CHIME Institute’s Schwarzenegger Community School (TK/K-8)
Renewal Petition for a Five-Year Term (July 1, 2016 - June 30, 2021)

Submitted to the Los Angeles Unified School District
December 16, 2015

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# AFFIRMATIONS AND ASSURANCES

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AFFIRMATIONS AND ASSURANCES

CHIME Institute’s Schwarzenegger Community School (also referred to herein as “CHIME SCS” “CHIME” and “Charter School”) shall:

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

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

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

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

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

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

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

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

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

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
ELEMENT 1 - THE EDUCATIONAL PROGRAM

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

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

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

A. GENERAL INFORMATION

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
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<tbody>
<tr>
<td>• The contact person for Charter School is:</td>
<td>Dr. Erin Studer, Executive Director</td>
</tr>
<tr>
<td>• The contact address for Charter School is:</td>
<td>19722 Collier Street Woodland Hills, Ca 91364</td>
</tr>
<tr>
<td>• The contact phone number for Charter School is:</td>
<td>818-346-5100</td>
</tr>
<tr>
<td>• The proposed address or target community of Charter</td>
<td>19722 Collier Street Woodland Hills, CA 91364</td>
</tr>
<tr>
<td>School is:</td>
<td></td>
</tr>
<tr>
<td>• This location is in LAUSD Board District:</td>
<td>4</td>
</tr>
<tr>
<td>• This location is in LAUSD Local District:</td>
<td>NW</td>
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<tr>
<td>• The grade configuration of Charter School is:</td>
<td>TK-8</td>
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<tr>
<td>• The number of students in the first year will be:</td>
<td>772</td>
</tr>
<tr>
<td>• The grade level(s) of the students in the first year</td>
<td>TK-8</td>
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<td>will be:</td>
<td></td>
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<td>• Charter School’s scheduled first day of instruction in</td>
<td>August 22, 2016</td>
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<td>2016-17 is:</td>
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<tr>
<td>• The enrollment capacity is:</td>
<td>772</td>
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<tr>
<td>(Enrollment capacity is defined as all students who</td>
<td></td>
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<tr>
<td>are enrolled in Charter School regardless of student</td>
<td></td>
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<tr>
<td>residency).</td>
<td></td>
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<td>• The type of instructional calendar (e.g. traditional/</td>
<td>Traditional</td>
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<td>year-round, single track/multi-track, extended day/</td>
<td></td>
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<tr>
<td>year) is:</td>
<td></td>
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<td>• The bell schedule for Charter School is:</td>
<td>TK/Kindergarten: 9:00 AM – 2:00 PM 1st –5th: 8:30 AM – 2:40 PM</td>
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LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

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

B. COMMUNITY NEED FOR CHARTER SCHOOL

“Imagine a world where all children are equally valued, a world where every child is seen as a gift.”

CHIME Institute’s Schwarzenegger Community School is an inclusive learning community where all students, their parents, and the school’s staff appreciate and value diversity in all its forms.

The then-named CHIME Charter School was authorized by the Los Angeles Unified School District (LAUSD) and opened in August 2001 with approximately 75 children in grades K-4. In 2010, at the request of former First Lady Maria Shriver in honor of former Governor Arnold Schwarzenegger, the CHIME Charter School was officially changed to CHIME Institute’s Schwarzenegger Community School (CHIME SCS). CHIME Charter Middle School opened fall 2003 to serve students in 6-8th grades; in 2011, LAUSD approved a merger of the two charter schools with one middle grade added annually to CHIME SCS from 2011-13 to establish a full TK-8 school starting in 2013-14.

Currently, CHIME SCS serves 743 students in grades TK-8. Approximately 15-20% of the students in each class are identified with disabilities. CHIME’s students reflect the demographics of the surrounding region with a goal of a natural representation of the population in ethnicity, race, socio economics and ability. The CHIME model allows for the individual needs of each child to be addressed in a manner that that enhances each child’s strengths while also addressing learning needs. The education program is based on constructivist approaches, and designed to engage students in problem solving activities at levels appropriate to individual needs.
CHIME SCS is operated by the CHIME Institute, originally founded in 1990, a national leader in the development and delivery of quality inclusive education. CHIME Institute has a dual mission to develop and implement model programs that support all children to achieve their maximum potential, and to provide dynamic research and training environments to disseminate best educational practices. The CHIME Institute is overseen by a Board of Directors comprised of parents of CHIME students, faculty representatives from CSUN and community members with expertise and skills in education, finance, business management, law, marketing, and community activism. CHIME Institute (formerly CHIME Institute for Children with Special Needs) administers the following programs, in addition to CHIME SCS:

- A center for educator development in partnership with the California State University at Northridge (CSUN) and LAUSD, in which CHIME facilitates university student involvement on a variety of levels, and has a designated liaison between the charter school and the university that also provides an avenue for CHIME’s teachers to tap into the resources of the university;
- a research center, whereby CHIME Institute's schools and programs serve as a laboratory in which faculty and students investigate how children learn, and as a resource on inclusive education for educators, parents;
- CHIME Institute’s Preschool Inclusion Program was started in 1990, serving children from 3 to 6 years of age;
- CHIME Institute Infant and Toddler Program, established in 1991, serves children from birth through age 3 and their families.

We are quite proud of our achievements to date, including:

- As of the school year 2015-16 our diverse enrollment included 15% Hispanic/Latino, 5% Black, 61% White, 18% FRPL, 8% English Learner and 18% Special Education, and of those, approximately 50% of our students with special needs have moderate-severe disabilities including autism, mental retardation, severe physical disabilities and students identified with serious social-emotional needs.
- High academic performance, with a 2013 3-year weighted API score of 841 (a California Honor Roll School), with a demonstrated closing of the achievement gap, as evidenced by the 3-year weighted averages of each subgroup:
  - Black/African American: 828 (98% of schoolwide score of 841)
  - Asian: 924 (110% of schoolwide score of 841)
  - Hispanic/Latino: 778 (93%)
  - White: 849 (101%)
  - Socioeconomically Disadvantaged: 765 (91%)
  - English Learners: 740 (88%)
  - Students with Disabilities: 657 (78%) – notably, CHIME SCS’s 2013 API for students with disabilities of 668 was 96 points higher than the LAUSD API of 572 for the SpEd subgroup (all grades).
- Received “Grazer Outstanding Achievement in Education (GOAL)” Award in 2013
- Hailed by the U.S. Department of Education as “a model for full inclusion and ... a blueprint locally and around the country.”
- Daily News Reader’s Choice Award five years in a row
- CHIME SCS has led teacher professional development for more than 130 teachers and administrators at 40 schools in Los Angeles, San Diego, and New York to help those schools adopt practices that would provide more inclusive opportunities for their students.
In partnership with LAUSD, CHIME SCS has completed complex upgrades to its facility at the former Collier Street Elementary Campus (19722 Collier Street 91364), a shuttered LAUSD elementary school, including: 15 classrooms, a library, conference room, and a fully equipped science lab. CHIME SCS secured $7.6 million in funding for these projects via a state allocated Proposition 55 facilities bond.

CHIME SCS serves the intent of the Charter Schools Act, LAUSD’s mission and vision and strategic goals that serves a full spectrum of diverse learners in an inclusive learning community. The rationale for inclusion is based on the belief that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds learn together. A well-established body of research that is supported by federal and state law indicates that inclusion of children with disabilities benefits both students with and without disabilities alike:

Several studies have explored the impact of inclusion on students without disabilities, and have found that nondisabled students have achieved improved academic outcomes as a result of being in an inclusive class (Cole, Waldron, & Majd, 2004; Ghandi, 2007). Sailor (2008) has noted that implementation of inclusive practices such as Universal Design for Learning, Positive Behavior Interventions and Supports, and co-teaching have the potential to result in reduced special education referrals school-wide, because struggling students receive assistance before they fall too far behind. Evidence also suggests that students with disabilities demonstrate improved academic and social outcomes as a result of increased time spent in general education classes (Cosier, Causton-Theoharis, & Theoharis, 2013; Rea, McLaughlin, & Walther-Thomas, 2002; Vaughn, Moody, & Schumm, 1998; Wilson, Kim, & Michaels, 2011). Social outcomes, such as improved social skills, communication skills, and increased interactions with typical peers are also attributed to inclusive settings (Boyd, Conroy, Asmus, Mckenney, & Mancil, 2008; Carter, Siseo, Brown, Brickham, & Al-Khabbaz, 2008).

Peer supports can support the development of positive social relationships while reducing reliance on adults. This strategy involves an arrangement in which typical peers provide social and academic support to a classmate with significant disabilities, while receiving guidance from adults, such as the general and special educators as well as paraprofessionals (Carter, Cushing, & Kennedy, 2008). Although these arrangements often begin with some adult facilitation (although all students must willingly participate), students with and without disabilities generally become comfortable with one another over time, and often develop friendships as a result (Carter, Bottema-Beutel, & Brock, 2014; Carter, et al 2008.) Finally, in a recent meta-analysis conducted by Waldron, Cole, and Majd (2001) of students with disabilities and their typically developing peers in inclusive settings, both cohorts of children, those with disabilities and those without, made academic gains in inclusive settings. For students with disabilities these gains were superior to those of similar students with disabilities in segregated settings. Typically developing students gained academically in the same way as peers in non-integrated classrooms but did make gains in other ethical and social dimensions of learning (Waldron, Cole, and Majd 2001). However, in spite of the extensive supporting evidence from the educational research community, state and federal legal mandates, and curricular best practices, the availability of inclusive educational options is very limited.
1. SCHOOL PERFORMANCE OVER THE LAST FOUR YEARS

According to California law, a charter school “shall” meet at least one of five minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal. **CHIME SCS meets and exceeds three applicable criteria for renewal** under the California Education Code:

a. **Academic Performance Data And Other Absolute And Comparative Performance Indicators**

   1. **CHIME SCS** (grades K-5 through 2011 then grades K-6 in 2011-12 and grades K-7 in 2012-13) attained its Academic Performance Index (API) growth target in each of the last five years for which an API was issued, with scores over 800, and met all subgroup growth targets in each of these five years as well.

<table>
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<th>Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met ALL Subgroup Growth Targets?</th>
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<tr>
<td>2013</td>
<td>833</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2012</td>
<td>856</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2011</td>
<td>839</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2010</td>
<td>805</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2009</td>
<td>802</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

   *Source: api.cde.ca.gov.*

   CHIME Charter Middle School served grades 6-8 in 2010-11, grades 7-8 in 2011-12 and just grade 8 in 2012-13. The middle school attained its schoolwide and all subgroup growth targets in both 2011 and 2013, thus meeting the renewal criteria of two of the last three years. In 2012, with 121 students in two grades tested, the school lost points on the API, including the only statistically significant subgroup (Whites), thus it did not meet schoolwide or the sole subgroup growth target.

<table>
<thead>
<tr>
<th>Year</th>
<th>Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met ALL Subgroup Growth Targets?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>815</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2012</td>
<td>781</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2011</td>
<td>787</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2010</td>
<td>756</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2009</td>
<td>777</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

   *Source: api.cde.ca.gov.*

2. **CHIME SCS and CHIME Middle School both ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years – in fact, in all of the past five years²:

---

¹ The fifth criteria only applies to alternative model (ASAM) schools.

² CHIME’s “Similar Schools Rankings” have – oddly – been “1” for both SCS and the MS in all years except for a “6” for SCS in 2012, which we believe far more accurately reflects our performance. We believe this low ranking is due to the way the data is compiled and a variety of factors that do not account for CHIME’s unique population. Notably, none of the four “similar” schools selected by CDE includes middle grades (all are K-5) or are located near our campus – the closest, Hamlin Charter Academy, is 5.3 miles away; Monlux ES is 11 miles; Wilton Place ES is 20 miles and the furthest, Sunland ES, is 24 miles away. Special education figures seem to only be lightly considered,
<table>
<thead>
<tr>
<th>Year</th>
<th>CHIME SCS</th>
<th>CHIME Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>2012</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>2011</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>2010</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>2009</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: api.cde.ca.gov.

3. CHIME SCS and CHIME Middle School ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

AND

4. CHIME SCS’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B).)

Across multiple measures, CHIME SCS has exceeded the performance of the schools our students would otherwise attend. For purposes of comparison, we include here all of the schools located within three miles of our campus, including three traditional K-5 schools, one traditional 6-8 school (which includes a gifted magnet), a gifted magnet for grades 4-8, and seven charter schools, five of which converted from traditional LAUSD schools (and four of those include schools for enriched studies/gifted programs). As illustrated below, the demographics at the schools in this community vary widely, including as of the following most recent 2015-16 school year data:

- a range of 13-82% FRPL (CHIME’s combined enrollment now that SCS and the MS have merged is currently 18%),

with no disaggregation for mild/moderate versus moderate/severe students. Finally, we acknowledge that, like many charter schools that use Power School, we had problems with reporting our EL reclassification data, thus while CHIME was in fact reclassifying students at higher than LAUSD-rates, the data did not accurately reflect this.

We note that while LAUSD asks new petitioners to detail all schools within a two mile radius of the proposed school location, LAUSD’s Data Set generated for this renewal includes only two schools (out of 10) that are within 2 miles of CHIME SCS on the “Resident” schools list, and omits several that are in close proximity to CHIME SCS. The list below includes all of the schools that are within a 3 mile radius of CHIME SCS – these are, we believe, the proper comparison schools for this diverse community.
- 4-21% SpEd (CHIME is 18%, including 50% of those students with moderate/severe disabilities)
- 2-32% ELs (CHIME is 8%),
- 3-16% African American (CHIME is 5%)
- 2-13% Asian (CHIME is 9% Asian and 3% Filipino)
- 9-84% Hispanic/Latino (CHIME is 15%)
- 7-80% White (CHIME is 61%).

**SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA**

**Address:** 19722 Collier St. Woodland Hills, CA 91364

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th># of Students (2014-15)</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% African American</th>
<th>%Asian</th>
<th>% Hispanic/ Latino</th>
<th>% White</th>
<th>2013 Growth API</th>
<th>Met School-wide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average (Weighted)</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirley Ave (K-5)</td>
<td>553</td>
<td>79</td>
<td>16</td>
<td>19</td>
<td>3</td>
<td>5</td>
<td>84</td>
<td>7</td>
<td>824</td>
<td>Yes</td>
<td>No</td>
<td>833</td>
<td>6</td>
<td>8</td>
<td>Watch</td>
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<tr>
<td>Tarzana (K-5)</td>
<td>453</td>
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<td>32</td>
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<td>No</td>
<td>No</td>
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<td>4</td>
<td>Watch</td>
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<tr>
<td>Vanalden Ave (K-5)</td>
<td>403</td>
<td>82</td>
<td>8</td>
<td>29</td>
<td>5</td>
<td>9</td>
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<td>16</td>
<td>850</td>
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<td>Yes</td>
<td>827</td>
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<tr>
<td>Gaspar De Portola (6-8)*</td>
<td>1819</td>
<td>53</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>10</td>
<td>35</td>
<td>45</td>
<td>866</td>
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<td>No</td>
<td>854</td>
<td>8</td>
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<td>SOCES Mag (4-12)**</td>
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<td>13</td>
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<td>40</td>
<td>892</td>
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<td>No</td>
<td>888</td>
<td>10</td>
<td>8</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Calvert CES (K-5)</td>
<td>345</td>
<td>62</td>
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<td>12</td>
<td>15</td>
<td>7</td>
<td>47</td>
<td>26</td>
<td>804</td>
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<td>Yes</td>
<td>799</td>
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<tr>
<td>CHIME SCS (TK-8)</td>
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<td>15</td>
<td>7</td>
<td>6</td>
<td>9</td>
<td>19</td>
<td>61</td>
<td>833</td>
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<td>Yes</td>
<td>841</td>
<td>7</td>
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<td>CHIME Middle</td>
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<td>Yes</td>
<td>789</td>
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<td>Ivy Academia (K-8)</td>
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<td>10</td>
<td>7</td>
<td>37</td>
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<td>822</td>
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<td>No</td>
<td>844</td>
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<td>5</td>
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<td>Nestle Ave (K-5)</td>
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<td>17</td>
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<td>13</td>
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<td>Yes</td>
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<td>9</td>
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<td>9</td>
<td>8</td>
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<td>13</td>
<td>18</td>
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<td>879</td>
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<td>Yes</td>
<td>879</td>
<td>8</td>
<td>2</td>
<td>Watch</td>
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<tr>
<td>Wilbur CEA (K-5)</td>
<td>655</td>
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<td>7</td>
<td>4</td>
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<td>914</td>
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<td>Yes</td>
<td>920</td>
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<tr>
<td>Woodland Hills Acad. (6-8)</td>
<td>1039</td>
<td>59</td>
<td>13</td>
<td>11</td>
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<td>No</td>
<td>783</td>
<td>5</td>
<td>4</td>
<td>Service and Support</td>
</tr>
</tbody>
</table>

*Source: data1.cde.ca.gov.*

*Gaspar De Portola has a magnet school, Gaspar De Portola Highly Gifted Magnet.*

**For 2012-13. SPF for 2013-14 was N/A.**

***Merged fully with CHIME SCS in 2013-14.
Compared to these schools:

- CHIME SCS’s 2013 3-year weighted average API score of 841 (which included K-6 for 2011-12 and K-7 for 2012-13) was higher than the averages for all three of the traditional K-5 schools.
- CHIME’s “Achieving” SPF rating from LAUSD is the same or higher than the ratings of all but one of the schools – SOCES Gifted Magnet (grades 4-12).

