently the Director of Studies at Harvard-Westlake School, Ms. Resnick recently completed her Executive MBA from the UCLA Anderson School of Management. Prior to her role at Harvard-Westlake, Ms. Resnick spent eight years as Director of Upper School at Crossroads School for Arts & Sciences and four years as an academic dean at Sage Hill School. Ms. Resnick is a parent, and received her M.A. in American literature and history from Dartmouth College, and her B.A. in comparative government from Harvard University.

The Board will consist of seven to fifteen Directors and will maintain an odd number of members for voting purposes. The exact authorized number will be fixed by the Board from time to time by resolution. The determination of need to add Directors will be based on an evaluation of the current needs of the Board, along with skillsets provided by Directors currently in place. The Board will function in accordance with its Bylaws. The Board will operate under a structure of elected officers of Chair, Vice Chair, Secretary, and Treasurer, elected annually, and will utilize the committee structure outlined in its bylaws. Selection of additional Board members post-authorization will be the responsibility of the full Board. Details of that process are outlined below.

Given the rigorous expectations and requirements for successful governance, recruitment of the highest caliber Board members is essential. A stable, dedicated Board is essential for California Collegiate’s success, and we are committed to a careful screening process in order to ensure additional Board members share the same core beliefs and values for student achievement. All potential candidates will be thoroughly vetted and selected according to the Board’s strategic needs to maintain a diverse portfolio of professional backgrounds, the candidates’ alignment with California Collegiate’s mission, and a commitment to a minimum of three years of service.

The California Collegiate nominating committee, known as the Governance Committee, will present potential Board members and officers for election by the Board of Directors, in accordance with our bylaws. Other than Founding Directors, who will serve either one, two or three year terms in order to ensure staggered terms for continuity, Directors will serve a term of three years from the date of their appointments, or until their successors are seated. No Director will serve more than two consecutive three-year terms. Directors will serve staggered terms to balance continuity with new perspective. All qualified board candidates, nominated by the Governance Committee, will be elected through a majority vote of the seated Directors within a public meeting and in full compliance with the Brown Act. A Director may resign at any time by filing a written resignation with the Chair of the Board, unless no Director would remain. In that case, notice must be provided to the California Attorney General. A Director elected to fill a vacant seat will be elected for the unexpired term of his or her predecessor.

In accordance with our bylaws, the Board may remove any Officer or Director with or without cause by majority vote of the entire Board of Directors at any regular or special meeting of the Board, providing that a statement of the reason or reasons have been mailed by registered mail to the Officer or Director proposed for removal at least thirty days before any final action is taken. This statement will be accompanied by a notice of the time when, and the place where, the board is to take action on the
removal. The Officer or Director will be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

**Governance Procedures and Operations**

Meetings shall be held at a place to be designated within LAUSD’s boundaries as set forth in the notice of the meeting. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. A resolution setting the annual calendar of Board and committee meetings will also be adopted at this meeting. This resolution will specify the dates, times, and locations of every Board meeting for the fiscal calendar year. This meeting, like all others, shall be held at a time, date, and place as noticed by the Board in accordance with the Brown Act.

The Board shall meet at least ten times annually. At least seventy-two (72) hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda shall be posted in a location that is accessible to the public/constituents, and on the school’s website.

California Collegiate will comply with the Brown Act. It will hold all meetings in locations accessible to the public; it will post its Board of Directors schedule of meetings; it will post notices and agendas of regular meetings at least 72 hours in advance; and it will record and post actions of the Board. Postings will occur by email to those who have requested it and in a location that is publicly available 24 hours a day, 7 days a week in the California Collegiate office as well as on the school’s website in English and Spanish or other dominant language as needed by the community served. California Collegiate will maintain for its Board a record book of meeting agendas and minutes. Agendas and minutes will be provided in English and Spanish. For easier access, California Collegiate will post the agendas and minutes on its website. The law requires no less than one meeting annually; however, the Board will meet at least ten times annually to conduct business plus special meetings. All meetings of the Board will be open to the public, excluding closed sessions as permitted by the Brown Act.

A majority of the Directors then in office shall constitute a quorum. All acts or decisions of the Board will be by majority vote of the directors in attendance, based upon the presence of a quorum, unless a majority vote of the entire Board is otherwise required under the California Corporations Code, as specified in the school’s bylaws. Every act taken or decision made by a vote of the majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or the Bylaws. A meeting at which a quorum is initially present but due to the withdrawal of Directors, is no longer present, may not transact business; those Directors present may either (a) elect to continue as a non-decision-making committee or (b) adjourn to a future date. Directors may not vote by proxy. All votes will be conducted by roll call; abstentions will be recorded.

The following actions shall require a vote by a majority of all Directors then in office in order to be effective: (a) Creation of, and appointment to, Committees (but not advisory committees); (b) Removal of a Director without cause; and (c) Indemnification of Directors.
The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in full compliance with the Brown Act and in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the territorial boundaries of LAUSD. Participation in a meeting through use of teleconferencing constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferred meeting shall be by roll call. "Teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing stated here shall prohibit the corporation from providing the public with additional teleconference locations.

As the entity with ultimate oversight responsibility, LAUSD will be provided with an annual programmatic and fiscal audit. The programmatic audit will include a summary of major decisions and policies established by the Charter School Board during the year. The annual audit will abide by current audit guidelines established by the State of California for K-12 public schools.

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

Stakeholder Involvement

Parents have a right to choose to send their children to excellent high-performing schools and have a right and the responsibility to participate actively in ensuring the success of their child and the school. California Collegiate understands the importance of active parent involvement in the education of their children. Parents of California Collegiate students will be meaningfully and actively engaged in their children’s education. Parents will be responsible and accountable for supporting their children’s learning at school and at home through their participation in understanding what it takes for children to achieve college-readiness, and by their active voice in achieving the goals of the school.

At California Collegiate, it is anticipated that:

- Families will be actively engaged as members of the ongoing School Site Council and Parent and Family Association.
- Parents/guardians of participating Title 1 students will have the opportunity to participate in an Annual Charter School Title 1 meeting. California Collegiate will apply for and obtain the status Schoolwide Program.
- Families will be provided access to the school, school leaders and classroom teachers to support their children’s education at designated times throughout the school day.
- After the enrollment of a student, a home visit will be conducted with each parent/guardian and each student by the Head of School, Principal, and/or advisory teacher.
• Families will be provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Families will be supported in their participation in monitoring their child’s individual learning plan towards college readiness.

• Each parent/guardian, their child and school leadership will participate in annually developing and signing a California Collegiate Family-Student-School Committee acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of California Collegiate.

• California Collegiate will seek to establish partnerships with effective parent engagement leaders such as Families-in-Schools which has a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.

• Conversations (both over the phone and in-person) will be arranged with individual classroom teachers, with the student’s instructional team and with the student’s advisor. These conversations will be held on a regular basis.

• Individual parent-teacher conferences will be held quarterly to share and discuss the progress and needs of each individual student.

• Families will be encouraged to participate in an active volunteer program, so that each parent/guardian feels part of the school and understands their responsibility to the school. Volunteers will be eligible for monthly and annual recognition by the school for their service. Under no circumstances will parents be obligated to contribute a minimum number of volunteer hours. California Collegiate shall never require a parent or legal guardian of a prospective or enrolled student to perform volunteer service or equivalent as a condition of his/her child’s admission, continued enrollment, and/or participation in the school’s educational activities, or otherwise discriminate against a student because his/her parent cannot, has not, or will not provide voluntary service to the school.

California Collegiate will make every effort to fully inform parents as to the curriculum offered and their child’s progress. In addition to representation on the School Site Council, monthly Cafecitos will be held to address school related issues, including, but not limited to, parent/teacher/student relations. As noted above, a failure of a parent to contribute volunteer hours or to participate in Charter School’s programs will have no effect on a student’s enrollment, grades, credits or ability to graduate.

School Site Council

California Collegiate will have an advisory governance board, the School Site Council, consisting of the Head of School, teachers, students, and parents, as well as possible inclusion of Principals, classified staff, and community representatives. Half of the SSC will be made up of school staff, the majority of which must be teachers, and half will be made up of parents and students (this half may include elected community representatives at parents’ discretion). Members of the SSC will be elected by their constituent group (teachers elect teachers, parents elect parents, and so on). The School Site Council will typically meet monthly to provide suggestions and recommendations, advising the Head of School and/or Principal(s) on day-to-day operations and issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of Charter School. The site council will meet at the school site. If requested by the Head of School and if the subjects to be discussed warrant it, members of the California Collegiate Board will attend School Site Council meetings.
**Parent and Family Association**

The Parent and Family Association is a partnership between parents and school leaders, allowing families to highlight successes, share challenges, and contribute to the school community through fundraising, organizing parent volunteers, and developing or requesting specific workshops for parents and community members. It is a voluntary group that is open to all parents who are interested in taking part.

The Head of School, along with the elected parent liaison\(^{122}\), will lead the parent orientation, and clearly outline the expectations for parental involvement. The Head of School will work closely with the Parent and Family Association parent representative to organize monthly meetings. During the monthly meetings, parents are invited to attend and participate in conversations with the Head of School about the overall success of the school as well as any challenges they may be facing or improvements they would encourage.

**Cafecitos**

Approximately once per month, California Collegiate will hold cafecitos that all parents and community members will be welcome to attend to provide an informal venue for discussion. Topics for discussion or presentation will include school-wide topics of interest related to achieving the goals of Charter School and its students. Meetings will be attended by the Principal(s) and/or Head of School of California Collegiate.

**Community Engagement**

California Collegiate also understands that if its program is to be effective, it must be part of the community. To that end, the Head of School and Principals actively work to involve the community in the school.

Students are encouraged to perform community service as part of their graduation requirements (a service learning project is required as part of their senior social studies course). Students also develop community service projects as part of their College & Career Readiness courses. Community service prepares students to be positive contributing members of society. Students develop proposals to serve the school community that are reviewed and approved by the course teacher based on the students’ ability to identify extracurricular activities and describe how these activities could enhance their own lives and benefit their school environment.

Additionally, members of the community at large are solicited to serve in the school in various functions, including serving as mentors to students.

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\(^{122}\) The members of the Parent and Family Association will elect a parent representative to lead the parent orientation. During the Founding Year prior to the first year of operation, the Head of School will select a parent volunteer to help with the Parent and Family Association orientation. The Parent and Family Association will then elect their representative in November.
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 and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Recruitment
Various resources will be used to recruit and hire the most qualified candidates to fill both classified and certificated positions, including utilizing various online job search tools, partnering with teacher recruitment organizations, and participating in local university job fairs. All candidates will be screened, formally interviewed and expected to complete a background check, as described in this element. While we recognize that our school program may be longer and more demanding than that of many district schools, we feel that our higher level of compensation as well as opportunities for collaboration and professional growth will allow us to be competitive for highly qualified candidates.

Employment Eligibility Requirements

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

**Work Agreements**

Employees’ job duties and work basis will be negotiated in individual agreements. General job descriptions have been developed for all positions, including certificated and classified staff. Salaries are competitive with those of LAUSD. All employees are considered to be “at-will” employees.

**Employee Positions and Qualifications**

**Administrative Structure**

The following table outlines the employee positions required at each stage as California Collegiate adds additional grades each year.

**Figure 27. Employee Positions Years 1-5**

<table>
<thead>
<tr>
<th>Positions</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>Head of School, Dean of Students, Office Manager, teaching staff including one special education teacher</td>
<td>Head of School, Dean of Students, Office Manager, Director of Operations, Office Clerk, teaching staff including two special education teachers</td>
<td>Head of School, Dean of Students, Office Manager, Director of Operations, Office Clerk (2), Principal, Special Education Director, teaching staff including two special education teachers</td>
<td>Head of School, Dean of Students (2), Office Manager (2), Director of Operations, Office Clerk (2), Principal (2), Special Education Director, teaching staff including three special education teachers</td>
<td>Head of School, Dean of Students (2), Office Manager (2), Director of Operations, Office Clerk (3), Principal (2), Special Education Director, teaching staff including four special education teachers</td>
</tr>
</tbody>
</table>

**Job Descriptions of Key Personnel**

**Head of School (Administrator)**

The Head of School of California Collegiate is directly accountable to the Board of Directors for the academic success, mission advancement, financial stability, and organizational health. The Head of School will oversee the Dean(s) of Students, Principal(s), Director of Operation, Special Education Director, Office Manager(s), and all instructional staff.

The Head of School will report directly to the Board of Directors and will provide ongoing reports to the Los Angeles Unified School District.

**Qualifications**
Califomia Collegiate Charter School

- Master’s Degree preferred, Bachelor’s Degree required, and a minimum of 3 years of teaching experience, instructional expertise with meeting the needs of similar student populations in urban areas
- California teaching certification and Administrative credentials will be favorably considered and not required
- Demonstrated classroom success on both internal and national assessments
- Knowledge of applicable education laws and regulatory compliance
- Knowledge of school finance, budgetary planning, and accounting principles
- Training or relevant experience in school management
- Experience having led teachers required
- Experience having developed and led professional development preferred
- Detail-oriented, organized professional with ability to manage multiple priorities
- Reflective leader, able to recognize strengths and weaknesses and proactively works to address weaknesses
- Strong communicator capable of effectively addressing various stakeholders within the Los Angeles community
- Critical thinker, problem solver, committed to realizing the school’s mission and success
- TB Clearance

Job Expectations

The Head of School must be prepared to successfully carry out many different tasks, including, but not limited to the following:

- Provide daily school leadership, including all instructional, operational, and financial components
- Work with the Board of Directors and its Committees to ensure academic, financial, and organizational success
- Work with the Board to conduct fund development work as needed
- Provide timely reports to the Board and all external entities as required
- Conduct student recruitment and oversee enrollment and implementation of a public lottery, when needed
- Recruit, hire, supervise, train, and evaluate high quality staff
- Lead high quality professional development for teachers and support staff
- Develop and manage the leadership team
- Analyze student achievement data to maximize student achievement
- Monitor progress of students with special needs and EL students
- Monitor implementation of IEPs and evaluate effectiveness of Special Education and EL Program
- Build and sustain a school culture based on the school’s PRICE of Success values
- Communicate effectively with all stakeholders
- Create structures for and oversee meaningful parental involvement
- Ensure the physical and emotional safety of all students and employees
- Develop internal and external goals
- Engaging in professional growth opportunities
- Evaluate school performance on multiple measures and adjust programs accordingly to maximize achievement
Serve as the school’s primary spokesperson
Ensure that the school follows all applicable District policies and State and Federal laws

**Principal (Administrator)**

The Principal will start in year 3 and be responsible for providing instructional leadership to teachers and support staff within the middle school academy (another Principal will be hired in year 4 to oversee the high school academy) to ensure the ultimate academic success of the school. The Principal is responsible for overseeing and supporting teachers, informing the Head of School’s evaluation of teachers, and reports directly to the Head of School. An ideal candidate will have at least 5 years of instructional knowledge and success.

**Qualifications**

- TB Clearance
- CA teaching credential, highly qualified according to NCLB, and demonstrated expertise
- Administrative credential favorably considered
- Knowledge regarding California State Standards including Common Core
- Experience in education, strategic planning, and staff development
- Marked success with quantifiable and objective student performance gains that surpass state and local district averages
- Experience having led teachers preferred
- Experience having developed and led professional development preferred
- Detail-oriented, organized professional with ability to manage multiple priorities
- Bachelor’s Degree required; Master’s or advanced degree preferred

**Job Expectations**

- Commit to the mission and vision of the school
- Mediate and manage conflicting demands of the teaching staff
- Be highly organized and self-sufficient
- Differentiate training and action plans for teachers with varying degrees of expertise and performance
- Set and monitor the teaching schedule for the core faculty
- Develop school systems and structures that maximize student learning
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators through an academic achievement dashboard
- Monitor the grading policy
- Design the school’s academic standards, benchmark assessments, and curriculum
- Coordinate the administration of the CAASPP, ELPAC (both Initial Identification Assessment and Summative Assessment), and other state and national norm-referenced tests
- Implement and run professional development for teachers
- Make weekly reports to the Head of School regarding academic and school culture data, as well as the professional development progress of staff
Dean of Students (Administrator)

The Dean of Students will model how to build strong, mutually respectful relationships with students and families and support teachers to do the same. This position requires a creative and inspiring educator with adult leadership experience, high energy, excellent organizational abilities and a talent for creating a warm and supportive environment for students. The Dean of Students reports to the Head of School.