On the 2015 California Assessment of Student Performance and Progress (CAASPPs), CHIME SCS’s 3rd to 8th graders attained impressive results for the initial administration of this test:

- 58% of students “Met” or “Exceeded” standards in ELA, compared to 32% of 3rd-8th graders across LAUSD;
- 49% Met/Exceeded standards in Math, compared to 25% across LAUSD;

### 2015 CAASPP Proficiency Rates: ELA

<table>
<thead>
<tr>
<th>School</th>
<th>Exceeded</th>
<th>Met</th>
<th>Nearly Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIME</td>
<td>21%</td>
<td>37%</td>
<td>25%</td>
<td>17%</td>
</tr>
<tr>
<td>Calvert CES</td>
<td>17%</td>
<td>24%</td>
<td>26%</td>
<td>32%</td>
</tr>
<tr>
<td>Garvan De Portola</td>
<td>20%</td>
<td>34%</td>
<td>25%</td>
<td>22%</td>
</tr>
<tr>
<td>Ivy Academia 3-8</td>
<td>12%</td>
<td>27%</td>
<td>25%</td>
<td>36%</td>
</tr>
<tr>
<td>Nestle Ave</td>
<td>23%</td>
<td>26%</td>
<td>23%</td>
<td>28%</td>
</tr>
<tr>
<td>Serrania Ave CES</td>
<td>26%</td>
<td>26%</td>
<td>27%</td>
<td>22%</td>
</tr>
<tr>
<td>SOCES Mag 3-8</td>
<td>18%</td>
<td>42%</td>
<td>29%</td>
<td>15%</td>
</tr>
<tr>
<td>Shirley Ave</td>
<td>9%</td>
<td>20%</td>
<td>24%</td>
<td>43%</td>
</tr>
<tr>
<td>Tarzana</td>
<td>9%</td>
<td>17%</td>
<td>23%</td>
<td>48%</td>
</tr>
<tr>
<td>Wilbur CES</td>
<td>24%</td>
<td>36%</td>
<td>28%</td>
<td>43%</td>
</tr>
<tr>
<td>Woodland Hills Academy</td>
<td>5%</td>
<td>24%</td>
<td>28%</td>
<td>32%</td>
</tr>
<tr>
<td>Vanalden Ave</td>
<td>5%</td>
<td>28%</td>
<td>36%</td>
<td>43%</td>
</tr>
<tr>
<td>LAUSD 3-8</td>
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<td>22%</td>
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<td>32%</td>
</tr>
<tr>
<td>CA 3-8</td>
<td>15%</td>
<td>27%</td>
<td>25%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Source: caaspp.cde.ca.gov

### 2015 CAASPP Proficiency Rates: Math

<table>
<thead>
<tr>
<th>School</th>
<th>Exceeded</th>
<th>Met</th>
<th>Nearly Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIME</td>
<td>10%</td>
<td>17%</td>
<td>32%</td>
<td>22%</td>
</tr>
<tr>
<td>Calvert CES</td>
<td>10%</td>
<td>32%</td>
<td>22%</td>
<td>36%</td>
</tr>
<tr>
<td>Garvan De Portola</td>
<td>20%</td>
<td>36%</td>
<td>28%</td>
<td>22%</td>
</tr>
<tr>
<td>Ivy Academia 3-8</td>
<td>15%</td>
<td>43%</td>
<td>48%</td>
<td>16%</td>
</tr>
<tr>
<td>Nestle Ave</td>
<td>15%</td>
<td>43%</td>
<td>48%</td>
<td>16%</td>
</tr>
<tr>
<td>Serrania Ave CES</td>
<td>22%</td>
<td>43%</td>
<td>48%</td>
<td>16%</td>
</tr>
<tr>
<td>SOCES Mag 3-8</td>
<td>22%</td>
<td>43%</td>
<td>48%</td>
<td>16%</td>
</tr>
<tr>
<td>Shirley Ave</td>
<td>15%</td>
<td>43%</td>
<td>48%</td>
<td>16%</td>
</tr>
<tr>
<td>Tarzana</td>
<td>15%</td>
<td>43%</td>
<td>48%</td>
<td>16%</td>
</tr>
<tr>
<td>Wilbur CES</td>
<td>15%</td>
<td>43%</td>
<td>48%</td>
<td>16%</td>
</tr>
<tr>
<td>Woodland Hills Academy</td>
<td>15%</td>
<td>43%</td>
<td>48%</td>
<td>16%</td>
</tr>
<tr>
<td>Vanalden Ave</td>
<td>15%</td>
<td>43%</td>
<td>48%</td>
<td>16%</td>
</tr>
<tr>
<td>LAUSD 3-8</td>
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<td>48%</td>
<td>16%</td>
</tr>
<tr>
<td>CA 3-8</td>
<td>15%</td>
<td>43%</td>
<td>48%</td>
<td>16%</td>
</tr>
</tbody>
</table>
24% of CHIME’s 3rd-8th graders who qualify for special education services (SpEd) and took the CAASPPs Met/Exceeded ELA standards and 26% in Math; across LAUSD, just 7% of students in the 3rd-8th grade SpEd subgroup Met/Exceeded standards in ELA and 6% in Math. (http://caaspp.cde.ca.gov/sb2015/Search)

2015 CAASPP Proficiency Rates: Special Education, ELA
Exceeded 3% 0% 3% 3% 3% 9% 0% 4% 0% 16% 0% 0% 2% 3%
Met 21% 4% 12% 5% 12% 9% 40% 4% 0% 16% 6% 4% 5% 8%
Nearly Met 27% 15% 23% 21% 18% 32% 47% 28% 41% 23% 16% 19% 13% 17%
Not Met 49% 81% 62% 68% 67% 50% 13% 64% 59% 45% 76% 78% 80% 72%

Source: caaspp.cde.ca.gov
On the 2015 Science California Standards Test (CST), 71% of CHIME’s 5th graders and 67% of the 8th graders scored Proficient/Advanced, compared to 47% and 54% respectively across LAUSD. (cde.ca.gov/Dataquest (2015 Science CSTs).)

Source: caaspp.cde.ca.gov
Percentage of 5th Grade Students Proficient or Advanced: Science CST 2015

Source: caaspp.cde.ca.gov
Additional metrics show CHIME SCS’s success in recent years:

- LAUSD issued a rating of “Achieving” for CHIME on its School Performance Framework, the second highest of the five ranked tiers. ([http://schoolinfosheet.lausd.net](http://schoolinfosheet.lausd.net))
- Average Daily Attendance was 95% in 2014-15.
- English Learner reclassification rate was reported as 0% due to a technology error but according to CELDT data was in fact 14% in 2014-15.4

4 We recently realized that we have made some errors in CalPADS reporting regarding our English Learner reclassification rates, which erroneously have shown that CHIME has not reclassified ELs since the reclassified students were mistakenly coded as IFEP instead of RFEP. While we regret this reporting error, as evidenced by the CELDT data reported, CHIME has in fact had several students achieve Early Advanced and Advanced, and these students have been reclassified. Specifically, based on internal records, in 2011, we reclassified 28% of our ELs, in 2012 17%, in 2013 15% and in 2014, 23%.
The suspension rate was 0.4% in 2014-15 and there were 0 expulsions.

Teacher retention has been high – in 2015-16, >85% of teachers from the previous year returned.

Student retention also is high – in 2015-16, 95% of students from grades TK-7 returned; the school also has more than 500 students on its waiting list for enrollment.

CHIME SCS has faced several fiscal challenges in the last five years associated the following issues: transitioning ownership from their former middle school property, rapid program growth, and new construction on its Woodland Hills campus. However, its 2014-15 financial audit received an unqualified opinion and with the former middle school property now sold fiscal prospects appear stable and well managed.

b. Success Of The Innovative Features Of The Educational Program

Created to support and provide the benefits of an inclusive learning community, CHIME SCS develops and supports classrooms that accommodate a wide range of abilities and emphasize students’ strengths. Staffing emphasizes a collaborative approach in which students, parents, faculty, staff, and community partners (including CSUN) work together to identify each individual student’s needs and craft a personalized learning plan that meets each student’s needs and goals. Each student who is eligible for special education services has an Individual Education Program (IEP) that conforms to all State and Federal requirements. Instruction is also individualized for students who are not eligible for special education services – students’ strengths and challenges are taken into account and planned for during the grade level planning meetings. All students have designed into their instruction appropriate differentiation based on their specific needs (e.g. Gifted, EL, At-risk, etc.) in this way all students receive individualized attention throughout their time at CHIME to meet their educational needs.

A variety of instructional methods are used to support the learning of all students, based on a constructivist concept that a student is continually taking-in new information, testing these new data against what (s)he knows and, based on these new data, reconstructing a changed understanding of the world. This constructivist-based approach is supported by cooperative learning as well as a positive behavioral support behavior management philosophy. This philosophy allows for program plans that are built on each individual student’s strengths and designed to accommodate different learning needs and styles so that each student can best prepare for success in postsecondary education and meaningful careers.

c. Success Of The School’s Educational Program In Meeting The Specific Needs Of Its Student Population

As detailed throughout this charter petition, students with disabilities, along with students who are gifted and typically developing, are achieving and thriving at CHIME SCS. CAASPP and CST data, implementation of the District’s EL Master Plan aligns with our Tier 1, 2, and 3 instructional supports and teachers have seen great success with their attention to data and response to student needs. CHIME has recently retained EdTec, a highly experienced back-office services provider, to review and assist us with staff training on these and other operational issues. Going forward, CHIME has implemented a progress monitoring system for the CELDT/ELPAC administration to ensure all deadlines and reporting requirements are met in a timely way. This monitoring process involves the EL coordinator, administration, and support staff. 11
portfolio assessments, curriculum based assessments, and teacher evaluations all evidence student growth and development, even for students with more significant and/or multiple disabilities. Our inclusive model benefits far more than our students with special needs as all of our students are thriving in our personalized, differentiated approach to learning that is authentically child-centered.

d. **Areas Of Challenge The School Has Experienced And How They Will Be Improved In The New Charter Term**

**Finances:** CHIME’s model of education is one that places a premium on allocating financial resources to classroom staff and learning tools. Every class has a general education teacher, additional adult support based on the needs of the students in the classroom, and a special education co-teacher assigned to every 3-4 classrooms. This model has been extremely effective in meeting the needs of the students at CHIME and has been universally popular with our families and with families seeking to attend our school. It has also been popular with families who have children with moderate to severe disabilities. This has lead to a disproportionate number of students with moderate to severe disabilities (in comparison to local schools and LAUSD at large) and this has had a cost impact on CHIME’s budget as we allocate funds to meet the unique needs of these students. Classified staffing costs have grown as CHIME and its model have grown and in the last budget cycle grew to 24% of the total budget. Simultaneously, the new LCFF funding model of schools has shifted money to schools who serve high percentages of students who are English Learners and low SES students. Meanwhile, the funding formula for students with special needs -- while broadly understood to need significant revision -- has not been changed. CHIME does not currently serve large numbers of the two at-risk student populations supported by the LCFF changes but does serve a disproportionate amount of at-risk students, students with special needs, that still remain underfunded. Thus CHIME’s overall funding has increased under the new formula but CHIME is getting less per student than schools who may be serving different at-risk populations.

These two factors, rise in Classified staffing costs and the change in the LCFF model, have caused CHIME to deeply examine its revenue and expenditure model. CHIME has identified three main approaches to controlling these rising costs and maintaining fiscal stability for the organization: 1) Reduce the number of additional adult staffing at non-critical times of the day and utilize research based methods to increase the use of peer supports and teacher supports in the classroom. 2) Increase access to recurring revenue streams associated with serving student with special needs such as MAA and LEA Medi-Cal billing. 3) Increase revenue from professional development program offerings and philanthropic donors to help support CHIME’s costs.

**Operations:** One area of concern the past two years has been the reported data to CALPADS concerning the reclassification rates of CHIME’s English Language Learners. Two issues caused CHIME’s ELL reclassification rate to be erroneously recorded as 0% when in fact was approximately 14% fro both 13-14 and 14-15. One issue was timeliness of reporting for the data and a second was a technical problem with our PowerSchool data reporting system. CHIME has taken measures to ensure that this issue will not persist. Staff has been directed to submit all ELL reclassification data to the state in advance of the reporting deadline. In addition, all reclassification data is not submitted manually rather than relying in the PowerSchool system to provide and automatic report to CALPADS. These changes in procedures are being overseen and monitored for compliance by lead administrative staff.

**Academics:** CHIME is proud of our academic success and as our test results over many years have indicated we compare favorably to schools throughout the state, the district, and locally. One of
improvement we have identified however is in the area of mathematics. CHIME adopted Go Math last year as our Common Core aligned K-8 math curriculum. This year, we started off with a professional development dedicated to Think Central and MyHRW, the online components to Go Math. We ran three different sessions, broken down by grade level. All teachers were given step by step guidance on how to access the resources to enhance their instruction of the material.

1. The resources offered for K-5 include, but are not limited to:
   - Interactive white board lessons (these are downloads)
   - Personal Math Trainer/Math on the Spot (videos, similar to Khan Academy, with a teacher talking and doing examples)
   - Interactive Student Lessons (engaging and grade level appropriate)
   - Ability to assign practice problems, homework, reteach, etc. to be completed at home (all students now have individual accounts)
   - Real World Connections
   - RTI/Strategic Intervention/Intensive Intervention
   - Reteach and Enrichment
   - Interactive Math Tools, such as counters, base-ten blocks, number lines, graphs, measurement, geometry, fractions, etc.
   - Math Concept Readers (3 different reading levels). This is a new addition.
   - SBAC Practice including Performance Task lessons
   - Hands-on games for centers also come with the curriculum

2. The resources for 6-8 are through MyHRW (not Think Central) include:
   - Interactive White Board Lessons
   - Student accounts for at home practice and homework
   - Professional Development Videos (similar to the Personal Math Trainer)

3. IXL is still being used as a supplement for centers and homework for grades 3-8.

4. 6-8th is also doing Common Core Math Standards for IXL.

5. SMART Notebook hands-on training. The instructor spent a lot of time with 6th-8th demonstrating the new additions of Math tools. These tools are dynamic, encourage student participation and allow teachers to explore math concepts using interactivity.

6. Professional Development on Enrichment will take place in February with Wendy Murawski. Grade levels will gain knowledge and exposure on how to enrich Math units and lessons for students who need additional challenge.
### 2. SURROUNDING SCHOOLS

#### SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

**Address:** 19722 Collier St. Woodland Hills, CA 91364

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<thead>
<tr>
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<tbody>
<tr>
<td>Shirley Ave (K-5)</td>
<td>553</td>
<td>79</td>
<td>16</td>
<td>19</td>
<td>3</td>
<td>5</td>
<td>84</td>
<td>Yes</td>
<td>No</td>
<td>824</td>
<td>No</td>
<td>833</td>
<td>6</td>
</tr>
<tr>
<td>Tarzana (K-5)</td>
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<td>68</td>
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<td>4</td>
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<td>No</td>
<td>795</td>
<td>No</td>
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<td>5</td>
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<tr>
<td>Vanalden Ave (K-5)</td>
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<td>67</td>
<td>Yes</td>
<td>Yes</td>
<td>850</td>
<td>Yes</td>
<td>827</td>
<td>7</td>
</tr>
</tbody>
</table>

**Middle Schools**

| Gaspar De Portola (6-8)* | 1819 | 53   | 10   | 7    | 7    | 10   | 35  | 45  | 866 | Yes | No | 854 | 8 | 6 | Achieving |

**Charter Schools**

| SOCES Mag (4-12)** | 2085 | 49   | 4    | 2    | 6    | 13   | 34  | 40  | 892 | Yes | No | 888 | 10 | 8 | Excelling |

| Calvert CES (K-5)   | 345  | 62   | 21   | 12   | 15   | 7    | 47  | 26  | 804 | Yes | Yes | 799 | 5 | 2 | Service and Support |
| CHIME SCS (TK-8)    | 709  | 18   | 15   | 7    | 6    | 9    | 19  | 61  | 833 | Yes | Yes | 841 | 7 | 1 | Achieving |
| CHIME Middle        | ***  | 29   | 18   | 0    | 16   | 2    | 31  | 49  | 815 | Yes | Yes | 789 | 6 | * | Achieving |
| Ivy Academia (K-8)  | 952  | 16   | 3    | 8    | 10   | 7    | 37  | 32  | 822 | Yes | No | 844 | 6 | 5 | Achieving |
| Nestle Ave (K-5)    | 586  | 43   | 8    | 17   | 9    | 3    | 13  | 73  | 886 | Yes | Yes | 887 | 9 | 8 | Achieving |
| Serrania Ave CES (K-5) | 626 | 29 | 9  | 8    | 11   | 13   | 18  | 55  | 879 | Yes | Yes | 879 | 8 | 2 | Watch |
| Wilbur CEA (K-5)    | 655  | 13   | 6    | 7    | 4    | 5    | 9   | 80  | 914 | Yes | Yes | 920 | 9 | 2 | Achieving |
| Woodland Hills Acad. (6-8) | 1039 | 59  | 13   | 11   | 13   | 5    | 52  | 25  | 789 | No  | No  | 783 | 5 | 4 | Service and Support |

Source: data1.cde.ca.gov.

*Gaspar De Portola has a magnet school, Gaspar De Portola Highly Gifted Magnet.

**For 2012-13. SPF for 2013-14 was N/A.

***Merged fully with CHIME SCS in 2013-14.
C. STUDENT POPULATION TO BE SERVED

1. TARGET POPULATION

CHIME SCS currently serves approximately 743 students in grades TK-8. As noted in the section above regarding the Target Neighborhood/Community to be Served, CHIME SCS seeks to establish a highly diverse student body, with a broad range of learning ability (from gifted to those with significant learning disabilities), race/ethnicity, socioeconomic status, English Learner status and more.

Our enrollment reflects the community we serve in 2015/16 and our commitment to inclusion: 15% Hispanic/Latino, 5% Black, 61% White, 9% Asian, 18% FRPL, 8% English Learner and 18% Special Education. We know that our students bring to the school a wide variety of needs and challenges and require a host of individualized supports, including referrals to community agencies. CHIME SCS provides a comprehensive, personalized program designed to meet the individual needs of each student.

2. ENROLLMENT PLAN

CHIME SCS does not plan any changes to its enrollment capacity for the next charter term:

<table>
<thead>
<tr>
<th>Class</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tr>
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<tr>
<td>TOTAL</td>
<td>772</td>
<td>772</td>
<td>772</td>
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</tbody>
</table>

D. GOALS AND PHILOSOPHY

1. MISSION AND VISION

The mission of CHIME Institute’s Schwarzenegger Community School is to educate students through a rigorous, standards-based program to become conscientious, responsible citizens who are life-long learners capable of reflecting upon and contributing to the cultural and civic life of the community. CHIME SCS creates an inclusive learning community where all students, parents, and professionals appreciate and value diversity in all its forms. All students are supported in achieving high standards in both their academic and personal development through an educational program based on constructivist approaches, designed to engage students in problem solving activities and critical thinking.
In collaboration with California State University, Northridge (CSUN) C HIME SCS serves as a laboratory in which faculty and students investigate how students learn, and as a resource on inclusive education for educators, parents, policy makers and others. The Charter School serves as a demonstration site for quality inclusive secondary education for student teachers, supervisors, practicing educators, policy makers and parents.

The vision of CHIME SCS is to cultivate students who are well-prepared for a rigorous secondary school, are active participants in their communities, and who value diversity in all its forms.

2. AN “EDUCATED PERSON” IN THE 21ST CENTURY

An educated person in the 21st century needs a broad base of academic and technological skills to function and flourish in post-secondary education and in society. Thomas Friedman describes a relevant education that best prepares Americans for the global economy as one that emphasizes the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. (Friedman, T., The World is Flat (2005).) The educated person communicates effectively with a wide variety of audiences and for different purposes. S/he acquires and accesses new information and exhibits technological fluency while responding to the needs and demands of society and the workplace that require literate behavior. The educated person appreciates and values diversity in all its forms and participates in the world as a conscientious and responsible citizen. The educated person has developed a sense of confidence about his/her ability to acquire and access information to attain social, personal and economic fulfillment while experiencing sense of pride in his/her ability to respond to the needs and demands of society and the workplace. An educated person has strong collaboration, problem-solving, and advocacy skills.

3. HOW LEARNING BEST OCCURS

We recognize diversity of learning styles, language and cultural backgrounds, developmental levels, social and emotional understandings, and learning abilities. We believe that all children can learn, and that one child’s potential is not simply higher or lower than another’s, but rather expressed on different dimensions in different ways. (Moran, 2009.) Recognizing this range of diversity, our goal is to respond in constructive ways that honor the richness that this diversity provides. Our teachers make skillful use of differentiated instruction (Tomlinson and McTighe 2006; Kapusnick and Hauslein 2001) to develop and deliver curriculum that is accessible to heterogeneous groups of students. This means understanding instruction from the point of view of our students and using approaches that allow them maximum entry into the academic and social life of the classroom and school community. Additionally, it means that we, students, teachers, and parents alike, respect and esteem the very attributes that accompany such diversity, realizing that everyone contributes in unique ways.

Thus at CHIME Schwarzenegger Community School:

Students experience a constructivist approach in which a student is continually taking-in new information, testing new data against what he or she knows and, based on this new data, reconstructing a changed understanding of the world. “[T]o understand is to discover, or reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition.” (Piaget, J., To Understand is to Invent (1973).) When learning is socially constructed, students are actively engaged in “doing” while they learn so that
they can knowledge about the world in which they live. Guided by the principles of The Buck Institute, CHIME SCS teachers employ a project based learning approach throughout the curriculum. This constructivist-based approach is supported by cooperative learning as well as a positive behavioral support behavior management philosophy. We believe project-based learning capitalizes on students’ natural curiosities and methods of exploring the world around them, reality, self-awareness and more. (Freire, 1970.)

Thematic instruction is developed in strong collaborative teaching plans, based on the idea that people acquire knowledge best when learning in the context of a coherent “whole,” and when they can connect what they’re learning to the real world. A commitment to educating the “whole child” is made through core curriculum, the arts, athletics, and civic engagement. CHIME SCS offers electives and enrichment activities including visual arts, drama, Odyssey of the Mind, extracurricular sports (basketball, soccer, swimming, etc.) and more.

Less emphasis is placed on the simple transmission of information and more is placed on higher order thinking, including processes of Analysis, Synthesis, Evaluation, Conclusions. Students are asked to reflect on how they learn best, and develop strategies and habits that maximize their own abilities and tendencies for individual success. In conjunction with this approach we also believe that learning best occurs when teachers design their lessons with the principles of Universal Design for Learning firmly in mind. By providing multiple points of access to knowledge and providing multiple means of expression of knowledge to all learners a truly engaging and inclusive learning environment can be created. “If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.” (Howard Gardner, 2006.) Further learning best occurs through a universal design approach to curriculum and instruction, where lessons are “backwards planned” with the outcomes in mind as a starting point.

The program is individualized to address the wide range of learning styles and modality strengths and areas of need that exist within student bodies today. At CHIME, all students have an Individual Instruction Plan based on their specific needs and goals. In an inclusive classroom environment, curriculum and lessons are designed to accommodate different learning needs and styles, with additional intensive supports or remediation built into the program as needed for each student. All of the features of the program are impacted by our goal to honor diversity, and it is, therefore, core to understanding what it means to teach in CHIME SCS. “The key to [education] transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.” (Robinson, K., The Element (2009).)

A strong home-school connection is developed and maintained and the school leverages parents/families and community partners to bring about positive outcomes students.

A commitment to modeling best practice in education and continuous improvement and reflection by the faculty and staff; by serving as a model demonstration site for the training of educators, teachers in training, and ongoing the research into best practices in the field of education, CHIME SCS’s faculty and staff continuously strive to be the best they can be.
4. **GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT LIFE-LONG LEARNERS**

Students at CHIME SCS become and remain self-motivated, competent life-long learners based on their mastery of core skills and competencies. Most importantly, students at CHIME SCS learn how to learn. For middle school students in particular, development of autonomy and self-motivation is critical. Through CHIME’s constructivist, thematic approach to education, students are given multiple and varied opportunities to develop mastery, inspiring confidence in their own abilities. Just as teachers at CHIME reflect on student achievement data to inform their own teaching practice, so too do students continuously reflect on their own learning and achievement in order to understand how they best learn, what supports they need (and to ask for support when they need it). Our contextual learning approach enables students to understand the importance and relevance of their learning in the “real world” as they make connections across disciplines and to their daily lives, including civic engagement. This helps to motive them to seek additional knowledge and persist in their education and strive towards ambitious goals.

5. **THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)**

CHIME SCS pursues the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress are measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s goals as of this petition submission, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school takes to achieve each of the identified annual goals. We note that as required under the California Education Code, CHIME SCS’ stakeholders engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions CHIME SCS anticipates for the next charter term at this point in time.

It is important to note that at CHIME, in each core academic area, students are expected to achieve outcomes appropriate to their development, age and grade level. For example, some students with significant developmental delays might be expected to achieve some outcomes that are typically expected for chronologically younger students. Other students, who have more specific disabilities such as learning disabilities or orthopedic impairments, are expected to achieve outcomes that are consistent with their chronological age peers in most areas, but may need alternative goals or special adaptations in some curriculum areas. Still other students, who are gifted and talented, may achieve outcomes that are generally expected of older students. Thus, although outcomes are described here as required, these are adjusted according to students’ individual abilities and developmental levels.

<table>
<thead>
<tr>
<th>TEACHER ASSIGNMENTS AND CREDENTIALING</th>
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<tbody>
<tr>
<td><strong>State Priority #1: Basic Services</strong></td>
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</tbody>
</table>

CHIME Institute’s Schwarzenegger Community School
<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong></th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>Ensure verification of proper credentials and DOJ clearance prior to start of employment.</td>
<td>Method for Measuring: Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher.</td>
</tr>
<tr>
<td>All core classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing, including appropriate SpEd and EL authorizations; all teachers will be appropriately assigned.</td>
<td>Ensure verification of proper credentials and DOJ clearance prior to start of employment for 100% of employees.</td>
<td>Baseline</td>
</tr>
<tr>
<td></td>
<td>Ensure verification of proper credentials and DOJ clearance prior to start of employment for 100% of employees.</td>
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<td>Ensure verification of proper credentials and DOJ clearance prior to start of employment for 100% of employees.</td>
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<td>Ensure verification of proper credentials and DOJ clearance prior to start of employment for 100% of employees.</td>
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<td>Ensure verification of proper credentials and DOJ clearance prior to start of employment for 100% of employees.</td>
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<tr>
<td></td>
<td>Ensure verification of proper credentials and DOJ clearance prior to start of employment for 100% of employees.</td>
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**ACCESS TO INSTRUCTIONAL MATERIALS**

**State Priority #1: Basic Services**

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<tr>
<th><strong>ANNUAL GOALS</strong></th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>Purchase Common Core-aligned texts and instructional materials (including online curriculum) for all grade levels after careful review by staff and stakeholder input.</td>
<td>Method for Measuring: Annual SARC</td>
</tr>
<tr>
<td>All students, including statistically significant student subgroups, unduplicated students and students with exceptional needs will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in the charter petition.</td>
<td>100% of all classes will have Common Core aligned text books for ELA and Math</td>
<td>Baseline</td>
</tr>
<tr>
<td></td>
<td>100% of all classes will have Common Core aligned text books for ELA and Math</td>
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<td>100% of all classes will have Common Core aligned text books for ELA and Math</td>
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<tr>
<td></td>
<td>100% of all classes will have Common Core aligned text books for ELA and Math</td>
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**FACILITIES MAINTENANCE**

**State Priority #1: Basic Services**

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<tr>
<th><strong>ANNUAL</strong></th>
<th><strong>SPECIFIC</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Annual SARC</td>
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### GOALS
(Identify schoolwide and subgroup goals as applicable)

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<tbody>
<tr>
<td>School facilities will be clean and maintained in good repair pursuant to facilities agreement with LAUSD.</td>
<td>Daily spot checks, and weekly and monthly reviews of site inspection lists by appropriate school-site staff.</td>
<td>Identified facilities deficiencies will be addressed within 30 days of reporting in 80% of all facilities issues.</td>
<td>Identified facilities deficiencies will be addressed within 30 days of reporting in 84% of all facilities issues.</td>
<td>Identified facilities deficiencies will be addressed within 30 days of reporting in 86% of all facilities issues.</td>
<td>Identified facilities deficiencies will be addressed within 30 days of reporting in 88% of all facilities issues.</td>
<td>Identified facilities deficiencies will be addressed within 30 days of reporting in 90% of all facilities issues.</td>
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### IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
State Priority #2

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% ELA and Math CCSS implementation, all grades</td>
</tr>
<tr>
<td>School will fully implement CCSS in ELA and Math for all students, including all student subgroups, unduplicated students and students with exceptional needs,</td>
<td>Faculty will utilize Common Core-aligned texts and instructional materials to design and implement curriculum that includes opportunities for students to engage in critical thinking tasks and differentiated instruction as they master State content standards.</td>
<td>100% ELA and Math CCSS implementation, all grades</td>
</tr>
<tr>
<td></td>
<td>Teachers will participate in summer and ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.</td>
<td>100% ELA and Math CCSS implementation, all grades</td>
</tr>
</tbody>
</table>

### PARENT INVOLVEMENT
State Priority #3
CHIME Institute’s Schwarzenegger Community School

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Documentation of parent meeting attendance and agendas; results of surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will to provide multiple opportunities for parent involvement in school life and ease of home-school communication and ensure parent involvement in decision-making.</td>
<td>Parents will receive frequent and clear communications about school meetings and events through multiple modes of communication: including the school website, school email system, and Parent Square communication system. All parents will be encouraged to run for elected positions on the CHIME SCS Community Council. School will administer annual parent satisfaction survey.</td>
<td>Baseline</td>
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</tbody>
</table>

STATEWIDE ASSESSMENTS State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CAASPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students, including all unduplicated students and students with exceptional needs, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of English Language Arts/Literacy and Mathematics.</td>
<td>Provide highly qualified educational support personnel (Assitive Technology Personnel, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical Therapist, Speech Pathologist, Paraprofessionals, Board Certified Behavioral Analyst Support) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.</td>
<td>Provide 5 days of professional development, on-site staff meetings, and classroom-embedded professional development to support tiered intervention, in additional to regular teacher collaboration time to improve and support student achievement.</td>
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</tr>
<tr>
<td>Establish baseline growth target.</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (CHIME will meet state targets for statistically significant subgroups). CHIME will implement a progress monitoring system that is review 3 times annually to track the progress of all subgroups (both statistically significant and insignificant) and implement appropriate instructional changes based on this data 100% of the time.</td>
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</tr>
</tbody>
</table>

**ACADEMIC PERFORMANCE INDEX (API)**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**
<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>Provide highly qualified educational support personnel (Assistive Technology Personnel, Visual Impairment Specialist, SpEd teachers, Psychologist, Counselor, Physical Therapist, Speech Pathologist, Paraprofessionals, Board Certified Behavioral Analyst Support) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.</td>
<td>Method for Measuring: API (or similar new measure)</td>
</tr>
<tr>
<td></td>
<td>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide 5 days of professional development, on-site staff meetings, and classroom-embedded professional development to support tiered intervention, in additional to regular teacher collaboration time to improve and support student achievement.</td>
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<tr>
<td></td>
<td>Provide intervention support and additional resources for instructional staff to continuously monitor student achievement using a Multi-Tiered Systems of Support. Through team meetings, benchmark assessments, ELD Folders, SST meetings, GATE Meetings, and other assessments and protocols for teachers meet the needs of each individual student.</td>
<td></td>
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<tr>
<td></td>
<td>Additional adult support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment programs is provided for each student that is identified as having a need in these areas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase API and AYP, meeting annual API Growth Target (or equivalent) based on new SBAC/CAA SPP measures.</td>
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<tr>
<td></td>
<td>Increase API and AYP, meeting annual API Growth Target (or equivalent) based on new SBAC/CAA SPP measures.</td>
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<td></td>
<td>Increase API and AYP, meeting annual API Growth Target (or equivalent) based on new SBAC/CAA ASPP measures.</td>
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<tr>
<td></td>
<td>Increase API and AYP, meeting annual API Growth Target (or equivalent) based on new SBAC/CA ASPP measures.</td>
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</tbody>
</table>

ENGLISH LEARNER ADEQUATE PROGRESS RATE
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>
<tbody>
<tr>
<td>Implement the LAUSD English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide New teacher assistance and support (BTSA), specifically relating to ELs. Provide professional development activities focused on CCSS implementation with ELs. EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring.</td>
<td>Method for Measuring: CELDT or other available external assessments; ELD Folders.</td>
</tr>
</tbody>
</table>

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Establish baseline.</td>
<td></td>
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</tbody>
</table>

### English Learner Reclassification Rate

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring.</td>
<td>Method for Measuring: CELDT or other available external assessments; ELD Folders.</td>
</tr>
</tbody>
</table>

<table>
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</table>
Implement the LAUSD English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs.

Provide New teacher assistance and support (BTSA), specifically relating to ELs.

Provide professional development activities focused on CCSS implementation with ELs.

EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction.

Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.

Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring.

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: The attendance rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain a high ADA rate.</td>
<td>Monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. Establish baseline.</td>
<td>Our Average Daily attendance rate will be at least &gt;95% Our Average Daily attendance rate will be at least &gt;95% Our Average Daily attendance rate will be at least &gt;95%</td>
</tr>
</tbody>
</table>
### CHIME Institute’s Schwarzenegger Community School

#### ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain a high ADA rate, and limit chronic absenteeism.</td>
<td>Monitor student attendance and communicate with families.</td>
</tr>
<tr>
<td></td>
<td>Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.</td>
</tr>
<tr>
<td></td>
<td>The School will provide training and support for Advisory and other non-scholastic support for students.</td>
</tr>
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</table>

#### MEASURABLE OUTCOMES
Method for Measuring: Individual student attendance records

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Establish baseline.</td>
<td>Our Average Daily attendance rate will be at least &gt;95%</td>
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<td>Our Average Daily attendance rate will be at least &gt;95%</td>
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</table>

#### DROPOUT RATE [Middle and High Schools Only]
STATE PRIORITY #5: STUDENT ENGAGEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: Dropout rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent dropouts by ensuring all students have access to the curriculum, parents are engaged and there are significant wrap-around supports for students at-risk of dropping out.</td>
<td>Monitor student attendance and communicate with families.</td>
<td>The dropout rate will be equal to, or less than that of comparison schools.</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: Student suspension rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Attendance</td>
<td>Establish baseline.</td>
</tr>
</tbody>
</table>
Maintain a low-expulsion rate. Monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. Teachers will receive support and training in best practices regarding positive behavioral support, classroom management and crisis intervention. The School will provide training and support for Advisory and other non-scholastic support for students.

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Student expulsion rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain a low expulsion rate. Monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. Teachers will receive support and training in best practices regarding positive behavioral support, classroom management and crisis intervention. The School will provide training and support for Advisory and other non-scholastic support for students.</td>
<td>Establish baseline. Expulsion rate will be maintained at &lt;1%</td>
<td>2016-2017</td>
</tr>
<tr>
<td>Expulsion rate will be maintained at &lt;1%</td>
<td>Expulsion rate will be maintained at &lt;1%</td>
<td>Expulsion rate will be maintained at &lt;1%</td>
</tr>
</tbody>
</table>

[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE] State Priority #6: School Climate

| ANNUAL | SPECIFIC | MEASURABLE OUTCOMES Method for Measuring: Stakeholder Surveys |
|---|---|---|---|
| Expulsion rate will be maintained at <1% | Expulsion rate will be maintained at <1% | Expulsion rate will be maintained at <1% | Expulsion rate will be maintained at <1% | Expulsion rate will be maintained at <1% |

CHIME Institute’s Schwarzenegger Community School
## Goals
(Identify schoolwide and subgroup goals as applicable)

### ANNUAL ACTIONS

**Baseline**

**2016-2017**

**2017-2018**

**2018-2019**

**2019-2020**

**2020-2021**

School will engage parents and students in decision-making and provide programs and resources that support families and enhance the school community.