Qualifications

- California teaching certification and Administrative credentials will be favorably considered and not required
- Exemplary instructional and classroom management skills
- Proven track record of meeting high standards for student achievement
- High level of personal organization and planning
- Excellent communication skills with diverse constituents (teachers, parents, children, board members); clear writer, facilitator and public speaker
- Proven ability to proactively lead by example, effectively manage adults, and respond positively to feedback
- Team player; maturity, humility, strong work ethic, follow-through, sense of humor, and “roll-up-my-sleeves” attitude
- Strong belief in the California Collegiate mission and educational model
- A bachelor’s degree; master’s degree preferred
- At least 3 years of urban teaching experience with a record of high student achievement
- TB Clearance

Job Expectations

- Own the school’s character development program and ensure it builds and reinforces positive self-identity and necessary character strengths
- Lead recognition assemblies, family workshops, family and community service events and other school-wide culture-building activities
- Partner with parents and families to build authentic school-wide community
- Coordinate and implement a school-wide behavior management system with meaningful incentives and consequences
- Work closely and effectively with children who have behavior challenges and their families; partner with teachers and other school staff to execute individualized behavior interventions when needed
- Facilitate staff trainings on student-teacher relationships, classroom management, family partnership, and school culture
- Conduct regular school culture walkthroughs to help staff maintain a high bar of excellence.
- Supervise school entry, breakfast, lunch, dismissal, and transitions to ensure they are orderly and positive
- Accurately monitor and analyze daily student attendance, homework, and discipline records; create new systems and structures to proactively address school’s areas of need
- Support teachers in building meaningful relationships with students and parents
Special Education Director (Certificated)

The Special Education Director will be responsible for maintenance of records for special needs students, oversight of the IEP process, and will be the primary person responsible for ensuring that students with special needs receive the appropriate accommodations and/or modifications within the classroom and any additional services as required by the IEP. The Special Education Director also provides direct special education services to students as needed. The Special Education Director reports to the Head of School and works closely with the Principal(s).

Qualifications

- NCLB Highly Qualified
- TB Clearance
- Bachelor’s Degree required; Master’s Degree preferred
- Certified Special Education teacher
- Experience working with students with special needs
- Knowledge about the IEP process and experience working with teachers to implement the accommodations and modifications detailed in the IEP
- Success working with students with special needs
- Belief that all students can learn at the highest academic levels

Job Expectations

- Serve as the point of contact for all matters involving special education due process
- Create and maintain a system for monitoring and compliance, ensuring that all federal and state rules and policies are followed with regards to special education
- Create and coordinate an annual schedule for IEPs
- Train and lead teachers in professional developments regarding special education and Student Success Team procedures
- Facilitate review of intake assessments for incoming students
- Facilitate the evaluation/reevaluation process
- Coordinate push-in and pull-out schedules with special education instructional consultants and general education teachers
- Ensure compliance with all Federal and District SPED regulations regarding parent/guardian consent
- Work directly with general education teachers on issues that may arise in classroom settings
- Coordinate annual or biannual formative and summative evaluations of the special education program
- Maintain up-to-date Welligent records
- Provide Welligent data analysis for all Modified Consent Decree meetings
- Assist with interviewing of special education teachers and related service professionals
- Provide direct student services as needed

Director of Operations (Classified)

The Director of Operations will manage day-to-day operations for California Collegiate with responsibility in the areas of human resources, student data, compliance, and working closely with a
back office provider. The Director of Operations will report to the Head of School and will work to support the school’s mission and culture of achievement.

Qualifications

- 3-5 years of experience in operations, human resources, and/or administration
- Excellent project management, organizational, and budgeting skills
- Comfort with working in a fast-paced, entrepreneurial environment and for a non-profit
- High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook required
- Extraordinary attention to detail
- Results-oriented team player who is dedicated to getting the job done
- Initiative and leadership skills
- Excellent ability in multi-tasking
- Bachelor’s Degree required
- Experience in non-profit/education field a plus
- Unquestioned integrity and commitment to California Collegiate’s mission
- TB clearance

Job Expectations

- Ensure all human resource tools, practices, and policies are updated and consistent with legal requirements
- Work closely with back-office provider
- Coordinate federal forms, checks, payroll and benefits for California Collegiate staff
- Maintain an organized, highly detail-oriented account of all invoices, receipts, and transactions.
- Manage student and financial data for all reporting entities and requirements, including but not limited to: No Child Left Behind; Special Education; the National School Lunch Program
- Manage information technology systems to ensure complete and up-to-date data
- Ensure compliance with all requirements of Los Angeles Unified and the Charter Schools Division
- Develop and maintain relationships with the school’s banking partners and vendors
- Coordinate the food services for the school
- Prepare (but not sign) vendor checks
- Manage all members of the school’s operations team
- Manage federal programs, including the application, management, and reporting on the use of public funds
- Serve as a full-time and engaged member of California Collegiate’s staff, including accompanying students on field lessons, assisting with student recruitment and enrollment and enrichment activities, and working with other staff members to ensure fulfillment of California Collegiate’s mission

Office Manager (Classified)

The Office Manager is hired by the Head of School and reports directly to the Director of Operations (once hired). He/she assists the Director of Operations in implementing the systems and structures in place for the day-to-day running of the school. The Office Manager provides secretarial support to the Director of Operations, overseeing the day-to-day school office activities, monitoring assigned activities, and providing information, recommendations and/or directions as may be requested.

Qualifications
• High school diploma required; some college credits preferred
• TB Clearance
• Commitment to upholding and implementing California Collegiate’s mission
• Steadfast belief that all students deserve access to a rigorous, college-preparatory curriculum and ultimately, access to a college of their choice
• Initiative and strong work ethic
• Professional demeanor and strong interpersonal skills
• Detail-orientation
• Fluent written and spoken Spanish required

Job Expectations

• Support Director of Operations in maintaining an organized, highly detailed account of all invoices, receipts, and transactions
• Maintain non-instructional supplies
• Assist in student recruitment and enrollment
• Create a welcoming front office environment for students and families
• Monitor petty cash receipts and documentation
• Coordinate the food services for the school
• Monitor the front desk and main school phone line
• Manage student file system
• Complete other tasks and duties as required by the Director of Operations and Head of School
• Assist the Director of Operations in maintaining school’s student information system
• Assist with school-wide projects

Office Clerk (Classified)

The Office Clerk is hired by the Head of School and reports directly to the Office Manager. He/she assists the Office Manager in implementing the systems and structures in place for the day-to-day running of the school. The Office Clerk provides support to the Office Manager, overseeing the day-to-day school office activities, monitoring assigned activities, and providing information, recommendations and/or directions as may be requested.

Qualifications

• High school diploma required; some college credits preferred
• TB Clearance
• Commitment to upholding and implementing California Collegiate’s mission
• Steadfast belief that all students deserve access to a rigorous, college-preparatory curriculum and ultimately, access to a college of their choice
• Initiative and strong work ethic
• Professional demeanor and strong interpersonal skills
• Detail-orientation
• Fluent written and spoken Spanish required

Job Expectations
- Support Office Manager in maintaining an organized, highly detailed account of all invoices, receipts, and transactions
- Maintain non-instructional supplies
- Assist in student recruitment and enrollment
- Create a welcoming front office environment for students and families
- Monitor petty cash receipts and documentation
- Coordinate the food services for the school
- Monitor the front desk and main school phone line
- Manage student file system
- Complete other tasks and duties as required by the Office Manager and Head of School
- Assist the Office Manager in maintaining school’s student information system
- Assist with school-wide projects

**Teachers (Certificated)**

Teachers are the most critical lever that California Collegiate has to ensure the success of the academic program and student achievement. Teachers will report to the Head of School; once Principals are in place, they will report directly to the Principal.