Training for teachers, staff and parents on use of digital communication tools such as Q Portal.

Achieve >85% positive results on Annual Stakeholder Satisfaction Surveys

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Achieve >85% positive results on Annual Stakeholder Satisfaction Surveys

### ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

### SPECIFIC ANNUAL ACTIONS

**Method for Measuring:**
- Teacher Lesson Plans, SARC, WASC Accreditation Review

**Baseline**

**2015-2016**

**2016-2017**

**2017-2018**

**2018-2019**

**2019-2020**

**2020-2021**

All students, including all student subgroups, unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.

School will ensure students are exposed to a wide variety of enrichment opportunities in the arts and technology.

100% of students will participate in engaging enrichment opportunities.

100% of students will participate in engaging enrichment opportunities.

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100% of students will participate in engaging enrichment opportunities.

### OTHER STUDENT OUTCOMES
(Identify schoolwide and subgroup goals as applicable)

### SPECIFIC ANNUAL ACTIONS

**Method for Measuring:**
- Student folders/report cards

**Baseline**

**2016-2017**

**2017-2018**

**2018-2019**

**2019-2020**

**2020-2021**

This table outlines the goals, annual actions, and measurable outcomes for CHIME Institute’s Schwarzenegger Community School, focusing on the engagement of parents and students, digital communication training, stakeholder satisfaction, and the broad course of study with specific annual actions and measurable outcomes.
Students with IEPs will excel in an inclusive, supportive learning environment and become prepared for secondary school.

<table>
<thead>
<tr>
<th>Provide differentiated instruction, depth and complexity for all students.</th>
<th>Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, SST meetings, and other assessments and protocols.</th>
<th>100% of students with IEPs will meet the annual goals stated in their IEPs</th>
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<tr>
<td>Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.</td>
<td>100% of students with IEPs will meet the annual goals stated in their IEPs</td>
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</tbody>
</table>

E. INSTRUCTIONAL DESIGN

1. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATION PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

CHIME Schwarzenegger Community School’s instructional design and key educational theories support curriculum based on the California Common Core State Standards (CCSS). Key tenets are embedded throughout the curriculum:

- Inclusive Learning Community
- Universal Design for Learning (UDL)
- Constructivism
- Thematic Instruction
- Less emphasis is placed on the simple transmission of information and more is placed on higher order thinking. Analysis, Synthesis, Evaluation, Conclusions

Learning best occurs in a program that is individualized to address the wide range of learning styles and modality strengths and areas of need that exist within student bodies today.

a. Inclusive Learning Community

CHIME SCS is structured to create and support an inclusive learning community. Classes use a co-teaching model and all students benefit from instruction that is thoroughly planned by general and special education teachers in partnership. Honoring diversity has several practical ramifications for teachers at the CHIME SCS. Teachers must be ever vigilant that adaptations, modifications, and instructional supports are addressed across all areas of the rigorous curriculum that they teach. They need to understand how development interacts with an evolving understanding of content, making sure that they include a developmental range in their instruction. They need to be able to relate instruction to each student’s areas of strength and need. They need to be able to meet the linguistic and cognitive needs of students whose first language is different than their own, ensuring equity of access to the
CHIME Institute’s Schwarzenegger Community School

CHIME provides extensive professional development each year for both new and returning teachers on instruction and curriculum topics. New teachers receive three days of intensive professional development prior to “Back to School Week” for teachers for a total of 8 days of professional development prior to the start of school. Returning teachers have 5 preparation/professional development days built into their work contract. Professional development for both of these groups focuses on Universal Design for Learning, Positive Behavior, and Specially Designed Academic Instruction in English, Culturally Responsive Curriculum, and Co-teaching Strategies to meet the needs of all learners.

CHIME SCS is structured to create and support an inclusive learning community. Classes use a co-teaching model and all students benefit from instruction that is thoroughly planned by general and special education teachers in partnership. Co-teaching across grade levels includes active instruction delivered jointly along with joint planning and assessment. To further embed success, consistent planning and foster deep learning, grade level plans are developed and implemented with oversight by the Principals and other lead instructors so that different classes in the same grade level access common plans and the instructional expertise of all teachers.

Each class of 20-22 students (TK-3) includes approximately 2 to 3 children with identified mild to moderate disabilities, 1 to 2 children with more severe disabilities that require more intensive support, and 17 children without identified disabilities. CHIME SCS has 4 inclusive classrooms at each level (K-3), and 3 inclusive classrooms in grades 4-8. In the 4th-8th grade classrooms, each class of 28 students includes approximately 2 to 4 students with identified mild to moderate disabilities, 1 to 2 students with more severe disabilities that require more intensive support, and 22 students without identified disabilities.

Each special education teacher has a caseload of approximately 10 - 17 students with a wide range of abilities who are included in four or more general education classrooms. These special educators are responsible for instruction in the general classroom environment, using a co-teaching model with general education teachers. Research has demonstrated that co-teaching is a critical piece to the puzzle of inclusive classrooms, with strong evidence demonstrating improved outcomes for a wide range of students (Solis, Vaughn, Swanson, & McCulley, 2012.) Other specialists, such as an Occupational Therapist, are assigned as appropriate to the students’ needs, and deliver direct, consultative and collaborative services in the classrooms. Specialists demonstrate strategies and provide direct in-class service so that classroom staff can implement interventions throughout the instructional program. Student teachers and other CSUN students – all appropriately screened and qualified as required by state and federal laws -- are placed in classes to observe, participate, and learn.

Additional support staff is needed due to the diverse special needs of the population of students. The transdisciplinary team includes a Speech and Language pathologist, an Occupational Therapist, an Adapted Physical Education teacher, and a Physical Therapist to meet the needs of the students with disabilities. Finally, as a training and demonstration site, the school utilizes art, drama, and music teachers to develop an enriched and stimulating curriculum for all students. In the 6th – 8th grades, SCS draws on the expertise of the general and special educators for its enrichment courses in the areas of drama, art, music, technology and other enrichments, .

In CHIME SCS classrooms, students may quickly meet certain IEP goals since they are in an environment that is accessible and meaningful. These IEP goals, developed with family expertise, are connected to activities that clearly function as part of the student’s life. While the standards-based general education
curriculum frames much of what we want students to learn, we believe that a language-rich, visually-rich and tactilely-rich environment enables all students to creatively participate in the learning process. In addition, multiple intelligences must be considered and valued as students demonstrate what they know and how they best learn. For example, the following are examples of the modification principles used to guide our staff:

- All classroom and school activities are made accessible through adaptations and modifications for learning, participation, and consideration of communication, sensory, physical and behavioral needs;
- General and special educators collaborate in cooperative teams to maximize learning and participation for students with a wide variety of strengths and abilities;
- Multi-disciplinary teams engage in a continuing process to infuse therapies and services into natural contexts during meaningful routines and activities;
- On-going collaboration removes any barriers through creative program design and continuous development of material, structures and strategies for the success of each individual student;
- Individual ability levels are considered and adaptations and modifications are made to ensure that each student is sufficiently challenged while still experiencing meaningful learning without confusion.

Students who do not have IEPs are given an Individual Instruction Plan, created and updated each semester with the students’ Advisor. Students set goals both for the semester, year and longer-term as part of their student portfolio process. Each student TK-8 develops and maintains a student portfolio of goals and work throughout the year and across their years at CHIME. This reflective processes is guided by their classroom teacher or in middle school their homeroom teacher. Each year students also review their learning portfolio with their parents at annual portfolio conferences.

b. Universal Design for Learning (UDL)

CHIME Schwarzenegger Community School employs the Universal design for learning (UDL) framework to improve and optimize teaching and learning for all students in our inclusive environment, based on scientific insights into how humans learn. Students are provided with multiple means of representation (such as a strong use of visual supports to accompany verbal instruction), multiple means of expression (various ways to express knowledge), and multiple means of engagement (which includes helping students to find personal connections with academic content, and actively engage in the learning process).

**UDL Guidelines: Theory & Practice Version**

![Provide Multiple Means of Engagement]

Provide options for self-regulation
+ Promote expectations and beliefs that optimize motivation

CHIME Institute’s Schwarzenegger Community School
<table>
<thead>
<tr>
<th><strong>Provide options for sustaining effort and persistence</strong></th>
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<tbody>
<tr>
<td>+ Facilitate personal coping skills and strategies</td>
</tr>
<tr>
<td>+ Develop self-assessment and reflection</td>
</tr>
<tr>
<td>+ Heighten salience of goals and objectives</td>
</tr>
<tr>
<td>+ Vary demands and resources to optimize challenge</td>
</tr>
<tr>
<td>+ Foster collaboration and community</td>
</tr>
<tr>
<td>+ Increase mastery-oriented feedback</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Provide options for recruiting interest</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Optimize individual choice and autonomy</td>
</tr>
<tr>
<td>+ Optimize relevance, value, and authenticity</td>
</tr>
<tr>
<td>+ Minimize threats and distractions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Provide Multiple Means of Representation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Resourceful, knowledgeable learners</td>
</tr>
<tr>
<td>Provide options for comprehension</td>
</tr>
<tr>
<td>+ Activate or supply background knowledge</td>
</tr>
<tr>
<td>+ Highlight patterns, critical features, big ideas, and relationships</td>
</tr>
<tr>
<td>+ Guide information processing, visualization, and manipulation</td>
</tr>
<tr>
<td>+ Maximize transfer and generalization</td>
</tr>
<tr>
<td>Provide options for language, mathematical expressions, and symbols</td>
</tr>
<tr>
<td>+ Clarify vocabulary and symbols</td>
</tr>
<tr>
<td>+ Clarify syntax and structure</td>
</tr>
<tr>
<td>+ Support decoding text, mathematical notation, and symbols</td>
</tr>
<tr>
<td>+ Promote understanding across languages</td>
</tr>
<tr>
<td>+ Illustrate through multiple media</td>
</tr>
<tr>
<td>Provide options for perception</td>
</tr>
<tr>
<td>+ Offer ways of customizing the display of information</td>
</tr>
<tr>
<td>+ Offer alternatives for auditory information</td>
</tr>
<tr>
<td>+ Offer alternatives for visual information</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Provide Multiple Means of Action &amp; Expression</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic, goal-directed learners</td>
</tr>
<tr>
<td>Provide options for executive functions</td>
</tr>
<tr>
<td>+ Guide appropriate goal-setting</td>
</tr>
<tr>
<td>+ Support planning and strategy development</td>
</tr>
<tr>
<td>+ Enhance capacity for monitoring progress</td>
</tr>
<tr>
<td>Provide options for expression and communication</td>
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<tr>
<td>+ Use multiple media for communication</td>
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<tr>
<td>+ Use multiple tools for construction and composition</td>
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<tr>
<td>+ Build fluencies with graduated levels of support for practice and performance</td>
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</table>
The latest developments in educational research are constantly monitored in order to assure that we provide our students with best educational practices that reflect ongoing changes in the field.

In partnership with the Center for Teaching and Learning at California State University, Northridge, CHIME SCS teachers are trained in a variety of innovative practices, including the Schools Attuned framework for understanding neurodevelopment, strategies for enriching the learning experience for high-achieving students, developing an understanding that all students have strengths and affinities and that each can attain authentic success, methods for understanding and managing differences in learning without subjecting students to labels, excessive testing, or special classes, interventions for the regular classroom, learning strategy instruction, comprehensive observation instruments designed for teachers, parents, and children, and models for understanding student motivation. Some of these educational practices studied through the Center for Teaching and Learning have been developed by Robert Brooks, Mel Levine, and Rick Lavoie.

The strategies, assessments and materials studies by the Center for Teaching and Learning at CSUN, are used with typically developing students who are experiencing academic difficulties, as well as with students with mild to moderate learning difficulties. In collaboration with CSUN faculty, CHIME SCS develops modifications and adaptations of these approaches for students with more significant disabilities at the CHIME Schwarzenegger Community School.

Our commitment to adaptations and modifications is centered on honoring individual opportunities for mastery, drive toward excellence, recognition of needs, and celebration of language and culture. Adherence to this commitment establishes a learning community where individuals and groups flourish.

c. Constructivist/Project-Based Learning

Current research shows that a constructivist approach to teaching and learning develops deep and long-lasting conceptual understanding in students (Sagor & Cox, 2003. At-Risk Students: Reaching and Teaching Them; Pransky, 2002. “To meet your students where they are, first you have to find them”). In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners (Tomlinson, 1999). This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery.

It is well-established that a constructivist/project-based approach to learning increases student engagement, particularly among at-risk or “different” learners. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O’Neil & Drillings, 1997; Freire, 1995). This approach enables students to make real connections between subjects and deepen their understanding of skills and content. As noted psychologist Lev Vygotsky described in Mind in Society: The Development of Higher Psychological Processes, the key to a learning experience within a student’s zone of proximal development (ZPD) is “problem-solving under adult guidance or in collaboration with more capable peers.” Students are able to develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills. In
How People Learn: Brain, Mind, Experience, and School (1999) (nap.edu), the scientific basis for constructivism in included in a section on “active learning”:

New developments in the science of learning also emphasize the importance of helping people take control of their own learning. Since understanding is viewed as important, people must learn to recognize when they understand and when they need more information. What strategies might they use to assess whether they understand someone else’s meaning? What kinds of evidence do they need in order to believe particular claims? How can they build their own theories of phenomena and test them effectively?

At CHIME SCS, constructivism is integrated across courses and content in integrated project-based learning. One of the deepest and most valuable forms of understanding comes when students can make connections between different subject matters or disciplines. To foster such thinking, teachers work together to provide their students with an interdisciplinary angle or perspective on a range of important topics and themes. These involve such activities as asking and refining questions, debating ideas, making predictions, designing experiments, collecting and analyzing data, and creating artifacts. Moreover, students are engaged by being provided authentic, real-world application. Projects are thus constructed around problems and situations that can be found in the modern workplace. These activities promote a deeper grasp and thoughtful application of important knowledge.

Students’ interests and previous knowledge are valued as teachers prompt students to engage in projects that require them to investigate, explore, test, refine, reflect and more. Using backwards planning, CHIME’s teachers acknowledge the central role of the learner and structure classroom experiences that both honor the initial curiosities and passions of students, and foster the creation of personal meaning among all students as they learn the designated facts and skills contained in the CCSS. Connections across topics and to the “real world” play a central role in helping motivate and engage students in their learning. Teachers ask open-ended, thoughtful questions, encourage students to ask questions throughout their own learning, seek elaboration of initial ideas to encourage deeper thinking, and challenge students to connect their learning. Assessment are embedded throughout the learning as students engage in dialogue and debate with one another and their teacher, ask questions and go deeper into their learning, and reflect on their own learning through writing, projects and other presentations.

CHIME’s faculty has time each school day and throughout the week to collaboratively plan deep learning projects for students, organized around central questions and themes which encourage students to “uncover” the curriculum, taking the time required to construct meaning, all the while keeping in mind the necessity to adapt instruction for individual needs. As with an integrated curriculum, the idea of going deep provides a model for life-long learning habits. Studying in depth reinforces our goal of helping the students know what it means to be a reflective learner, of what it takes to truly understand something. Taking the necessary time that one needs to take to understand in depth is to be expected and honored. Slowing down enough to be thoughtful workers, careful thinkers, deliberative in action and behavior is a curricular goal, as well as a hallmark of an educated perspective.

Block scheduling provides time for faculty to integrate the curriculum, utilizes themes and discovery learning, individualize to students’ needs, and encourages creative thinking. Block scheduling and co-teaching are effective approaches to including students with disabilities in classrooms (Weller, D., & McLeskey, J. (2000).) This format also ensures that faculty teach creatively and address multiple intelligences and various learning styles, rather than relying on a strictly lecture format. Faculty are
provided time and support to collaborate, co-teach, and provide instructional links between the various subjects for students.

A variety of enrichments enhance the core curriculum and ensure that each student receives a comprehensive education that includes opportunities to express their talents in the arts (visual, drama), technology (design, application, etc.) and service learning as well as interscholastic athletic opportunities.

2. CURRICULUM AND INSTRUCTION

CHIME SCS’s curriculum is developed using California Common Core State Standards and Frameworks to develop units and to help students make connections within and between key concepts within the standards. Each grade level develops yearly plans for addressing all standards identified for their grade, with many units designed to address state standards in more than one subject area. Across the school:

- Students have the opportunity to participate in enrichment activities in the arts and computer sciences.
- Students at CHIME who are on an alternative curriculum are educated in the general education classroom. Their specially designed, individualized curriculum is driven by the content of the general education curriculum that is received by their typically developing peers. The goals and objectives highlighted in their individualized programs emphasize the functional aspects of the general education standards.
- Paraprofessional supports are assigned to each class based on the total need for additional adult assistance, and meet individual student needs as needed and designated in student IEPs. This support can include individualized personal supports such as physical transitions, toileting, and the implementation of curricular modifications and behavior support plans.
- All students have access to enroll in team sports and school-sponsored extracurricular activities, with additional support and accommodations as needed.
- Students with special needs are supported through an inclusive approach utilizing co-teaching and collaboration in all classes.
  - Special education teachers are assigned to academic classes with an emphasis on English and Math courses. General education and Special Education teachers are provided with common planning periods to allow for both lesson planning and individualized adjustments to instruction for individual students as needed. Lessons are planned utilizing a Universal Design for Learning framework, with the use of co-teachers for regrouping to reduce the student to adult ratio and allow for increased differentiation. Special and general education teachers share assessment responsibilities for all students and use assessment information to guide instructional planning.

a. English Language Arts

The English Language Arts curriculum, aligned to the new CCSS for ELA, aims to cultivate literacy through a cohesive, comprehensive, and progressive learning sequence. The new California ELA-ELD Frameworks are used by our faculty to design standards-based lessons in ELA and across subjects. Curricula balances oral and written language and encompasses all ELA foundations including reading, writing, speaking, and listening. Students at CHIME SCS learn to read critically, analyze text thoughtfully,
write clearly and purposefully, as well as apply academically relevant listening and speaking skills. These skills are learned in a constructivist manner in which the students building their own understanding of the ELA standards and are able then to apply them in a wide variety of contexts.