**Qualifications**

- Bachelor’s Degree
- NCLB Highly Qualified
- CA teaching credential highly qualified according to NCLB
- Two years of urban teaching experience preferred
- TB Clearance
- Highly professional
- Willingness to engage in frequent dialogue and to be self-reflective with regard to teaching practices
- Commitment to analyzing student data to push student achievement forward
- Ability to work with a variety of learning abilities and differentiate for those students with special needs and English Learners
- Successful classroom manager who firmly believes that a structured environment and high behavioral expectations for all students lead to student achievement

**Job Expectations**

- Teach at least four classes daily
- Plan, implement, and execute engaging and rigorous daily standards-based lessons to ensure that all students master the required content
- Assess students frequently through formal and informal measures
- Create comprehensive chapter and/or unit tests
- Reinforce school-wide rules and expectations
- Complete other tasks as directed by the Head of School and Principal as hired
- Identify students who are academically at risk and initiate effective intervention strategies
- Communicate frequently with parents
Provide supervision before school and after school and during student lunch as assigned in order to maintain student safety. In line with OSHA recommendations, all teachers have a thirty minute duty-free lunch every day that may not occur at the same time as student lunch.

Teacher Leadership Roles (Certificated)

We anticipate hiring highly skilled teachers who are leaders inside and outside of the classroom. Our teacher leadership roles create a hybrid leadership model in which strong teachers stay in the classroom and are given opportunities to contribute as leaders to the school culture and the school curriculum. We reserve the right to restructure these positions as the school grows to scale in line with the organization’s development to afford increased autonomy and commensurate compensation.

Grade Level Leaders

The Grade Level Leaders will function as managers of the culture and academics of their grade level team. Each grade will have a Grade Level Leader resulting in seven Grade Level Leaders when the school grows to capacity. As classroom teachers, Grade Level Leaders will receive an annual stipend for their additional responsibilities.

Role Expectations

- Analyze grade level culture and academic data
- Develop action plans, in concert with the grade level team, to address culture and academic trends at the grade level
- Facilitate interdisciplinary planning and horizontal articulation of grade-level curriculum
- Meet weekly with grade-level teachers to provide support

Department Chairs

The Department Chairs will provide content expertise and oversee the development of their subject area across the grade span. Department chairs for each subject will be established once there are at least three teachers in place for that subject. As classroom teachers, Department Chairs will receive an annual stipend for their additional responsibilities.

Role Expectations

- Review and support the development and refinement of unit plans
- Ensure sound vertical alignment across the grade levels within the department
- Ensure that unit plans align with scope and sequence
- Lead content level meetings and content planning sessions
- Analyze content data across the school from diagnostics and interim assessments
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 the 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 child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. 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 Ed. Code § 49060 et seq. at all times.

Criminal Background Checks and Fingerprinting

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. 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 its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, 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 immunization records on file.
Safe Place to Learn Act

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

California Collegiate will implement a comprehensive set of health, safety, and risk management policies reviewed regularly with the staff, students, parents, and governing board. These will also be reviewed and discussed with the school’s insurance carriers and include the following items:

- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. Child abuse will be reported immediately by the individual discovering or being informed of the alleged child abuse/neglect. In accordance with the requirements of AB 1432, annual reporter training will be provided within the first six weeks of school or the first six weeks of that person’s employment, and proof of that training will be provided to the president of the school’s governing board.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, pest management, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and EPA.

The Office Manager will serve as Custodian of Records per DOJ Requirements.

Charter School supports and promotes the health and wellness of students through physical education, nutrition, and health courses. Physical education is a course requirement from 6th to 12th grade at California Collegiate, educating the benefits of physical fitness and encouraging the value of a better quality of life due to healthy living. Charter School participates in the National School Lunch Program (NSLP), which is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. NSLP provides nutritionally balanced, low-cost or free lunches to children each school day. Charter School and its food vendors comply with all federal and state regulations of the program, including, but not limited to, the nutritional requirements of food served that promote a healthy growth in physique and the stimulation of the mind. Additionally, food of little nutritional value, or “junk food”, is not served or distributed on campus, and students are further discouraged from obtaining and bringing such items onto campus.
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, appropriate 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, that 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.

In anticipation of charter authorization, California Collegiate has created a recruitment plan, meant to inform families in the area of the enrollment process at California Collegiate. If authorized, we will implement this plan to ensure we are fully enrolled with 136 students in grade six prior to our proposed August 2016 opening.

Planned outreach activities include, but are not limited to:

- Notification of enrollment opportunities at California Collegiate through publicity flyers and brochures, the California Collegiate website and social media, notices to school administrators about available openings, and local media
- Development of all marketing materials (including flyers, posters, brochures, and websites) in English and Spanish
- Door-to-door outreach to families within a 10-block radius of our future facility location
- Information sessions and flyer distribution at local community meetings and events, including:
  - Neighborhood council meetings: Voices of 90037; Community and Neighbors for Ninth District Unity (CANNDU); Empowerment Congress Southeast Area Neighborhood Council; Central Alameda Neighborhood Council
  - Chamber of Commerce meetings: Latino Business Chamber of Greater Los Angeles; Greater Los Angeles African-American Chamber of Commerce; Florence-Firestone/Walnut Park Chamber of Commerce
  - Other community meetings, including the Florence-Firestone Community Leaders meeting, the Florence-Firestone Walnut Park Community Partnership meeting, block club meetings, and neighborhood watch meetings
- Information sessions and flyer distribution at local community organizations and centers that work with youth, families, and adults, including:
Branches of the Los Angeles Public Library Systems:
- 98th Street Community Youth Organization
- Advocates for Peace and Urban Unity
- Avalon Gardens
- Challengers Boys and Girls Club
- Chapter T.W.O.
- Coalition of Mental Health Professionals, Inc.
- Community Build, Inc.
- Community Centers, Inc.
- Concerned Citizens of South Central
- Girls Club of Los Angeles
- Immanuel Family Resource Center
- Junior Raiders Enrichment & Athletic Mentorship Youth Development Organization
- LAPD 77th Street Charitable Foundation
- LA Samba Kids
- Lillian Mobley Multipurpose Center
- The New You Center
- Personal Involvement Center
- Project Accountability, Inc.
- Pueblo Del Rio
- Seeking Peaceful Solutions
- The South Central Family Health Center
- UMMA Community Clinic
- Vermont Slauson Economic Development Corporation
- Vermont Village Community Development Corporation
- Yehowa Medical Services
- You Can Health Services

- Information booths and flyer distribution at local businesses, laundromats, grocery stories, WIC centers, libraries, restaurants, community events, fairs, carnivals, shopping centers, social services agencies, housing projects, faith-based organizations, medical centers, and apartment complexes

In addition to informational materials in English and Spanish, California Collegiate will provide in-person translation services at information sessions and events.