Connected to these purposes is the interdisciplinary expectation that the development of each student’s literacy skills is a shared responsibility; every teacher at CHIME SCS works collaboratively to develop the reading, writing, speaking, and listening skills of students. CHIME SCS embraces the intent and purpose of the CA CCSS for ELA/Literacy, and the SBE’s “hope and belief that all of California’s students will develop the readiness for college, careers and civic life by the time they graduate from high school and that they attain the following capacities of literate individuals as outlined by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO):

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

In addition, this framework recognizes that becoming broadly literate—reading and viewing for pleasure, information, and inspiration and communicating knowledgably, powerfully, and responsively—is necessary for life in today’s global society.” (CA ELA/ELD Frameworks, p. 7.)

ELA curriculum, as with all curriculum at CHIME, is presented in fully inclusive classes in which learners of all abilities participate. Therefore the teacher resources for all students – typically developing, gifted, and students with special needs – are present in the general education classrooms. Appropriate differentiation is provided for all learners’ needs. Students with language and other special needs are given ample opportunities to participate in communicative and interactive learning activities, which enhance their language acquisition, social, interpersonal, and academic skills in a language and print rich environment.

b. **English Language Development (ELD)**

CHIME SCS’s ELD program implements both the California ELD Standards and the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). CHIME SCS ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to “ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
• Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
• Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
• Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
• Develop proficiency in shifting registers based on task, purpose, audience, and text type.” (ELA/ELD Framework p. 9-10.)

CHIME Schwarzenegger Community School follows the LAUSD EL Master Plan. (See English Learners, below, for extensive details.)

(See section below, for more details about ELD instruction, assessment, reclassification and monitoring of ELs.)

c. Mathematics

Mathematics curriculum at CHIME develops the deep understanding of numerical concepts, mathematical principals, mathematical applications and using mathematics to solve a range of problems. Our program and instructional methodologies are directly aligned with the new CCSS in Mathematics (CCSSM), guided by the 2013 CA Mathematics Frameworks. Throughout the progression of mathematics courses, students acquire the necessary knowledge and skills to prepare them for productive citizenship. The CHIME mathematics curriculum draws on six major mathematical content strands: number sense, algebra, geometry, measurement, data analysis and probability, and mathematical reasoning. At CHIME we stress strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the classroom. Teachers use the following approaches to math instruction:

1. Teachers take students through lessons from concrete to pictoral to abstract. They begin with a concrete approach where students learn new concepts with the help of manipulatives, and from there they move to pictoral examples of the same concept. Finally, they move onto a more abstract stage using only numbers and symbols. This approach enables each child, including students that have different learning styles and special needs, to not only learn the concept, but also to fully understand the concept taught.

2. Students are asked to think about math, rather than simply memorize steps to solve a problem. With this math approach, teachers stress that there are often different ways to solve a problem and students are encouraged to explain their thought process to classmates. This helps students to understand the math, rather than just memorize the steps to solve a math problem. Students and teachers may work through examples and complete math exercises to develop or reinforce a concept or procedure. They may also use a Socratic method, whereby the teacher leads students in a conversation to develop a specific concept or proof. Independently or in small groups, students work on real-world problems followed by a debrief session to clarify, expand, or develop math knowledge.

3. Concepts are covered throughout the grades with increased difficulty. This spiraling enables the upper grades to have a clearer, deeper understanding of all concepts taught.
4. To support the development of math fluency, students participate in daily drills/routines to support fluency and/or online programs to support fluency.

The Mathematics program, as with all instruction at CHIME, are fully inclusive class in which learners of all abilities participate. Therefore the teacher resources for all students—typically developing, gifted, and students with special needs—are present in the general education classrooms. Appropriate differentiation is provided for all learners’ needs. CHIME SCS students also participate in web-based math programs such as ST Math Integrated Instruction System, MobyMax, Zearn, IXL, and Kahn Academy. These blended learning platforms enable teachers to differentiate instruction, focusing on the needs of students who need additional support and those ready to move beyond the grade level curriculum.

d. **History-Social Science**

CHIME SCS’s history and social sciences curriculum is rooted in the curriculum standards specified in the *History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve, CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (CA CCSS for ELA/Literacy), and *2014 ELA/ELD Framework*. Our curriculum shares the same three goals as the Framework: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. Students gain an understanding of human history as well as how our society and the world work. The curriculum not only supports student acquisition of core knowledge of the world’s eras and civilizations, but also develops the critical thinking skills that historians and social scientists employ to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, United States and world history with connections to mathematics, science, and the arts. Learning activities engage students in an inclusive classroom setting in reading rich literature and original source documents; students also experience daily opportunities to develop listening, speaking, research, and writing skills.

CHIME SCS uses social studies materials from the Teachers’ Curriculum Institute (TCI), which weaves educational research with interactive instructional strategies and project-based learning. Social Studies Alive! (K-5) and History Alive! (6-8), provide standards-based, spiraled curriculum in which students work in cooperative groups to learn progressively more difficult concepts through a process of step-by-step discovery. This series is well-aligned to our emphasis on engaging, curiosity-inspiring curriculum with real world relevance for students. CHIME SCS extends reading and writing instruction in social studies by examining primary sources, reading historic literature, conducting research, writing and presenting findings. Much of the grade level reading material are presented with scaffolds for comprehension, particularly primary source or other high-interest or high-authenticity materials that would otherwise be above students’ comprehension levels. Social studies also includes instruction in expository writing.

e. **Science**
Drawing from the recommendations of the Next Generation Science Standards, the Science curricula develops student exploration of recurring concepts and connections made within the various Disciplinary Core Ideas (DCIs) of Life Sciences, Earth and Space Sciences, and Physical Sciences. Throughout the DCIs, students develop critical thinking skills, as well as creativity in scientific thought. The science curriculum is based on the scientific process of inquiry, and is organized around the following unifying themes: systems, order and organization; evidence, models and explanation; constancy, change and measurement; evolution and equilibrium; and form and function. The CHIME science curricula emphasizes science as a process of formulating and answering questions about the physical world around us, and encourage students to appreciate the natural world. Students develop skills of hypothesis forming, identification, experimentation, evaluation, documentation and presentation. They create and lead meaningful scientific experiments that allow them to make real-life connections and applications.

In their study of science at CHIME, students engage in science as they learn to observe, question, develop hypotheses, experiment, analyze data they collect, relate them to their questions and hypotheses, and communicate results to each other. The methods of doing science include use of the tools of science (e.g., hands-on materials, technology) as well as varied approaches of study (e.g., model building, investigations). Science Fairs and showcases encourage students to communicate their research findings. In our inclusive classroom setting, students work with their peers as members of an investigative team studying scientific phenomena, understanding the necessity and benefits of long term research.

Students demonstrate appropriate developmental, or grade level mastery of science, in the three Disciplinary Core Ideas (DCIs):

- **Physical Science**: properties of objects and materials, position and motion of objects, light, heat, energy, and matter; magnetism; objects in the sky; electricity; elements, molecules and compounds;
- **Life Science**: characteristics of organisms; life cycles of organisms; organisms and their environments including food chains/webs and ecosystems; respiration, digestion, waste disposal, and transport of materials systems within a variety of organisms;
- **Earth Systems Science**: properties of earth materials including rocks, minerals and other natural resources; solar system; waves, wind, water and ice; and other changes in the earth and sky;

Asking and developing meaningful questions students making predictions based on observed patterns; conduct investigations; measure items with appropriate tools; compare and classify objects based on physical attributes; describe the relative location of objects; and document observations using pictures, numbers, written statements, and graphs. Students come to understand how the union of science, mathematics and technology informs the scientific endeavor, allowing it to be successful. Finally, science is integrated with other subject areas, showing the importance of science as a field for furthering our understanding of our existence, our history, and our future.

### f. Health and Physical Education

The CHIME Physical Education curriculum is based on the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve*. The curriculum promotes excellent physical, social, and emotional health among students in our inclusion classroom model.
The CHIME Physical Education program emphasizes a curricular focus on movement skills and is driven by the need to create a strong foundation for developing a physically educated student in order to develop a person who has the knowledge and control over how the body moves. The focus on movement skills develops a strong and broad foundation in student mastery of these skill areas at the kindergarten and elementary levels. The physical education curriculum emphasizes a variety of cognitive, affective, and motor teaching and learning strategies focusing on teaching students how to move. The physical education program focuses on the appropriate developmental mastery of movement skills that enhance self-image and personal development and promote positive social development.

To support Health Education, the school uses the Decisions for Health from Holt publishing in grades 6-8. The goals of the Health Education curriculum are to assist in the development of persons who are knowledgeable about human development and reproduction, who respect and appreciate themselves, their families and all persons, and who will neither exploit others nor allow themselves to be exploited.

g. Visual and Performing Arts

MUSIC:

CHIME SCS music instruction is based on five components of music: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations, and applications. Music-learning experiences lead to clearly defined skills and knowledge, but at the same time offer the joy and personal satisfaction that are inherent in music. All children have many opportunities to respond to music and grow musically in an environment where music is a part of the regular school program. Music instruction provides the basis for later music appreciation and participation both in school and as an adult. Classroom music instruction functions as a part of the total educational program in the school; teachers integrate appropriate content to reinforce continuity in student learning. Our inclusive classroom involves all students in the activities of moving, singing, listening, and playing instruments, through which they experience the essential strands of music: rhythm, melody, harmony, form and expressive elements.

VISUAL/CREATIVE ARTS:

The Visual/Creative Arts curriculum emphasizes the following within the visual arts: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. Students learn how to identify and use elements and principles of design using the language of the visual arts (i.e. value, line, contrast, balance). Based on personal experiences, children create original artwork using various arts media and technical processes. Students explore the role of visual/creative arts in human history, across a variety of cultures and time periods including the different historical art movements (i.e. impressionism, surrealism, abstraction). CHIME SCS students learn to make critical judgments about various art works and experiences, making determinations of quality based on analysis, interpretation and derivation of meaning. Through co-planning between the art teacher and the general and special education grade level teams, grade level curriculum is integrated into arts instruction. The students learn through integration of visual/creative arts and core subject area instruction. Finally, the students come to learn, value, and enjoy the time that is necessary for the creative process to come to fruition.
h. **Social Behavioral Skills Curriculum**

Social/behavioral skills instruction is a part of each child’s educational program from transitional kindergarten through 8th grade. Social/behavioral skills lessons are designed based on students’ social and developmental needs. The skills that students learn are cumulative, with students acquiring not only more skills, but also a greater understanding and awareness of how these skills apply to their daily lives. The curriculum addresses prevention and early intervention as the keys to creating safe, caring, and responsive schools. The entire school community teaches and supports positive behaviors that demonstrate respect, cooperation, responsibility, and compassion. Most importantly, social skills instruction is embedded into all aspects of the curriculum.

3. **INTERVENTION AND ENRICHMENT PROGRAMS**

As detailed below and throughout this petition, CHIME’s focus on personalized instruction includes a variety of in-class supports and targeted interventions for students to ensure their success. Faculty use NWEA/MAPs benchmark assessments, school-designed rubrics, text-based assessments and more to continuously assess individual student performance. Within the first six weeks of school, teachers utilize diagnostic assessments to illuminate student strengths and weaknesses in terms of their skills in reading, writing, and math, including Fountas and Pinnell Benchmark Reading Assessment, On Demand Writing Sample, and Diagnostic Math Test / Test of Prerequisite Math Skills. Teachers also review previous year academic and test data (where available).

Teachers differentiate instruction, including depth and complexity for all students, including those performing above grade level, those with IEPs or those who are struggling to master a particular lesson. Students who are struggling, who have been identified by informal assessment and teacher observation to require tier 2 and tier 3 observations and who would benefit from additional intensive supports, are recommended for an appropriate intervention group; either before or after-school as well as during school. Letters are sent home to parents and calls are made to ensure students can attend their support session if it’s scheduled before or after school. If not, students are scheduled during the day. Progress is tracked and a determination is made as to whether the intervention is sufficient. This progress is tracked using a variety of systems including our Intensive Workshop Time system data, SBAC interim assessment data, teacher observation, and student work samples. This data is reviewed and discussed at IWT grade level meetings held monthly, team meetings on specific students, and at division level and grade level meetings. Highly-qualified educational support personnel (RSP teachers, Psychologist, Counselor, DIS Counselors, Speech Pathologist, Psychologists, Occupational Therapist) support our data-driven, differentiated model of instruction. Our collaborative teaching model ensures that all students receive personalized support within our inclusive classrooms, and as needed, extra supports.

CHIME provides before-school, after-school, and summer school programs providing both intervention and enrichment. Enrichment activities can include drama, dance, and art in the afterschool program. The yard staff also helps coordinate with families to sign students up for recreational and competitive sports sponsored through local community recreation centers.
4. CURRICULAR AND INSTRUCTIONAL MATERIAL

For our core textbooks, CHIME Schwarzenegger Community School select materials aligned with the California and Common Core standards.

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<tr>
<th>Content Area</th>
<th>Instructional Materials</th>
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| English Language Arts | • Grade level appropriate literature as designated by Common Core (www.corestandards.org/assets/Appendix_B.pdf) for novel / chapter book study (Grades TK-8)  
                         • SuperKids Literacy Program (K)  
                         • Journeys ELA curriculum (Grades 1-8)  
                         • Words Their Way (Grades 2-5)  
                         • Writer’s Workshop materials from Lucy Calkins (Grades 3-5)  
                         • Teacher-created curriculum (including thematic writing units) using authentic literature to address ELA CCSS |
| Math                  | • Teacher-created curriculum to address Math CCSS  
                         • Go Math (K-8) |
| Social Studies/ History | • Teacher-created curriculum and texts including primary source materials to support teacher-created curriculum based on History-Social Sciences Content Standards, CA CCSS for ELA/Literacy, and 2014 ELA/ELD Framework  
                            • Social Studies Alive! published by TCE (Grades 3-5)  
                            • History Alive! Published by TCI (Grades 6-8) |
| Science               | • FOSS California Curriculum and Kits (Grades 1-3)  
                            • Teacher-created curriculum and project-based units to address NextGen Science Standards  
                            • Interactive Science (Grades 6-8) Pearson Publishing  
                            • Expository texts to support teacher-created curriculum and project-based units |
| PE/ Health            | Teacher-created materials from state Frameworks and other sources |
| Drama/Visual Arts / Music | Teacher-created materials, varies by subject |

All of our materials are selected based on rigor, alignment with the standards, and opportunities for scaffolding to meet the needs of all learners. Teachers carefully supplement the core textbooks with additional materials and strategies to support our EL and special needs students as described below.
5. **COMPREHENSIVE COURSE LIST**

CHIME SCS Course List

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<th>Courses</th>
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<td>Medieval History</td>
<td>U.S. History</td>
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<tr>
<td>Electives</td>
<td>Spanish</td>
<td>Music</td>
<td>Visual Arts/Drama</td>
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6. **INSTRUCTIONAL METHODS AND STRATEGIES**

Teachers use a **constructivist approach** through **project based learning** methods to help students build their own knowledge by facilitating students learning process through super-ordinent projects. The Project Based Learning approach based on the work of the Buck Institute is a strong component of the day-to-day instructional approach of the teachers at CHIME SCS. Teachers employing these methods are also deeply rooted in planning their lessons using the **Understanding By Design** (UBD) model to backwards plan instruction. All courses have teacher-developed curriculum maps aligned to desired outcomes, including CCSS and state standards and the prerequisite skills associated with the standards, a level of Blooms Taxonomy, the applicable school goals (e.g., inclusive classroom model, appreciating diversity, etc.), and authentic assessment tools. Teachers collaboratively develop pacing plans and engaging lessons, with differentiation based on the needs of students.

**Co-teaching** is scheduled carefully into each class’ schedule based upon student needs. Special education co-teachers co-plan with their general education partners each week. Special educators share responsibility for the implementation of, and preparation for, universally designed lessons, and general educators share responsibility for specially designed instruction and the development of modified and adapted materials.

**Block scheduling** is utilized at the middle grades level, as it has been shown to improve attendance, discipline and school climate (Duel, 1999; Stader, 2001; Queen, Algozine, & Eaddy, 1997; Snyder, 1997; Buckman, King, & Ryan, 1995) as well as student achievement (Fletcher, 1997; Khazzaka, 1998). Block scheduling is known to be particularly effective for classrooms that include diverse learners, as students who need more or less time on a task are readily accommodated. (Canady & Rettig, “Teaching in the Block, Strategies for Engaging Active Learners” (1995)). Students with special needs have fewer transitioning times between classes and have their accommodations and other needs met in the classroom. Blocks also facilitate project-based and interdisciplinary learning and encourage the use of active teaching strategies, hands-on investigations and greater student involvement. (Id.)

**Technology** is integrated as a tool for learning and to help all students develop technological fluency that is imperative in today’s working world. The use of a variety of technological advances in the curriculum creates students who are information seekers, analyzers, evaluators, problem solvers, and decision makers. Creative and effective uses of productivity tools is interwoven throughout the content areas so that not only do students become effective communicators, collaborators, publishers, and
producers, they also have the tools to be informed, responsible, and contributing citizens as they grow into adulthood. CHIME SCS students use technology in a wide variety of ways including specific technology curriculum programs such as iStation Reading, IXL Math, Mavis Beacon Typing, and the Read Live Fluency program. Students also utilize technology in an integrated fashion throughout their academic classes using the Office suite of programs such as Microsoft Word and Microsoft PowerPoint to express their knowledge. Students in the middle grades have a formal Computers elective course and many of the texts and resources for the middle school curriculum have online components for student use. On campus CHIME SCS benefits from having 3 mobile iPad carts, 3 mobile Laptops carts, and a computer lab.

**Social Learning and Positive Behavioral Supports** are integral to CHIME Schwarzenegger Community School as necessary components of establishing a strong social community among the students, parents, and professionals. It is when students feel safe, welcome and individually important to the community that they are able to operate at their maximum potential. Ironically, it is this sense of well-being that they have as individuals that also allows them to actively participate in the life of the school community, seeing themselves as part of something larger. Knowing that they belong, students bring unique capabilities to school and belonging gives them a sense of self, a sense of location, a sense of security, and a healthy sense of responsibility to the larger group.