As outlined in our community description in Element 1, and in our recruitment plan described above, California Collegiate seeks to serve the families of South Los Angeles, with a particular emphasis on the underserved communities of Florence, Florence-Firestone, and the Vermont Corridor (zip codes 90001, 90002, 90003, and 90044, approximately). The local population has a high Hispanic/Latino and African-

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123 A list of WIC centers in South Los Angeles can be found through the South Los Angeles Health Projects homepage: http://www.slahp.org/.
American demographic, as well as a high socio-economically disadvantaged population, as shown in the table below.\textsuperscript{124}

**Figure 28. Community Demographics**

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>Hispanic/Latino</th>
<th>African-American</th>
<th>White</th>
<th>Asian</th>
<th>Median Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>90001</td>
<td>85%</td>
<td>13.8%</td>
<td>.7%</td>
<td>0%</td>
<td>$24,207</td>
</tr>
<tr>
<td>90002</td>
<td>62.5%</td>
<td>35.8%</td>
<td>.4%</td>
<td>.1%</td>
<td>$22,872</td>
</tr>
<tr>
<td>90003</td>
<td>66.9%</td>
<td>30.8%</td>
<td>.6%</td>
<td>.2%</td>
<td>$22,346</td>
</tr>
<tr>
<td>90044</td>
<td>52.8%</td>
<td>44.3%</td>
<td>1.1%</td>
<td>.5%</td>
<td>$22,091</td>
</tr>
</tbody>
</table>

Since California Collegiate plans to be located in or near these ZIP codes and its intentions are to recruit and work with students from those neighborhoods, outreach efforts will be targeted in that geographic area. We will assess our progress towards achieving LAUSD’s goal of 70:30 on an annual basis and adjust our recruitment plan as necessary.

\textsuperscript{124} All data derived from Zip Who: [www.zipwho.com](http://www.zipwho.com). Data reflects results from the U.S. Census.
ELEMENT 8: ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

McKinney-Vento Homeless Assistance Act

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 the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Non-Discrimination

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

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

Admission Requirements

California Collegiate is an open enrollment, tuition-free public school available to all students residing in the state of California who wish to attend the school, as outlined in Education Code, Section 47605(d)(2)(A). To be included in the admissions process, families must submit a Lottery Form, which will include the student’s name, grade, birthdate, and contact information.

The student application deadline varies annually but is typically mid-March; in order to ensure adequate notice to stakeholders, the annual deadline will be set no later than August 1 of the previous year. In accordance with California Education Code 47605(d)(2)(B), California Collegiate will hold a random public drawing should the number of students applying for school admission by the posted application deadline exceed the number of spaces available in any given grade. Enrollment is determined by a public random drawing of all applications submitted for seats available and to establish the order of students on a waiting list. Should the applications received at the time of the deadline not exceed space available, all applicants are accepted for enrollment. All current students will be exempt from this process.

Student Recruitment
Student enrollment by law is open to all students in the state of California. The intent of California Collegiate is to serve students living in and attending schools within a three to four-mile radius of the campus. Marketing is targeted to students residing in the community or attending schools in the community served, which includes primarily LAUSD residents. As described in our recruitment plan (located in Element 7), California Collegiate is committed to recruiting English Learners (ELs), low-achieving students, economically disadvantaged students, and students with disabilities and we have targeted our recruitment efforts in Florence, Florence-Firestone, and the Vermont Corridor in zip codes 90001, 90002, 90003, and 90044.

Enrollment is monitored to insure that, to the fullest extent possible, students enrolled reflect the diversity of the targeted community. Methods to increase recruitment of students, including students with special needs, for enrollment include:

- Announcements direct mailed to families in neighboring elementary and middle schools
- Flyers distributed throughout the local community that welcome students with special needs
- Community meetings open to all interested parents and community members that include presentations of services for EL and SPED students
- Local newspaper announcements
- Open House at the school site prior to the opening of school
- Meetings, materials, communications provided in English and in Spanish

**Lottery Preferences and Procedures**

Preference for available spaces will be given to students who reside within the boundaries of the Los Angeles Unified School District, to siblings of currently enrolled students, and to children of Founding Parents, teachers, and staff not to exceed 10% of total enrollment in accordance with District policy on Founding Parents. If a child gains admission, any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade.

No other preferences shall be given in the lottery or admissions process.

**Founding Parent Preference**

At California Collegiate, we believe that parents are partners on the path to college. We want to start this partnership during our founding stage and ensure that families who contribute their time and are invested in our school will be able to enroll their children. The designation of “Founding Parent” will be in full compliance with District Policy as adopted by the LAUSD Board of Education on February 2, 2012.

Eligibility for Founding Parents is determined by contribution of 40 hours of personal time starting April 15, 2015 through to the first day of instruction. There will be no contribution of funds as part of the

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125 The petitioners will work with the Charter School Division staff to ensure proper documentation.
126 The Founding Period is defined by the specific period during which the charter petitioner team is developing the charter school through the school’s first day of instruction. Our proposed start date is August 8, 2016 and would mark the end of the Founding Period. If there is any delayed opening, the end of the Founding Period will remain the first day of instruction, and no one may be added to the founding group after
Founding Parent commitment. California Collegiate will comply with all oversight requirements and will submit required documentation to the Charter Schools Division. Volunteer hours will be monitored and kept by the Head of School.

Applications and Public Random Drawing

California Collegiate will inform the public commencing in October of each school year that it is accepting applications for admission for the following school year and publicize the deadline for applications through direct mail announcements, flyer distribution, community meetings, local newspaper announcements, and public information sessions. The student application deadline may vary annually, but typically falls in mid-March; the exact date will be set no later than August 1 of the previous year. Any family interested in submitting an application to California Collegiate will be informed of California Collegiate’s admissions policies and information about when the applications must be submitted in order to be included in the public lottery.

In the event that California Collegiate receives more applications than there are spaces available for any particular grade, enrollment will be determined by random public lottery in accordance with Education Code section 47605(d)(2)(B). The lottery will be held within two weeks after the last day that applications can be submitted to be included in the public lottery. All applicants will be informed of the date, time and place of the drawing via mailed letter in both English and Spanish, and told that they are welcome to attend if they choose to do so, but that their presence is not required to secure a spot at the school. Notice will also be provided at the school and on the school’s website. To ensure that interested parties may attend, the drawing will be held on a weekday evening and conducted in both English and Spanish at the school site. All students whose applications have been timely submitted will be included in the lottery, with preference given as stated above.

Prior to the start of the lottery, the rules will be explained in both English and Spanish. The rules of the lottery, including any preferences that will be given, will be distributed in writing in both English and Spanish. The lottery will begin by identifying students given preference under the terms of California Law and the California Collegiate charter petition: in order of priority, district residents, siblings of current students, and children of Founding Parents, teachers, and staff (up to and not exceeding 10% of available seats).

A third party other than parents, students, or school staff, selected by the Head of School, will then pull lottery spaces in order of grade level. To ensure that the lottery is conducted fairly and accurately, a multi-step process is followed. The process is outlined below.

- Student names will be printed on slips of paper and placed into a box.
- Each student’s name, as drawn, will be read out loud twice.
- When each lottery form is pulled, the chronological order in which it was pulled is recorded. A final check of the lottery’s results will be conducted by a second third-party individual before the final results are announced. (Both third-party individuals will be selected by the Head of School).

Slips will be pulled until all openings are filled; all remaining slips will be then be pulled to populate the waitlist in the same chronological order. Procedures that are followed and related materials used will be made available to the LAUSD Charter Schools Division (CSD). As names are pulled, students will be assigned a number corresponding to the order they were drawn. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a waitlist. All additional applicants post-lottery will be added to the pre-existing waitlists established through the random public lottery. All families reserve the right to ask to be removed from the waitlist. The waitlist is maintained and used through and until the end of the programmatic year for which it was created.

Within two weeks of the lottery, families will be notified via mailed letter by the Head of School of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space in the following year will be required to complete an enrollment packet within four weeks of receiving the letter indicating that a spot is available for the student. The school will hold a Pre-Enrollment session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms. Attendance at this session is not mandatory and will have no bearing on a student’s admission to California Collegiate.

The waiting list will include contact information of the families wanting to still be considered for admission should a position open. If a position opens during the course of the year, the office manager will contact the family of the student on the top of the waiting list by phone, email and/or mail to offer their student admission to the school. Up until two weeks prior to the start of the upcoming school year, the family has ten (10) business days to confirm enrollment and return a completed enrollment packet in person. If a student is notified of an open position during the current school year, they will have 72 hours to confirm intent to enroll (via phone or email) and to submit a complete enrollment packet in person. Should the family decline the position, the next family on the list will be contacted until the open position is filled. In no circumstance will a waitlist carry over to the following school year, and students who remain on the waitlist must apply for enrollment in the following year.
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 Ed. 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 school’s Calendar
h. Statistical Report – monthly according to 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

California Collegiate will develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The Head of School and Finance Committee of the Board will be knowledgeable about the California Department of Education’s audit guide (“Standards and Procedures for Audits of California K-12 Local Education Agency”) and, as required under California Education Code §47605 (b)(5)(I), the school will hire an independent auditor to complete a comprehensive, annual fiscal audit of the books and records of California Collegiate.

Annual Audit Procedures

An ad hoc Audit Committee consisting of the Board Treasurer and at least one other Director selected by a majority of the Board will be responsible for selecting and contracting with an auditor chosen from the California state list of auditors approved to conduct charter school audits (available at CPADS.SCO.CA.GOV) to conduct the required annual financial audit, and work with the auditor to complete the audit. Any findings will be reported to the Head of School and Board of Directors to
provide an improvement strategy. The Audit Committee will ensure that the auditor sends the completed audit to the required agencies by the statutory deadline.

ExED (or the current back office business support provider) and the Head of School will work in concert to ensure the auditor has full access to the school’s financial statements, attendance and enrollment accounting practices, and internal controls.

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 the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit. The independent auditor and California Collegiate will prepare a financial report to be submitted to the district, the county office of education, the State Controller’s Office, and CDE.

At the conclusion of the annual audit, the auditor will report directly to the Audit Committee who will review the audit. The Head of School, along with the Finance Committee and ExED, will then review any audit exceptions or deficiencies, and resolve them in conference with the auditor to the satisfaction of the auditor prior to the completion of the auditor’s final report. Audit findings and exceptions will be reported to the California Collegiate Board with any relevant explanations and the Head of School’s plan to resolve these issues. The Board will approve the plan, and at the next regular Board meeting, the Head of School will present each of the issues or findings and if or how it was resolved. Audit exceptions and deficiencies will be resolved to the satisfaction of LAUSD within four weeks of notice from the auditor unless otherwise agreed upon with LAUSD.

The annual audit will be completed in accordance with all required deadlines, and a copy of the auditor’s findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, the California Department of Education, and any other required agencies by the 15th of December. The Audit Committee will ensure timely submission of all documents.

The independent fiscal audit of California Collegiate is public record, and a copy of each year’s audit will be maintained in the school’s office and provided to the public upon request.
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 implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, 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 Ed. 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

**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.

**Discipline Foundation Policy**

“Every student...has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruptions and obstacles that impede learning.”

— LAUSD Discipline Foundation Policy

At California Collegiate, our approach to discipline fully aligns with LAUSD’s Discipline Foundation Policy and School Climate Bill of Rights, and we embrace the 3-tiered model of Restorative Justice: prevention, intervention, and reentry. We believe that children thrive in a structured and nurturing environment, and share the “view of resilience in children and youth and their capability to solve problems.” Thus, our fiercely positive school culture, both academically and behaviorally, relies on setting “high expectations while offering supports,” continually sending the message to students that we believe in them and want them to succeed.

The goal of our discipline policy is both to maintain a physically, emotionally, and intellectually safe learning environment for our students and to help students develop into positive, engaged members of

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129 Ibid.
130 Ibid.
their communities who embody our PRICE of Success values (Perseverance, Purpose, Responsibility, Respect, Integrity, Initiative, Curiosity, Community, Empathy, and Excellence). As students grow from 6th grade to high school graduation, we must support their character development and independence as they develop their own moral code, helping students move from mere compliance to the development of their personal ethical code.

**Schoolwide Positive Behavior Support and Intervention**

Because we know families are our partners, our approach to positive behavior support begins before the start of the school year with annual family orientation and post-enrollment home visits to ensure absolute clarity around expectations for student behavior and the consequences for misconduct. This approach allows families to ask questions and take preventative measures before students begin the school year, establishing a collaborative problem-solving approach with families. Each family is also provided with a copy of our Student & Family Handbook in their home language, which thoroughly outlines the details of our discipline policy and consequences for misbehavior. In addition, all students begin the year with an orientation week, where California Collegiate culture and behavioral expectations are introduced, explained, and practiced in a supportive environment. We agree that “before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid a negative behavior.”

Every day, students will start their Focus period with a teacher-guided self-evaluation of their character development, completing a written reflection on their mastery of each value, including acknowledgment of any consequences they received that day. This reflection will go home to be signed by a parent/guardian and returned the following day. At the close of each week, students will do a more comprehensive reflection and set goals for the following week, to be signed by a parent/guardian and reviewed the following Monday morning. Through this practice, students will build self-discipline and take ownership of their actions to become active participants in the development of their character.

To supplement this individual character development and embrace the community-oriented mindset of Restorative Justice, students will also participate in weekly community meetings, where we will both celebrate student accomplishments and accept the public apologies of students who have transgressed the values of the school community and would like to take the opportunity to acknowledge the consequences of their actions so that they can be reintegrated positively (public apologies are not required). Students who make the right choices will be celebrated in a variety of ways, including but not limited to:

- Receiving a “shout-out” during a community meeting
- Being selected to help lead and/or plan a community meeting
- Parent/guardian phone call or letter home
- Receiving the California Grizzly of the Month award
- Special individual privileges (dress-down day for consistent uniform, etc.)
- Special advisory-level privileges (special breakfast for punctuality, etc.)

We will continually monitor and evaluate the effectiveness of our school-wide behavioral approach and use data to target areas of concern and adjust professional development and/or procedures accordingly.

**Alternatives to Suspension**

At California Collegiate, we know that it is inevitable that students will occasionally make mistakes as they grow and learn how to navigate the world. It is our goal to quickly demonstrate to students when their behavior is unacceptable, provide an appropriate consequence, and help them resume their education as quickly as possible. We are also aware that student behavior stems from a variety of sources, and seek to address the root cause of student misconduct. By weaving academic intervention opportunities into the school day, we expect to alleviate much of the student misconduct typically rooted in low academic achievement—students will receive daily support through their Focus period and targeted math and literacy classes to allow them to feel academically successful and engaged. Attendance-related concerns will be addressed proactively through collaborative problem-solving with parents, as students who are not present cannot learn.

California Collegiate’s behavior support approach is based on the development of our core values, paired with a tiered system of consequences and interventions, including but not limited to:

- Demerit
- Detention (served during lunch)
- Loss of privileges
- Referral to Dean of Students or Head of School
- Parent phone call or letter home
- Parent conference
- Community service
- In-class suspension
- In-school suspension
- Out-of-school suspension
- Expulsion

We seek to “address student misconduct and harm in a way that strengthens relationships and focuses on the harm done rather than only rule-breaking”[^132], connecting student choices to our core values and the effect they have on our learning community. Students who repeatedly struggle to make the right choices will have a meeting with the Dean of Students or Head of School and a parent/guardian to develop a behavior plan with personal goals, a timeline for achieving them, and appropriate consequences for continued misconduct. The California Collegiate approach seeks to support the individual growth and development of each child while preserving a safe and supportive learning environment for the school community.

**Professional Development**

At California Collegiate, we know that the true culture of a school is established in the classroom, and that effectiveness of our teachers has a tremendous impact on the behavior of our students. Our teachers play a critical role in preventing misbehavior before it occurs, and assertively addressing small misbehaviors so that temptations towards larger misbehaviors never present themselves.

Teachers will receive annual training during four weeks of summer professional development and the first two months of the school year on high-leverage classroom management techniques, including

those outlined in *Teach Like A Champion*. Teachers will spend time practicing prevention strategies and quick behavioral corrections that will allow students to maximize distraction-free instructional time.

Additionally, we agree that “relationships are essential to building a successful school community” and will ensure that every adult in the building is working to build positive relationships with students. Our approach to behavior, like academics, is always strict and warm, sending a consistent message to students that we hold them to high expectations because we care about them and know they can succeed.