Social skills instruction is embedded in all areas of the curriculum, with the goal of helping students to understand themselves as members of a community, to develop respect for others, to appreciate diversity in all its forms within the community, to express their ideas with assurance, and to solve problems with others through positive, honest and direct interaction with them.

To help establish a sense of community there are regular occasions for students to share their work with each other and with the community at large. Students demonstrate their learning and reflections on their learning throughout the grades through student presentations of learning and project exhibitions. In addition, middle grades students gain a sense of community both in their classrooms through the projects that they work on together and in their advisory period when they gather together with a small group of peers to discuss common issues and concerns, and receive social and academic support.

Finally, **family partnerships** are critical to the success of all students and the school. Families are welcomed on campus and encouraged to participate in school life, from helping with school mailings to leadership in coordinating large school events and supporting in the classrooms. In addition, the Parent Association supports the school through fundraising and community events throughout the year (see Element 4). Home/school communications are provided in English and Spanish. As the school grows, mentors are assigned to new families to help them gain familiarity with school policies and procedures and help form relationships in the community. Teachers meet with families in team meetings throughout the year to refine educational programs (IEPs or IIPs) or to share progress for any student as needed in addition to Parent-Teacher conferences.

In all grade levels, faculty have ongoing training and support in using **assessments to inform instruction**, with emphasis placed on systematic assessment, use of rubrics, a variety of forms of evidence, and more frequent assessment of progress in Language Arts and Math. The data from this assessment is reviewed on an ongoing basis by grade-level teaching teams (general education and special education teachers) and considered so that appropriate Tier 1, Tier 2, and Tier 3 interventions are implemented. This student progressed tracked at weekly grade-level planning meetings, during pupil-free Intensive Workshop Time data reviews, and at other times throughout the year. For students with special needs this information is
also considered when determining accommodation or (when appropriate) modifications to curriculum as well as monitoring progress toward IEP goals.

7. **HOW THE SCHOOL’S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCS AND OTHER STATE CONTENT STANDARDS**

As detailed throughout this petition, instructional methodologies and curriculum at CHIME Schwarzenegger Community School aligns directly with the CCSS in ELA and math, and other state content standards (including the new Next Generation Science Standards and Language Development Standards), and be designed using the State’s Educational Frameworks. Extensive professional development (see below) is built in the annual calendar and weekly schedule to ensure all faculty receive appropriate training and ongoing coaching in aligning curriculum planning to desired outcomes (CCSS) via backwards planning. Teachers and school leaders continuously monitor student mastery of content standards through ongoing assessments and review of data. School leaders use this data to monitor teacher fidelity of CCSS-implementation, and to provide additional training and coaching as needed. (See Elements 2/3 for additional information about the use of data to guide instruction.)

8. **HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY**

CHIME SCS integrates technology throughout the program, both to ensure that students develop critical 21st Century skills in using tech-based tools, as well as helping to personalize instruction and maximize student achievement. Each classroom has a minimum of 3-5 computers to utilize in addition to the ability to checkout one of the many laptop and iPad carts on campus. The Learning Center also has several computers available at all times for student use. Faculty use class assigned interactive whiteboards and document cameras both connected to a teacher laptop for classroom instruction and presentations. Students learn basic computer skills (Word, Excel, Prezi, etc.), as well as internet research skills and online communication proficiency. Students have access to technology on a weekly basis and this helps them gain familiarity with utilizing a wide variety of technology tools. This combined with students taking NWEA interim assessments on computer as well as the SBAC interim assessments help CHIME SCS’s students become well prepared to the computer-based state standardized assessments.

The school utilizes an integrated data management system, PowerSchool to collect, analyze and report student achievement data and other required measures (e.g., attendance, student behavior, etc.). Parents and students have real-time access to SchoolSync to access current grading and homework assignments.

As a result of CHIME SCS technology integration, students demonstrate appropriate developmental or age/grade level mastery of technology in the following areas:

- A sound understanding of the nature and operation of technology systems;
- The use of technology tools to solve problems, make informed decisions, enhance learning, increase productivity, and promote creativity;
- The use of productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works;
- The use of technology to locate, evaluate, and collect information from a variety of sources;
The use of technology tools to process data and report results.
An ability to use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences; and
An ability to use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

9. **GRADUATION REQUIREMENTS (INCLUDING THE NUMBER/TYPE OF UNITS REQUIRED) AND A-G REQUIREMENTS - HIGH SCHOOL ONLY – N/A**

10. **TRANSITIONAL KINDERGARTEN**

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

11. **WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION – N/A**

**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.

**F. ACADEMIC CALENDAR AND SCHEDULES**

**ACADEMIC CALENDAR AND SCHEDULES**

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

1. **ACADEMIC CALENDAR**

Specific calendar and hours are determined yearly by the principal with approval from the CHIME Institute Board of Directors. The academic year is configured using 180 instructional days as its base with a traditional school calendar. The following is the projected 2016-17 school year calendar:
2. **SAMPLE DAILY SCHEDULES**

The transitional kindergarten and kindergarten school day is a modified full day schedule with 235 instructional minutes on regular days and 205 minutes on short Tuesdays.
## TK and K Instructional Schedule

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<tr>
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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Tuesday</th>
</tr>
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<tbody>
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<td>Teacher/staff planning and PD</td>
<td>Teacher/staff planning and PD</td>
<td>Teacher/staff planning and PD</td>
<td>Teacher/staff planning and PD</td>
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<td>Morning Meeting; Math,</td>
<td>Morning Meeting; Math,</td>
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<td>Language Arts, and PE stations</td>
<td>Language Arts, and PE stations</td>
<td>Language Arts, and PE stations</td>
<td>Language Arts, and PE stations</td>
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<td>Recess</td>
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<td>Math, Language Arts, and PE</td>
<td>Math, Language Arts, and PE</td>
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<td>Social Skills, Social Studies,</td>
<td>Music / Art</td>
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<td>and Science</td>
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<td>Grade level teams debriefing</td>
<td>Grade level teams debriefing</td>
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<tr>
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</tbody>
</table>

The sample bell schedule for all students in grade 1 is 305 instructional minutes on regular days and 235 instructional minutes on short Tuesdays, as follows:

## 1st Grade Instructional Schedule

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<thead>
<tr>
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<th>Monday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-</td>
<td>Teacher/staff planning and PD</td>
<td>Teacher/staff planning and PD</td>
<td>Teacher/staff planning and PD</td>
<td>Teacher/staff planning and PD</td>
<td>Teacher/staff planning and PD</td>
</tr>
<tr>
<td>8:30-</td>
<td>Community Meeting and Math</td>
<td>Community Meeting and Math</td>
<td>Community Meeting and Math</td>
<td>Community Meeting and Math</td>
<td>Community Meeting and Math</td>
</tr>
<tr>
<td>9:55-</td>
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<td>Recess</td>
</tr>
<tr>
<td>9:55-</td>
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<td>8:30-9:55</td>
</tr>
</tbody>
</table>
Students in grades 2-5 receive 310 instructional minutes on regular days and 240 instructional minutes on short Tuesdays, as follows:

### 2nd-5th Grade Instructional Schedule

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<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>7:30-8:30 Teacher/staff planning and PD</td>
<td>7:30-8:30 Teacher/staff planning and PD</td>
<td>7:30-8:30 Teacher/staff planning and PD</td>
<td>7:30-8:30 Teacher/staff planning and PD</td>
<td>7:30-8:30 Teacher/staff planning and PD</td>
</tr>
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<td>8:30-10:40 Community Meeting and Math</td>
<td>8:30-10:40 Community Meeting and Math</td>
<td>8:30-10:40 Community Meeting and Math</td>
<td>8:30-10:40 Community Meeting and Math</td>
<td>8:30-10:40 Social Studies or Science</td>
</tr>
<tr>
<td>10:40-11:00 Recess</td>
<td>10:40-11:00 Recess</td>
<td>10:40-11:00 Recess</td>
<td>10:40-11:00 Recess</td>
<td>10:40-11:00 Language Arts</td>
</tr>
<tr>
<td>11:00-1:05 Language Arts and Social Studies or Science</td>
<td>11:00-1:05 Language Arts and Social Studies or Science</td>
<td>11:00-1:05 Language Arts and Social Studies or Science</td>
<td>11:00-1:05 Language Arts</td>
<td>11:00-1:05 Language Arts</td>
</tr>
<tr>
<td>1:05-1:45 Lunch</td>
<td>1:05-1:45 Lunch</td>
<td>1:05-1:45 Lunch</td>
<td>1:05-1:45 Lunch</td>
<td>1:05-1:45 Lunch</td>
</tr>
<tr>
<td>1:45-2:40 Social Studies or Science</td>
<td>1:45-2:40 Social Studies or Science</td>
<td>1:45-2:40 Social Skills / Music / Art</td>
<td>1:45-2:40 Social Studies or Science</td>
<td>1:45-2:40 Social Studies or Science</td>
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<tr>
<td>2:40 Dismissal</td>
<td>2:40 Dismissal</td>
<td>2:40 Dismissal</td>
<td>2:40 Dismissal</td>
<td>2:40 Dismissal</td>
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</tbody>
</table>
Students in grades 6-8 receive 360 instructional minutes on regular days and 260 minutes on early dismissal Tuesdays as follows:

### 6th-8th Instructional Schedule

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</thead>
<tbody>
<tr>
<td>7:30-8:05</td>
<td>Co-plan, faculty meetings, PD</td>
<td>Co-plan, faculty meetings, PD</td>
<td>Co-plan, faculty meetings, PD</td>
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<tr>
<td>8:05-8:30</td>
<td>Home Team</td>
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<tr>
<td>8:30-9:05</td>
<td>Period 1 Block</td>
<td>Period 4 Block</td>
<td>Period 1 Block</td>
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<td>9:45-10:00</td>
<td>Nutrition</td>
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<tr>
<td>10:00-10:20</td>
<td>Period 2 Block</td>
<td>Period 5 Block</td>
<td>Period 2 Block</td>
<td>Period 5 Block</td>
<td>Period 3</td>
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<td>10:35-12:25</td>
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<tr>
<td>12:25-1:05</td>
<td>Period 3 Block</td>
<td>Period 6 Block</td>
<td>Period 3 Block</td>
<td>Period 6 Block</td>
<td>Period 5</td>
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<tr>
<td>3:00-3:30</td>
<td>Debrief</td>
<td>Debrief</td>
<td>Debrief</td>
<td>Debrief</td>
<td>Debrief, Professional Development, Planning</td>
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<td>+ 15 Recess and + 45 Lunch minutes</td>
<td>+ 15 Recess and + 45 Lunch minutes</td>
<td>+ 15 Recess and + 45 Lunch minutes</td>
<td>+ 15 Recess and + 45 Lunch minutes</td>
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</tbody>
</table>

The CHIME Institute’s Schwarzenegger Community School assures that a minimum of 2 and 1/2 hours daily is devoted to language arts instruction in grades 1-5. This includes a minimum of one instructional period devoted solely to language arts instruction, and additional periods in which an integrated curriculum is used. Similarly, a minimum of one instructional period is focused on mathematics instruction, but additional time is provided in which students apply mathematical skills and concepts to different types of problems in other content areas.

As described in Element 1, essential to the educational program of the CHIME Institute’s Schwarzenegger Community School is an integrated curriculum, in which several curriculum areas are
addressed in a single activity or instructional period. For example, in a unit on citizenship, students practice skills in different content standards areas. They read, learn new vocabulary, and write about concepts related to citizenship. They take part in active learning experiences that involve voting or polling, thus learning new concepts and skills related to computation, ratios, and graphing. In this manner, students learn to see the connections between different areas of knowledge and learn to apply new skills and concepts in meaningful contexts. Thus, in addition to devoting some instructional time solely to language arts instruction, students have a significant portion of time in integrated instructional activities, in which they are extending, applying, and practicing literacy skills and concepts.

The Schwarzenegger Community School assures that 6th – 8th graders receive instruction in each of the four core content areas (language arts, mathematics, science, and social studies) in addition to the requisite time for physical education. One class period will be used for enrichment courses that will be provided in a “wheel” format, in which students take different enrichment courses each trimester. Enrichment courses include Art, Music, Drama, Dance Health & Fitness, STEM, Algebra Readiness, Science Lab Enrichment, and Literature & Film. Specific Enrichment choices will be determined by the strengths, abilities, and affinities of the faculty.

The plan also incorporates time for faculty planning and collaboration. This takes place in the form of co-planning time in the morning, which is used for general and special education faculty to collaborate or for faculty to engage in co-planning for integrated instruction (as described below). Each faculty member in the 6th – 8th grades has one planning period for personal instructional planning. In addition, at the end of the day, 30 minutes is set aside for K-8 faculty and staff to engage in debriefing. During this time all faculty and paraprofessionals in the school meet to discuss successes, concerns, and school-wide plans.

As described previously, essential to the educational program of Schwarzenegger Community School is an integrated curriculum, in which several curriculum areas are address in a single activity or instructional period. The block schedule format in the 6th – 8th grades allows for more integrated instruction and increased collaboration between faculty and classes. For example, in a unity on citizenship, students practice skills in different content standard areas. They read, learn new vocabulary, and write about concepts related to citizenship. They take part in an active learning experience that involves voting or polling, thus learning new concepts and skills related to computation, ratios, and graphing. In this manner, students learn to see the connections between different areas of knowledge and learn to apply new skills and concepts in meaningful contexts.

G. INSTRUCTIONAL DAYS AND MINUTES

And extended day schedule ensures comprehensive support for all learners, and significantly more instructional minutes than required by the California Education Code.
<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>
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<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>
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H. PROFESSIONAL DEVELOPMENT

1. TEACHER RECRUITMENT

CHIME Schwarzenegger Community School selects its own staff which reflects the diversity of the community. CHIME seeks to hire a diverse group of teachers who have strong content knowledge, experience planning engaging hands-on curriculum, understanding of data-driven instruction and differentiation for different learners, and a commitment to inclusive education. A committee of the school Principal, teachers and Executive Director are responsible for the interview and selection process. Vacant positions are advertised at California State University Northridge through the Secondary Education Departments, as well as EdJoin, CCSA Job Board, the Sundial newspaper, and the Los Angeles Daily News. The hiring committee takes the following steps to recruit and select staff, evaluating how well each candidate’s education, experience and philosophies align with the CHIME mission, instructional methodologies and school values:

- Compose the vacancy announcement and advertise opening
- Recruit applicants
- Request resumes, required credential(s) and letters of recommendation
- Screen applicants
- Hold interviews and demonstration lesson
- Contact references and check credentials with California Commission on Teacher Credentialing to ensure state and NCLB (or new equivalent federal requirements) qualifications
- Make recommendations to the Executive Director, who is responsible for final approval.

Prior to starting employment, all teachers and staff must submit to and request DOJ fingerprint screening and have the results for clearance verified by employer and also to provide to the school a
negative TB test result. Candidates that are offered employment receive an at-will employee agreement from CHIME.

2. PROFESSIONAL DEVELOPMENT

CHIME SCS commits itself to supporting the staff by providing substantive and regular opportunities to grow in their profession, and to provide the necessary tools to help them do their work effectively.

Teachers work in teams to coordinate and integrate instruction, to develop lesson study sessions where they can discuss their teaching, and to discuss student achievement. They are also encouraged to make their own professional goals and devise plans for meeting them. The school community supports teachers as they endeavor to improve their practice, both through on-going, organized staff development as well as informal opportunities for teachers to become ever more reflective about their practice. Teachers each have prep periods scheduled into their weekly schedule. They teach five out of six periods in the block schedule. Teachers' schedules provide time for collaboration time and co-planning time.

Professional growth and development at CHIME occurs for an entire week before school starts, with new teachers attending a week and a half of training. During this time, teachers are trained on project based learning and inclusive education approaches. Common topics include: co-teaching, universal design for learning, positive behavior support, project based learning, and differentiated instruction. Professional development also occurs twice a month on short day Tuesdays, and occurs weekly for paraprofessionals on Friday mornings. Administrators, lead teachers, visiting teachers, external experts in identified areas of need and CSUN professors deliver professional development. Collaborative grade level co-planning is built into teachers’ schedules and occurs once a week.

Other common professional development topics include:

- In-depth study of the Common Core Standards as well as using cross curricular groupings and collaborative learning to create greater engagement and a deepened understanding of concepts, including creation of performance tasks aligned with Common Core and other state standards;
- Constructivism and project-based learning;
- Hometeam curriculum design and social and emotional learning support;
- Reading, writing, and critical analysis across the curriculum;
- Unifying diverse communities of learners;
- Data analysis time to use summative and formative assessment data to make instructional decisions (e.g. modifications to curriculum maps);
- Revision of pacing plans after cross-curricular alignment discussions amongst departments;
- Model and practice of instructional strategies to use to differentiate instruction;
- Using the school’s student information system for submission of grades, attendance, behavior logs, and parent communication;
- Standardized testing (e.g. test administration, supporting student use of navigation tools, etc);
- Response to Intervention planning and design;
- Progress monitoring and data analysis for special education IEP goals
- Co-assessing in the co-teaching model
- Language and literacy development in children with language-based disabilities
- Prompting hierarchies for children with special needs
- Best practices for implementing peer supports in inclusive classrooms
A needs assessment is conducted during the school year for PD topics for the next school year. Professional development surveys created in conjunction with CSUN’s Center for Teaching and Learning are administered to faculty. The Center for Teaching and Learning is pivotal in providing CHIME with professional development and assists in data collection towards future PD topics. The administration utilizes teacher evaluations and classroom observation to measure the effectiveness of professional development. These evaluations and observations are reviewed for evidence of teacher implementation of the professional development skills that have been worked on and presented by CTL staff and other professional development providers. California State University professors are invited to educate faculty and staff on topics such as co-teaching, conflict resolution, positive behavior support, etc. Families are also invited to do an in-service with faculty and staff on their child’s specific needs.

At the beginning of the year, administration oversees the formation and ongoing development of Professional Learning Communities. Teachers work in Professional Learning Communities, becoming “experts” in educational topics such as EL instruction, Universally Designed Instruction, Constructivism, etc. Teachers may investigate topics of their own interest as well, with administration gauging the relevance towards student achievement. Teachers share what they have discovered with faculty on the short Tuesdays, as well as meet in their PLC’s to learn from professional articles and research on instructional strategies.

I. MEETING THE NEEDS OF ALL STUDENTS

As previously stated, the CHIME Institute mission values the ongoing support for an inclusive learning community where all students, their parents, and the school’s staff appreciate and value diversity. This is based on the belief that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds learn together.

As noted throughout this petition, special education inclusion is a core tenet of our model. The rationale for inclusion is based on the belief that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds learn together. There is a need for schools that employ effective models for inclusion that are implemented on a school-wide basis. The CHIME program focuses on improving scholarship and social awareness in the community-at-large, as well as preventing future learning and social problems for students with and without disabilities.

CHIME utilizes a three tiered, Rti based intervention program that focuses on the unique challenges that students may face. Our Response to Intervention approaches include clearly defined interventions within the school day, as well as opportunities for additional support before and after school for struggling students. Students are regularly assessed throughout the curriculum to monitor their progress toward their curricular goals and the state standards. Utilizing our internal NWEA results, IWT data, SBAC interim assessments, teacher observations, and student work samples we are able to determine if students are achieving appropriately through our researched based instructional approaches (Tier 1), or need additional re-teaching or remediation (Tier 2) or perhaps require more intensive interventions (Tier 3).

CHIME implements multi-tiered systems of support with clear Tier 1, Tier 2, and Tier 3 strategies to address academic and behavioral needs of all students. The multi-tiered system of support are
implemented using a co-teaching framework in which special and general education teachers are partners in planning, teaching, progress monitoring, and assessing students. The special education teacher in effect moves between four to six classrooms providing service to students within their general education classrooms in a natural, pre-planned way. Embedded supports and related services, such as intervention specialists, speech and language therapists, and occupational therapists work closely with teachers within the learning environment, providing strategies and direct supports for to address each individual’s learning needs. Students are not pulled out of classroom to receive interventions or therapies. Tier 2 and Tier 3 interventions are implemented within the general education classrooms, in the learning center, or before or after school during intervention periods. Paraprofessional support is provided to meet the needs of students who are not able to independently and/or safely navigate the campus. These paraprofessionals also provide customized support, under the direction of credentialed teachers and according to the requirements of each student’s IEP, throughout the day, and are valuable members of the team.

All students who attend CHIME are provided an educational program tailored to meet his/her educational needs. The following decision rules guide the planning process for those who require additional educational supports:

**Students whose educational needs emerge after enrolling** at CHIME are the focus of a meeting between the teachers and the parent/guardian. During that meeting the specifics of the concern are discussed and options for intervention are explored. If necessary, the team may determine that a consultant should be included in further discussions. Consultants can come from the school staff or individuals from the community. At this point discussions may determine that no further action be taken. However, if further assistance is necessary the case is referred to the Student Success Team (SST).

The SST is charged with the task of understanding the education and/or behavior issue; and working with the teachers, family members, and child to create an intervention plan that addresses the problem. Over the course of a specified time the plan is monitored and evaluated. On the basis of the evaluation the SST, teachers, and parents determine if further action needs to be taken. At this point one of three actions may take place; 1) the plan was effective and all parties agree that no further action is necessary; 2) the intervention plan needs revision and the SST, teachers, parents and child engage in that new plan; or 3) the plan(s) were ineffective, it is determined that the child would benefit from additional educational services, and the child is then referred to determine eligibility for special education services. The following flow chart might help clarify the pre-referral and referral process when dealing with students who present particular learning and/or behavioral challenges but have not been already been identified as requiring special education services.
Teacher & Parent Concern

Consultation Optional

Teacher & Parent

Student Success Team (SST)

Possible Referral to Special Education

Revise Intervention Plan if Necessary

Problem Identification
Problem Analysis
Classroom Intervention Plan
Monitor Progress
Evaluate Outcomes

Not Eligible
Develop Educational Plan

Compile Data

504 Plan

Eligible for Special Education Services

Develop I.E.P.
Annual Review 3 – Year Reevaluation

Student Improvement Plan
PARENTS, GUARDIANS AND FAMILY MEMBERS are involved in the entire process of referral, placement, program planning/implementation, and program evaluation. Parents are considered integral partners in the overall operation of the school as well in the planning and implementing of their child’s educational program. Parental rights to due process are no exception. They are considered active partners in the planning/implementing and evaluating the educational progress of their child. CHIME complies with all Federal, State, and local special education mandates. Parents must give consent for an initial evaluation and initial placement, be notified of any change in placement or services that may occur, and be invited, along with teachers, to conferences and meetings to develop IEPs. Parents have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation or educational placement of their child.

INCLUSION MODEL: CHIME is premised on an inclusive model for the education of all children. Students with disabilities are educated using the best practices orientation. They receive educational programs in classrooms with their peers who do not have disabilities. Supports that are necessary for implementing their IEPs are provided within the context of those classrooms, i.e. the services come to the students and are provided in the natural flow of the classroom regimen. The implementation of the IEPs are a function of both the general and special education teachers, para-educators, and DIS personnel. Each of these individuals is fully certified and qualified to deliver the very best educational program. The implementation of students’ IEPs are provided within the context of the classroom or other contexts as determined by the IEP team.

Related services, such as language and speech or occupational therapy, are provided through an integrated model in which the service provider not only provides direct, contextually-based services, but also emphasizes the training and consultation with all team members supporting a student to ensure that strategies and tools are implemented consistently throughout a student’s school day. Related Services are implemented in a manner reflective of the student’s IEP goals. We expect to provide a Language and Speech Pathologist and an Occupational Therapist 4-5 days per week. With this extensive involvement in the school, these therapists are able to participate as full staff members on school committees and enrich the learning experience of all students by teaching class-wide lessons, leading stations within classes, and supporting curriculum implementation.

Paraprofessional supports provides additional critical classroom support for all students, and may provide additional individualized support to students as needed. CHIME has developed a rigorous hiring process and training program for paraprofessionals in an effort to minimize turnover (most paraprofessionals are current university students). Through a thorough orientation and training program, as well as mentorship and direction from general and special education teachers, we aim to treat our paraprofessionals as valued educational professionals and help them develop their own skills and careers in education.

1. ENGLISH LEARNERS

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

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

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

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

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

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

a. Process for Identifying ELs

The focus of the EL program is to ensure equal access to differentiated instructional materials and supports so these students make grade-level progress on the core curriculum and achieve English-language proficiency in all areas of communication, including listening, speaking, reading and writing.

CHIME adheres to all applicable state and federal laws and regulations with respect to serving students who are English learners. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a Home Language Survey upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English are assessed using the California English Language Development Test (CELDT) or the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. The CELDT/ELPAC assessment takes place within 30 days of the start of the school year or within two (2) weeks after the date of the student’s first enrollment at CHIME.

The ELD Coordinator assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the CELDT/ELPAC, according to the guidelines set forth in the student’s IEP. CHIME staff notifies parents of the school’s responsibility to conduct CELDT/ELPAC testing.
and inform parents of CELDT/ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

b. Educational Program for English Language Acquisition

For EL students with ELD levels 1-4, we focus instruction on vocabulary acquisition and applying a variety of linguistic structures in the content areas. ELs fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. Two key components supporting our English Learners are identification and support from paraprofessionals and contracted service providers. Paraprofessionals and contracted service providers support EL students by helping them develop context for and mastery of Cognitive Academic Language Proficiency skills in their academic subjects. They do this by offering additional re-teaching in small group or individual support sessions in the general education classroom. English Language Development goals are developed in students’ EL plan and monitored by classroom teachers, grade-level planning teams, EL Coordinator, division principals and the Director of Curriculum and Instruction on an ongoing basis. Newcomer students’ specific needs are assessed by the initial CELDT, which CHIME administers within mandated timelines. CHIME teachers are trained in the use of strategies such as SDAIE to support ELs throughout instructional delivery and differentiated practice.

c. How The Program Will Meet The New State ELD Standards And Use The Results Of The CELDT/ELPAC

CHIME bases its English Learner support program on the new California ELD Standards. Because the current California English Language Development Test (CELDT) is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed English Language Proficiency Assessments for California (ELPAC) system, which will be aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is fully operational, CHIME will continue to administer the CELDT as the state’s measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

As guided by the CA ELD Standards, CHIME teachers and instructional consultants provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the CELDT. Our EL Coordinator (a designated teacher) will partner with the classroom teachers to include ELD goals on students’ learning plans. Additionally, our EL Coordinator will assess student progress towards attainment of the standards using standards-based portfolios.

d. Services And Supports For English Learners, Including Instructional Strategies And Intervention

Teachers have access to ELD assessment results to inform program placement, reclassification, and instruction. CHIME uses assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

CHIME provides high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher’s knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD
Standards. All teachers receive training in the effective implementation of techniques such as Specially Designed Academic Instruction in English (SDAIE) and scaffolding. Our EL Coordinator also communicates the specific language needs of our EL students. Strategies such as front loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content. All students identified as ELs participate in dedicated English as a Second Language instruction as one of their elective courses.

e. **Process For Annual Evaluation Of The School’s English Learner Program**

The Principal at CHIME is responsible for ensuring the quality and success of all instructional programs, and reports to the Board monthly on progress towards academic goals, including serving EL students. The Principal conducts regular observations in every classroom. Feedback, trouble-shooting and professional goal setting follow each observation. In addition to this ongoing practice, the Principal works with relevant staff annually to review summative data on student progress, including our annual CELDT scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs improve at least one ELD level annually as measured by the CELDT/ELPAC.

f. **Process And Specific Criteria For Reclassification**

CHIME monitors student mastery of the ELD standards through the use of portfolios. The portfolio is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program as defined by the LAUSD Master Plan. (LAUSD Reference Guide, 2004). Teachers select assessments and work samples that accurately represent the student’s current level of performance in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student’s best work are replaced with more representative samples. By the time an ELD portfolio is complete, it contains at least one sample for each domain. The ELD Coordinator reviews EL portfolios at the end of each reporting period and EL students receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of EL portfolio evidence:
- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Principal to work with the EL Coordinator and classroom teachers to carry out the EL Master Plan. The EL Coordinator maintains EL portfolios, monitors classroom instruction, updates ELD levels in the CHIME Student Information System (PowerSchool), places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The EL Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level. Parents are notified by the school about the school’s reclassification decision in advance and provided with all applicable information for the decision. Parents are invited to submit
their opinion about reclassification of their child as well and can at any time request a meeting with teachers and staff to discuss the reclassification decision and voice their input.

Reclassification criteria are as follows:
- Students must score a 3 or 4 in the four domains of the CELDT/ELPAC Test
- Students must earn a C or better in ELA
- Students must score a Nearly Met or above on the CAASPP

Once students reclassify, they are recognized school-wide, and parents and community members are invited to acknowledge their academic progress.

g. Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

In order to meet the individual needs of each English learner, the EL Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the CELDT/ELPAC are provided supplemental English instruction provided continually throughout the year by the general education teacher, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. Teachers in partnership with the EL coordinator maintain EL folders in each classroom. These folders contain plans, students data, and evidence of student progress. The folders are reviewed by the teachers and EL coordinator continually throughout the year. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that CHIME provides for all students.

Students are monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide CHIME teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas:

- **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

- **Expanding:** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

- **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in

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5 http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf
all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

It is our philosophy that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level.

Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light:

- **Overall Proficiency:** A general descriptor of ELs’ abilities at entry to, progress through, and exit from the level;
- **Early Stages:** Descriptors of abilities in English language that ELs have at the early stages of the level; and
- **Exit Stages:** Descriptors of abilities in English language students have at exit from the level.

The descriptors for early and exit stages of each proficiency level are detailed across:

- **Three Modes of Communication:** collaborative (engagement in dialogue with others); interpretative (comprehension and analysis of written and spoken texts); and productive (creation of oral presentations and written texts); and

- **Two dimensions of Knowledge of Language:** “Metalinguistic Awareness,” or the extent of language awareness and self-monitoring students have at the level; and “Accuracy of Production,” or the extent of accuracy in production ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.

English learners continue to be re-evaluated annually using the CELDT / ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). CHIME sets a demanding reclassification target annually which is to meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs. The EL Coordinator serves as the CELDT / ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator continues to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

**h. Process for monitoring progress and supports for Long Term English Learners (LTELs)**

Because the programs at CHIME are highly individualized, the specific needs of LTELs are readily identified and addressed. LTELs, which comprise 16% of the total EL population at CHIME SCS, participate in ELD courses in which their academic language and specific academic vocabulary and language structures are developed. Other options may be explored to support our LTELs including enrolling in ESL classes or using computer programs to support language acquisition. Because the needs of LTELs are varied, we work with our ELD Coordinator and classroom teachers to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. CHIME prioritizes resources (e.g. curriculum for ELD instruction) for LTELs.
Students are made aware of their LTEL status and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

2. **GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL**

Gifted or High Achieving students are identified by standardized test scores, NWEA/MAPs scores, portfolios, and informal assessments. Students in grades TK-8 who teachers feel meet the LAUSD criteria for Gifted and Talented based on school performance, classroom assessments, and state testing are tested for identification using the LAUSD testing and identification process. The criteria CHIME SCS uses to identify students who are gifted and talented is the same criteria used in LAUSD as CHIME SCS partners with the district to assess students for GATE at CHIME SCS. Subsequently once children have been identified, team meetings will be held for those students to develop Individual Enrichment plans, where teachers determine what kinds of extension activities are offered, what skills students develop further, and how these skills are assessed. Extension activities are integrated into daily routines, and are offered to any student, regardless of their eligibility for GATE. Depth, complexity, novelty, acceleration, and a tiered curriculum are all integral components of the "universally designed" approach to teaching, and the "Kaplan depth and complexity icons" are incorporated into all classrooms TK-8 to support the teaching of critical and analytical thinking skills to all students especially those identified as Gifted and Talented. These approaches as well as strategies such as the development of expertise in areas of interest, the use of novelty, and the incorporation of depth and complexity are integrated into daily routines as well as into curricular units of study when teachers create Individual Enrichment plans for differentiation for students who are Gifted and Talented.

3. **STUDENTS ACHIEVING BELOW GRADE LEVEL**

CHIME SCS uses a variety of data points to determine when students are performing below grade level including state testing, SBAC interim assessments, internal NWEA data, IWT data, teacher observation and student work samples. Students who consistently demonstrate on these data points that they are not achieving at grade level standards are considered to be achieving below grade level. Strategies to support students achieving below grade level include graphic organizers, hands-on activities, small group instruction, and station teaching. Ongoing assessment within the classroom allows teachers to differentiate their curriculum and provide systematic instruction to build student skills to support students in progressing toward grade level standards. Classroom lessons are Universally Designed to meet the needs of students at all academic levels. Students are also provided with re-teaching opportunities. Students’ standardized test scores and NWEA scores are evaluated by teachers to determine exactly where the students are struggling in math and language arts, and strategies are tailored to meet the needs in individual students. Students who are identified as achieving below grade level are identified through standardized test scores, NWEA scores, portfolios, teacher created assessments, benchmark assessments, and informal assessments. Subgroup progress is monitored by all general and special education teachers on an ongoing basis, with NWEA assessments occurring two times per year.

Response to Intervention approaches are used within the school day, as well as opportunities for additional support before and after school for struggling students. Team meetings to review Individualized Instruction Plans for students achieving below grade levels occur yearly, with Student Success Team referrals for students who continue to make insufficient progress following team meetings and minimal interventions by the teachers. Students may also be recommended to attend our
before-school reading lab and/or after school math lab developed in conjunction with teachers and faculty at California State Northridge.

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

At the beginning of the year, a Federal Income Survey is obtained from all CHIME SCS students. All surveys are then reviewed by CHIME staff to determine those students who qualify as students who are eligible for free or reduced priced lunch. In accordance with state guidelines these students are then considered students from a low socio-economic background. Students of low socio-economic status who are also low achievers may receive targeted academic support in the after school program at no cost.

The school provides support for families who are Socioeconomically Disadvantaged in a variety of ways. CHIME partners with New Era foods to provide an approved Federal Free and Reduce Lunch program offering breakfast and lunch to daily. Items such as school supplies, dress code items and gym clothes are provided by the school as needed.

A wide variety of after school enrichment opportunities (music, sports, chess, etc.) are available to everyone regardless of socioeconomic status. Enrichment experiences are also provided to all students during the school day in the form of field trips, guest speakers, and performances in all grade levels.

5. **Students with Disabilities**

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

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

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

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

**Modified Consent Decree Requirements**

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data (Including Charter Schools)**

  The usual file including District ID.

- **Norm day**

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

- **CBEDS (Including Charter Schools)**

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

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
• Dropout (Including Charter Schools)
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

• Monthly SESAC and Suspension data (Including Charter Schools)

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

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

6. STUDENTS IN OTHER SUBGROUPS

As an inclusive learning community, CHIME offers a variety of support for students with extraordinary needs, such as foster and homeless youth. Specifically upon enrollment guardians of Foster Youth are asked to identify their children as such during the enrollment process; in addition the school of coordinates with the child’s social worker to establish their Foster care status. Students who are homeless are also surveyed as to this data at the time of enrollment and families are also provided with periodic surveys, which allow them to update their homeless status if and when it changes. Our extensive intervention program provides several levels of guidance depending on the need of the student. As needed referrals will be made to outside services to support students and families with crisis needs.