### Grounds for Suspension and Expulsion

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

- While on school grounds
- While going to or leaving from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity

As specified in California Education Code Section 48900, a student may be recommended for suspension if he or she:

- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
- Engaged in, or attempted to engage in, hazing, as defined in Section 32050.
- Engaged in an act of bullying, as defined in Section 32050 and 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.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence; any such violence resulting in serious physical injury requires expulsion.
- Engaged in harassment, threats, or intimidation directed against school District personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile education environment.
- Made terroristic threats against school officials, school property, or both, as defined in Section 48900.7.

In the case of a first offense, a student will only be suspended out of school when other means of correction fail to bring about proper conduct.

As specified in California Education Code Section 48900, a student may be recommended for suspension or expulsion if he or she:

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133 Ibid.
• Caused, attempted to cause, or threatened to cause physical injury to another person [48900(a)].
• Possessed, used, or sold dangerous objects [48900(b)]
• Possessed, used, or sold drugs or alcohol [48900(c)]
• Offered, arranged, or negotiated to sell drugs or alcohol [48900(d)]
• Committed or attempted to commit robbery or extortion [48900(e)]

In these cases, expulsion would only be recommended if either of the following are true:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. Due to the nature of the act, the presence of the pupil causes continuing danger

In the case of a first offense, a student will only be suspended out of school if his or her presence causes a danger to persons, property, or threatens to disrupt the instructional process. Otherwise, alternative discipline will be imposed.

Additionally, a student may be recommended for suspension or expulsion if he or she:

• Caused or attempted to damage school or private property [48900(f)]
• Stole or attempted to steal school or private property [48900(g)]
• Possessed or used tobacco, or products containing tobacco or nicotine products [48900(h)]
• Committed an obscene act or engaged in habitual profanity [48900(i)]
• Unlawfully possessed, offered, arranged or negotiated to sell drug paraphernalia [48900(j)]
• Knowingly received stolen school or private property [48900(l)]
• Possessed an imitation firearm [48900(m)]

In these cases, a student would be recommended for expulsion only if either of the following are true:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the violation, the presence of the pupil causes continuing danger.

The school will update discipline policies regularly to reflect any changes in the relevant sections of the Ed. Code. The Head of School may use his or her discretion to provide age-appropriate alternatives to suspension or expulsion for the above infractions that are designed to address and correct the student’s specific misbehavior.

Students will receive an expulsion recommendation on a case-by-case basis if it is determined that the student committed one of the following acts at school or at a school activity off school grounds, as specified in Education Code Section 48915(a), (b):

• Causing serious physical injury, except in self-defense
• Possession of a knife or other dangerous object
• Possession and/or use of a controlled substance
• Robbery or extortion
• Assault or battery on a school employee

Students will receive a mandatory recommendation for expulsion for any of the following reasons, as specified in Education Code Section 48915(c), (d):

• Possessing, selling, or furnishing a firearm
- Brandishing a knife at another person
- Selling a controlled substance
- Committing or attempting to commit a sexual assault or sexual battery as defined in Section 48900 of the Education Code
- Possession of an explosive

Students are subject to mandatory expulsion from California Collegiate for any of the reasons as specified in the Education Code Section 48915(c) and the Federal Gun-Free Schools Act of 1994. 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.

At the discretion of the Head of School and Dean of Students, California Collegiate will also authorize and implement in-class and in-school suspension for infractions that demand a severe consequence up to and including a suspension, but do not require the student to be removed from the learning environment. In-class and in-school suspension will never be considered as an alternative to expulsion.

**Suspension Procedures**

As detailed at the beginning of this Element, California Collegiate is committed to maintaining a physically, emotionally, and intellectually safe learning environment. We believe that learning time is sacred and that many misbehaviors can be corrected in class. However, those behaviors detailed above may warrant suspension or expulsion, which will occur through the following steps.

The suspension of a student will be at the discretion of the Head of School or the Head of School’s designee (Principal or Dean of Students). Parents will be notified in advance prior to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion. In order to ensure that in the case of suspension both the student and the parent/guardian receive adequate notice and meaningful opportunity to be heard prior to suspension, California Collegiate will implement the following three-step protocol:

**Step 1** – Informal Family Conference: Suspension shall be preceded by an in-person conference conducted by the Head of School with the student and the student’s parent or guardian. The conference may be omitted if the Head of School 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 will be notified of the suspension and a conference will be conducted as soon as possible.

**Step 2** – Determination of Length and Placement of Suspension: The length and placement of the student’s suspension will be determined by the Head of School, based on the severity of the offense(s), as evidence by witness statements, physical evidence, and other relevant factors.

At California Collegiate, we are determined to have systems to prevent suspension to the greatest extent possible while maintaining the integrity of the learning environment. We believe that a student should not be removed from the general class environment unless his or her presence is a continual distraction to others or the student is at risk of harming themselves or others. A student who has exhibited such behavior will first earn In-Class Suspension, a set of suspension-preventative consequences and behavioral supports that will require the student to reflect and reset before reentering the school community. In In-Class Suspension, a student will lose all social privileges for the day. In-class suspension will allow students to receive access to the curriculum in the classroom...
environment while being separated from the school community. A student assigned to In-Class Suspension will sit at a designated desk in the classroom, physically separated from his or her peers. Clear norms will be set to protect the social-emotional well-being of students in In-Class Suspension and ensure they are treated with respect by their peers. In addition, a student assigned to In-Class Suspension must:

- Check in with the Dean of Students prior to the start of each day and at strategic points throughout the day
- Attend all classes, receive academic instruction, and complete all classwork and homework
- Not communicate with any other students throughout the day, including during breaks and lunch where the student will be supervised by school staff
- Not participate in class activities
- Not attend field trips, dances, or other school activities if these occur during the suspension period

If a student fails to meet the expectations of In-Class Suspension, the student will be removed from the classroom and will serve an In-School Suspension for the remainder of their assigned suspension. In In-School Suspension, the student receives all of the consequences and supports as s/he would in In-Class Suspension but is removed from the classroom environment.

If a student is a continual distraction to others or poses a risk to self or others, that student would likely not benefit from In-Class Suspension and may instead be assigned either an In-School or Out-of-School Suspension. An Out-of-School suspension is recognized as an absence from school.

**Step 3 – Notice to Parents:** Parents and students have due process rights with regards to suspensions and expulsions. At the time of the student’s suspension, the Dean of Students shall make a reasonable effort to contact the student’s parents by telephone or in person. Initial contact will be followed by a written notice, which will state the specific offense(s) committed by the student, as well as the date and time the student may return to school.

The number of days a student must serve In-School Suspension will be aligned with the severity of the behavior, but will not exceed ten days. The length of suspension for students may not exceed a period of five consecutive days unless a recommendation has been made by the Head of School and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding five consecutive days, a second conference will be scheduled between the parent/guardian and the Head of School or the Head of School’s designee (Principal or Dean of Students) to discuss the progress of the suspension upon the completion of the tenth day of suspension.

Instructional materials will be provided for all suspended students by their regular classroom teachers. Students serving In-School Suspension will be provided materials at the start of the school day and expected to complete all academic work in order to continue to access their education during the term of the In-School Suspension.

In the case of Out-of-School Suspension, arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Classroom teachers will provide instructional materials to the Dean of Students, who will make them available to the student and/or his/her family. In extreme cases of a long-term suspension exceeding five consecutive days of Out-of-School Suspension, the school may provide a tutor or other aide to support the student’s continued education during their required absence from school.
A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. California Collegiate shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process. In that case, an expulsion hearing must be held no later than thirty days after the expulsion recommendation.

In keeping with the principles of Restorative Justice and the understanding that “when a person does harm, it affects the persons they hurt, the community, and themselves,” students receiving an In-School Suspension or Out-of-School Suspension will have the opportunity to re-enter the school community by making a public apology at the next community meeting, acknowledging the harm that they caused and renewing their commitment to their fellow students. Students who choose not to take advantage of this opportunity will collaborate with the Dean of Students to select an alternate means of making amends and re-entering the school community.

Expulsion Procedures

**Step 4 – Recommendation for Expulsion:** If the Head of School recommends a student for 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 Head of School 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 Head of School finds that at least one of the below findings may be substantiated:

- Other means of correction are not feasible, or have repeatedly failed to bring about proper student 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

**Step 5 – Expulsion Hearing:** Students recommended for expulsion are entitled to a hearing if requested to determine whether the student should be expelled. The hearing will be held within 30 days after the Head of School makes a recommendation for expulsion. The hearing will be presided over by the Board of Directors. The Board may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the Board or employed on the California Collegiate staff. Unless the pupil requests otherwise, the expulsion hearing will be conducted in closed session. Written notice of the hearing will be mailed to the student and the student’s parents at least 10 calendar days before the date of the hearing by the Head of School. This notice will include:

- Date and place of the hearing
- Statement of the specific facts, charges and offense upon which the proposed expulsion is based
- Copy of the disciplinary rules that relate to the alleged violation
- Opportunity for the student or the student’s parents to appear in person at the hearing.
- Opportunity for the student to be represented by counsel
- Right to examine and acquire copies of all documents to be used at the hearing
• Opportunity to cross-examine all witnesses that testify at the hearing
• Opportunity to present evidence and witnesses on behalf of the student

In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony.

If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the Board that extraordinary circumstances exist requiring the evidence be heard. Before the Board makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

If the student is found to have committed an act listed in California Education Code, section 48915(c), the Board shall order that student expelled. If the student is found to have committed an act listed in California Education Code, section 48915 (a), (b), or (e), the Board may only order a student expelled if one or both of the following are true:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act or violation, the presence of the pupil causes continuing danger.

In the case of an expulsion decision, the Board shall order a student expelled pursuant to California Education Code, section 48915 (b) or (c), and shall refer that pupil to a program of study that meets all of the following criteria:

• Is appropriately prepared to accommodate students who exhibit discipline problems.
• Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
• Is not housed at the schoolsite attended by the student at the time of suspension.

If an expulsion decision is made by the Board, written notice will be sent by the Head of School to the parents/guardians of any student who is expelled. This notice will be sent within 24 hours of the hearing through certified over-night postal delivery, and will include:
• The specific offense(s) committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion”
• The reinstatement eligibility review date
• The type of educational placement during the period of expulsion
• Notice of appeal rights/procedures.
• Notice of the student or parent/guardian obligation to inform any new district in which the student seeks to enroll of the student’s status with California Collegiate

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 the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If the decision is not to expel, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to classes at California Collegiate, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the Head of School shall consult with the pupil’s teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made.

**Appeal of Suspension or Expulsion:** Parents will be notified in advance to 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 Head of School or the Head of School’s designee (Principal or Dean of Students). Parents will be notified in advance of the enactment of the suspension and can appeal a student’s suspension. A suspension appeal will be heard if requested within five (5) days of notification of suspension by the student’s Head of School or designee (Principal or Dean of Students), and upon consideration, the Head of School or designee’s decision will be final. The student will be considered suspended until a meeting is convened to hear the appeal. The decision to rule on the appeal will be made within one business day of the appeal hearing. Parents/guardians will be notified of the decision in writing within three (3) days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

An expulsion decision may be appealed within 30 calendar days of the date of the written decision to expel. The parent/guardian must submit the appeal in writing to the Head of School. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student’s parent/guardian must attend to present their appeal either verbally or in writing. The Expulsion Appeal Panel shall have three (3) certificated members, none of whom is a member of the Board or employed on the California Collegiate staff. Panel members shall know nothing of the incident or student, and shall not be the same individuals who participated in the original expulsion decision. The panel will be chosen by the School Board President. The scope of review of the panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel will be final. Parents will be notified of the Expulsion Appeal Panel’s decision, in writing, within two business days of the hearing. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated. For a student who is not reinstated upon appeal, the family will be sent written notification of such within business three days of the hearing, including specific reasons why reinstatement was denied.
The decision of the panel of representatives of the Board of Directors will be final.
**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).

California Collegiate will participate in Social Security and a 403b plan. Charter School will not participate in STRS or PERS. Positions to be covered by Social Security and the 403b plan include all full-time certificated teaching and non-certificated positions. The Head of School will be responsible for ensuring that appropriate and timely arrangements for coverage have been made. California Collegiate accepts and understands its obligations to comply with specific sections of the Education Code, Section 47611.

**Certificated Staff Members**

All full-time certificated staff members will be covered by Social Security and the 403b plan described above.

**Classified Staff Members**

All full-time classified staff members will be covered by Social Security and the 403b plan described above.

**Other Staff Members**

All other full-time staff members will be covered by Social Security and the 403b plan described above.
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.

Parents and students will be informed both in writing and in person of their public school attendance alternatives at the time of the California Collegiate enrollment process, whenever confusion about attendance alternatives arises, and at any time upon request.
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

California Collegiate Charter School
c/o Head of School
3528 Ellsworth Street
Los Angeles, CA 90026

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

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’
fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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 the 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 Ed. 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 Ed. 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 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 Ed. 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
Upon 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 immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and 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), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

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

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

4. The Special Education Local Plan Area (SELPA) in which the 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 the 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 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 school closure
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 school closure
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 school closure, 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.

**School and Student Records Retention and Transfer**

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

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

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the 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, 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 CDE will notify the charter school and the authorizing entity of any liabilities the 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 the 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 the charter school.

This audit may serve as the 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the 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 the 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 the school will make the payments.

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

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

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

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

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

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

FACILITIES

District-Owned Facilities

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

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 Ed. Code 47612 and 5 CCR § 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:**

  (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 provide adequate documentation to the CSD that the charter school 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 charter school 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, Ed. 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 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.

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 Ed. Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

**Internal Fiscal Controls**

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

**Apportionment Eligibility for Students Over 19 Years of Age**

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

**Local Control and Accountability Plan**

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

Assurances and Affirmations

California Collegiate Charter School (also referred to herein as “California Collegiate” 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 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).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the 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 the charter school without graduating or completing the school year for any reason, the 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 Ed. 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 the 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 element or section. The charter includes 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 should 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) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. 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 Ed. 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 Ed. 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 Ed. 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 the 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 the 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 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 Ed. Code § 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.

- **Dropdown (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 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.
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. If Charter School does not test with the District, 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 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 school or governing board committees or councils, 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.

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 the school website will satisfy this requirement.

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

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 all applicable requirements of *California Code of Regulations*, title 5, sections 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

**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 Ed. Code section 47604.33.

**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 the school, 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 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 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.

STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. 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 Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
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 and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. 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 the 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 child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. 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 Ed. Code § 49060 et seq. at all times.

Criminal Background Checks and Fingerprinting

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. 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 its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, 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 immunization records on file.

**SAFE PLACE TO LEARN ACT**

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

**McKinney-Vento Homeless Assistance Act**

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 the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**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 Ed. 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 school’s Calendar
h. Statistical Report – monthly according to 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
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 implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, 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 Ed. 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).

[NOTE: No District Required Language is being provided for inclusion in this element.]

Element 12 – Public School Attendance Alternatives

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

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

Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14 – Mandatory Dispute Resolution

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

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

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

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

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

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

Director/Principal
Charter School
[See Element 14]

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

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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 the 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 Ed. 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 Ed. 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 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 Ed. 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**

Upon 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 immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and 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), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which the 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 the 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 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 school closure
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 school closure
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 school closure, 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.

**School and Student Records Retention and Transfer**

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

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

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the 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, 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 CDE will notify the charter school and the authorizing entity of any liabilities the 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 the 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 the charter school.

This audit may serve as the 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the 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 the 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 the school will make the payments.

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

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

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

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

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

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

Additional Provisions

FACILITIES

District-Owned Facilities
If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter
petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

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 Ed. Code 47612 and 5 CCR § 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:**
  
  (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 provide adequate documentation to the CSD that the charter school 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 charter school 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, Ed. 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.

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 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.

**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 Ed. 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).