J. A TYPICAL DAY

A typical day at Schwarzenegger Community School starts in the morning with students arriving early, being greeted at the gates by paraprofessionals ready to engage them in indoor and outdoor activities. Younger students often arrive with their parents, and parents are welcomed onto the campus. Paraprofessionals assist students with and without special needs, and coordinate activities that students of all abilities can participate in. Office staff welcomes families and assists them with their needs. The principal is walking around the campus engaging in conversations with students and families, while monitoring the campus. All students feel welcome. In the morning, students are socializing, playing on the play structure, playing basketball, and getting ready for the day to begin. While paraprofessionals are monitoring the campus, teachers are planning thematic units in grade level teams. General Educators and Special Educators are co-planning lessons together to meet the needs of all students. The bell rings for the 6th – 8th graders, and teachers happily greet students at the door to come into Hometeam. Soon after, the bells rings for 1st – 5th graders, and then for Kindergarteners. In the classes, students go over what activities will occur at school, including upcoming events. Academic classes begin, where students can be seen engaging in a variety of hands-on activities inside and outside of the classroom. Teachers utilize the outdoors for academic classes as well as Physical Education. Students are playing music in the auditorium, creating in art class, and completing experiments in the outdoor
classroom. Students may be seen writing poetry, measuring doors and buildings for math, engaging in “Robot Wars” for Science, and reenacting a Civil War battle through a game of flag football. Students are actively learning in all classes from a wide variety of teaching strategies and methods. At different times, students gather together to eat their lunch and maybe stop by the Student Store for a bite to eat. No one is excluded, as students of all abilities sit together to share stories and eat. Paraprofessionals are monitoring all areas of the campus, and are there to assist all students with any concern or challenge. Paraprofessionals and teachers are catching students being good, and praising them for good behavior. During lunch, students are found going into a variety of lunch clubs or engaging in physical activity monitored by P.E. coaches or paraprofessionals. Students also stop by to get additional help from teachers. After lunch, the 6th – 8th graders go into their Enrichment courses, where they can be seen creating art, playing music, role playing in drama, taking pictures for the yearbook, speaking Spanish, and engaging in Science labs. Kindergarten is excused first, and are monitored in the Kindergarten play area until they are picked up or go into an after school program. At the end of the day, all teachers go into debriefing while they discuss successes and challenges of the day. Students that remain on campus go into homework club, drama, band, Spanish, or one of the many enrichment courses offered on campus. The day was fulfilling and engaging for all, and everyone felt supported.
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES ARE MEASURED

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

A. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

B. MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section D.5, The Requirements Of California Education Code § 47605(B)(5)(A)(ii).
C. MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT TARGETS

All students demonstrate appropriate developmental or age/grade level mastery of State and National standards (see http://www.cde.ca.gov/be/st/ss/ and www.corestandards.org) and aligned with the state’s priorities detailed in California Education Code Section 51220 (grades 9-12). As an inclusion model school, it is important to note that in each core academic area, students are expected to achieve outcomes appropriate to their development, age and grade level. For example, some students with significant developmental delays might be expected to achieve some outcomes that are typically expected for chronologically younger students. Other students, who have more specific disabilities such as learning disabilities or orthopedic impairments, are expected to achieve outcomes that are consistent with their chronological age peers in most areas, but may need alternative goals or special adaptations in some curriculum areas. Still other students, who are gifted and talented, may achieve outcomes that are generally expected of older students. Thus, although outcomes are explicitly defined for each grade level in alignment with state standards, these are adjusted according to students’ individual abilities and developmental levels.

At the beginning, fall (October) and Spring (February) of each academic year, teachers administer NWEA/MAPs norm-referenced assessments as a benchmark for both ELA and math, and also conduct informal assessments of student skills and knowledge in each core academic area (literacy, math, social studies and science). The Curriculum and Instruction Committee, in collaboration with CSUN faculty and Schools Attuned staff, adapts the model and observation instruments for students with more significant disabilities.

Student learning profiles and informal academic assessments are then used to develop Individual Education Programs (IEPs) for students eligible for special education services, and to develop specific plans for student differentiation for other students. The individualized plans are the responsibility of both the general education teacher and special education teachers and are developed in partnership at grade level planning meetings and monthly IWT data tracking meetings. Students play an active role in identifying specific goals related to areas of strength as well as areas of weakness. The IEP process and content for students with disabilities conforms to all State and Federal regulations. IEPs/IIPs include specific benchmarks for determining whether students meet their individual goals related to achievement of State standards in the core academic areas.

Over the course of the year, portfolios are used to assess student progress in all curriculum areas. Each student develops both a Working Portfolio and a Showcase Portfolio. The Working Portfolio includes work samples collected throughout the year on identical or parallel assignments to show progress toward educational goals. The Showcase Portfolio contains samples of each student’s best work. Both types of portfolios contain student-selected work samples and student reflections on their own work.

The Curriculum and Instruction Committee, made up of the administrative team (Principal, Dean of Students, etc.) and teacher from each grade level, works with teaching teams to refine curriculum-based assessments in each core academic area, as well as alternate assessments including performance assessments and portfolios. Effective rubrics are implemented which are general-purpose or subject specific. Rubrics are clear, understandable, valid, reliable, and “user friendly.” Rubrics provide a picture of clear performance levels and comprehensive criteria for each level, and include distinguishing criteria that clearly differentiates each performance level. In general, rubrics are an overall scoring system for
performance. Non-standardized assessment measures and rubrics are evaluated and revised, as needed, on an annual basis.

Textbook assessments are another tool to measure pupil progress towards grade level standards, as are classroom-based tests, quizzes, and homework assignments. Assessment tools also include project based assignments, teacher observation/narratives, student and parent surveys, and graduation/attendance rates.

Students present their Showcase Portfolios to family members through a “Student-Led Conference” format, in which the portfolio is used as a tool for communicating achievements in each curriculum area. Artifacts illustrating progress towards the IEP/IIP goals are included in each student’s portfolio, and students, family members, and teachers use artifacts to determine whether the student has met each goal.

Students with moderate to severe needs who are on the alternative curriculum are also actively assessed throughout the school year. Teachers are monitoring their goals and progress by ongoing data collection, teacher-made assignments, and performance rubrics designed around their specific IEP goals and the functional aspects of the Common Core State Standards. In addition, students on the alternative curriculum also participate in the California Alternative Assessment exam on an annual basis.

D. DATA ANALYSIS AND REPORTING

CHIME uses Powerschool as our Student Information System. Powerschool is a fully integrated, web-based, cross-platform student information system. PowerSchool integrates and automates critical functions like attendance, complex scheduling, classroom grading, and reporting. PowerSchool gives parents the ability to stay on top of student progress-with email updates, and online access to schedules, grades, homework, attendance information, and teacher comments.

The Executive Director, Principal and faculty, also using the tools listed above, monitor and support the academic achievement and psychological well-being of the students, with the Board of Directors ultimately responsible for the school’s achievement. As stated previously, the Executive Director is held accountable to the Board of Directors for student outcomes. The Executive Director and Principal are also held accountable to the Board of Directors with the Board bearing the ultimate responsibility.

The Administrative leadership collects and synthesizes schoolwide and grade level data together with teachers as well as conducting a separate analysis among the administrative team to examine the instructional program from a big picture perspective. On an annual basis, specific annual goals such as those set in the LCAP are evaluated and new goals are set based on data. This analysis allows the administrators to determine professional development, determine needed refinement of the instructional program, intervention, and to determine adequacy of curricula, and to utilize as a component of teacher evaluation.

In addition to teacher made assessments, CHIME utilizes the NWEA/MAPs online assessment program in ELA and Mathematics. Measures of Academic Progress (MAP) are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. MAP tests provide highly accurate results that are used to identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over times, and make data-driven decisions at the classroom and school levels. The data from these assessments, along with teacher
made assessments develops the direction of the instruction. In preparation for grade level and school-wide review of student progress data, the Director of Curriculum and Instruction, with support from staff, will aggregate student data by school and grade level as well as disaggregate data by statistically significant and insignificant subgroups. This data preparation will allow teachers and staff to monitor the progress of all student subgroups and grade levels. In partnership with the Elementary and Middle School principals, the Director of Curriculum and Instruction will help guide the review student and follow up instructional action actions.

Results are available immediately to CHIME teachers after the students take the assessment. With these immediate results, educators know where a student’s instructional needs are and can make timely adjustments to instruction. Achievement and summary reports are available within three days. Results are made available for families to review.

At the beginning of the year during “Professional Development Week,” teachers spend time evaluating the results – both aggregated and disaggregated -- to evaluate program effectiveness and use them to guide curricular development. This essential assessment data is used to inform instruction and professional development. NWEA/MAP testing results also play a key role in the development of IIPs, which are evaluated and reviewed three times a year during staff development.

Additional methods to measure pupil outcomes include student led conferences held at the beginning of the year in October. CHIME SCS families attend a conference led by their child. The student presents goals that they want to achieve by the end of the school year, as well as giving an overview of their academic plan for the year. At the end of the year in June, CHIME SCS families return for student led portfolio conferences. Students collect work from all of their academic classes and present this work to their families and discuss goal achievement.

E. GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Grading/Progress Reporting
Teachers formally report student progress to parents quarterly using progress reports. Teachers conduct parent conferences mid-year to discuss their child’s progress personally with his or her teacher. During the summer prior and into the first month of the school’s operation, the Principal works collaboratively with the instructional team to design the instrument, policies and procedures that are used to report student progress. All instructional staff receive detailed training about the preparation of these reports during the Summer Teachers Institute and ongoing professional development sessions during the year.

Student achievement is evaluated against state standards and the school’s stated outcomes and reflect student progress on a continuum toward mastery of the concepts and skills at each grade level. In addition to a scale score on a continuum toward mastery, teachers include narrative evaluations regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school.

If a student is not making adequate progress and becomes a candidate for retention, the school will notify the parent in writing and will also contact the child’s parent by phone. Students may be considered as not making adequate progress if they are consistently within the bottom 1% of student performance for their class, have shown significant resistance to attempted intervention, and no other
reasonable explanation for this performance can be identified (e.g. chronic absence, identification of a disability, etc.). Before March 1 of the current year, the child’s teacher will consult with the Principal and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. After intensive interventions have been implemented including Tier 2 and 3 RTI interventions and if appropriate before or afterschool reading interventions, and the results documented, a collaborative decision to retain may be made. As needed, the Coordinated Services Team will convene a meeting to determine whether assessment for special education services is needed.

In the event the student is retained, the retention folder will be added to and remain in the child’s cumulative folder. This retention folder would include: Parent notification letters (Fall/Spring), End of the School Year promotion/Retention determination letter, and if applicable a Justification for Promotion letter. If the retention is no longer a consideration, the retention folder will be stored in the school office throughout the following academic year, then discarded. If the student moves or transfers to another school, the retention folder will accompany the cumulative file.
ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

**RESPONDING TO INQUIRIES**

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

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

**NOTIFICATION OF THE DISTRICT**

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

**STUDENT RECORDS**

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

**A. GOVERNANCE STRUCTURE**

As an inclusive school community, CHIME values collaborative decision-making. CHIME SCS is governed in a manner that ensures staff and families have input in key decision-making. Attached, in Tab 3, please find the CHIME Institute Articles of Incorporation, Corporate Bylaws, and Conflicts of Interest Code. CHIME SCS is governed by the CHIME Institute Board of Directors, which maintains active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

1. **ORGANIZATIONAL CHART**
2. MAJOR ROLES AND RESPONSIBILITIES

a. Board of Directors

CHIME Institute is a private, nonprofit corporation established in the State of California in 1990 under the guidelines set forth by the state and in compliance with Federal laws establishing non-profit corporations. The CHIME Institute is organized as a 501(c) 3 nonprofit corporation whose purpose is to establish and maintain educational programs for children and their families in community settings. The CHIME Institute operates, in addition to CHIME SCS, an Infant/Toddler program for children who have disabilities or are at risk for disabilities or developmental delay, and an inclusion program for preschool and kindergarten age children with disabilities, which is certified as a Nonpublic Agency for providing special education services in California. The operation of the Early Childhood programs are overseen by separate Executive Directors, with all budgeting and oversight completed and reported separately as distinct programs.

The CHIME Institute Board of Directors governs CHIME SCS pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The Board of Directors’ major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school’s annual budget, overseeing the school’s fiscal affairs, monitoring the educational program, and selecting and evaluating the administrative staff.

The CHIME Institute operates in a partnership with California State University, Northridge (CSUN). This partnership, based on a Memorandum of Understanding, delineates that educational programs operate as a professional development school for preparing teachers and other school personnel and for research on relevant educational issues. CHIME and CSUN co-fund a liaison to facilitate the partnership between the two organizations. Both parties fund 1.5 semester units of this position each semester (fall and spring). The activities/responsibilities and compensation conforms to conflict of interest laws and there is no co-mingling of funds between the charter school and CSUN in this regard. CSU, Northridge bills CHIME for their portion of the liaison position once per semester. For this reason, CSUN faculty is represented on the Board of Directors and on governance committees, along with parents, Charter school staff, and community members.

The Board of Directors is fully responsible for the operation and fiscal affairs of CHIME including but not limited to the following:

- Ensure CHIME meets its mission and goals;
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the Executive Director;
- Hire and evaluate the Principal;
- Engage in ongoing strategic planning;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of CHIME in accordance with applicable laws and the receipt of grants and donations consistent with the mission of CHIME;
- Approve all contractual agreements in excess of $5,000;
- Approve and monitor CHIME’ annual budget, budget revisions, and monthly cash flow statements and ensure compliance with all fiscal policies;
• Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
• Establish operational committees as needed;
• Recruit and appoint new Board members and provide orientation training;
• Participate in fundraising to support CHIME;
• Execute all applicable responsibilities provided for in the California Corporations Code;
• Approve the schedule of Board meetings;
• Participate in the dispute resolution procedure and complaint procedures when necessary;
• Submit requests for material revisions as necessary to the District for consideration;
• Approve annual independent fiscal audit and performance report; and
• Appoint an administrative panel to take action on recommended student expulsions as needed.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with any law, this charter or the purposes for which CHIME is established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it, and, in accordance with Corporations Code Section 5210, the Board may delegate the management of the activities of the corporation -- with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies -- to “any person or persons, management company, or committee however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the board.” Such delegation will:

• Be in writing;
• Specify the individual(s) or entity designated;
• Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
• Require an affirmative vote of a majority of Board members.

b. Lead Staff

Reporting to the board of directors, the Executive Director is responsible for the operational and fiscal vitality/sustainability of CHIME while ensuring that strong internal/external communication efforts are executed clearly and efficiently. The Principal serves as the educational leader who spearheads the development of the school’s curriculum and culture. The Principal is responsible for building relationships with teachers and families, developing systems and structures to support the instructional and operational needs of the school, and providing teachers with high quality professional development to ensure the instructional program meets the needs of all students. Complete job descriptions for the Executive Director and Principal are included in Element 5, below.

B. GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

1. COMPOSITION OF THE BOARD
As amended, the Board of Directors is composed of 7-17 members:

The Board seeks to attract a diverse Board with a wide variety of skills, interests, and backgrounds to enrich our organization. The Board also seeks to intentionally recruit from certain backgrounds that will particular expertise to CHIME SCS and our educational philosophy. With that in mind the Board seeks to recruit a portion of its total membership as follows:

- 3-4 parents including at least one of a child with a disability/deaf (As a guiding principle, the Board seeks to maintain membership on the Board which provides representation from each of the CHIME programs (early childhood, TK-8 school, research, and teacher education) without assigning a quota to each.
- 3-4 CSUN faculty
- 3-4 community members
- Additional voting members as deemed appropriate by the Board.

Further, the Board makes strives to assure that its membership reflects the ethnic and cultural diversity of the families it serves.

The directors include but are not limited to members with expertise in education, law, finance, non-profit management, and more. Each member of the Board must demonstrate: dedication to education, professional expertise in an area of need/relevance to CHIME’s operations, service to the community, and ability to support the vision and mission of CHIME. Board terms are renewable upon mutual consent between the Board and the director. The terms of the initial Board of Directors were staggered, and current directors are appointed for a term of two (2) years.

Subsequent Board members can be nominated by any member of the community and elected by a simple majority of current Board members. Although not required, the Board strives to create an odd number of Directors for voting purposes. In accordance with its Bylaws, the Board elects new members upon the resignation or removal of any director, or any change in the stated number of Board members (e.g., expanding the size of the Board to increase fundraising capacity).

If the District chooses to appoint a director to the CHIME Board, CHIME may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors. As indicated in applicable governance documents, CHIME complies with conflict of interest laws related to public entities including Govt. Code 1090 and Political Reform Act.

Current members of the Board of Directors are listed below:

**Dr. Michele Haney**, Chair and President/
CSUN Faculty
Professor, Department of Special Education, California State University, Northridge

**Mr. Patrick Smith**, Vice President and Parent
Partner at Beltran, Beltran, Smith, Oppel & MacKenzie, LLP, Encino, CA

**Mr. Joshua Mark**, Chief Financial Officer and Parent
Executive Director, Special Event Production, Creative Services, Fox Broadcasting Company
Marc Polansky, Board Secretary, Parent, Attorney at Law

Traci Myman, Parent, Legal Counsel ABC/Disney

Todd Hacker, Parent, Development/Fundraising Professional

Lawrence Koh, Parent, President International Diversified Products

Dr. David Kretschmer, CSUN Faculty
Chair and Associate Professor, Department of Elementary Education, California State University, Northridge

C. GOVERNANCE PROCEDURES AND OPERATIONS

The Board of Directors meets at least monthly during the school year, within the boundaries of LAUSD and in accordance with the Brown Act. Additional meetings may be called as necessary and comply with all of the provisions of the Brown Act. At an annual meeting the Board sets the calendar for upcoming Board meetings for the year and publish the schedule via the school’s website and newsletter. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and are posted near the entrances of the CHIME SCS campus, at the entrance of the CHIME main office, and on the CHIME website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings are posted at least 24 hours before the meeting.

The Board of Directors attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

Decisions of the Board are by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the board. In accordance with the Brown Act, directors may participate in meetings via teleconference, so long as a minimum of a quorum of directors participates within the jurisdictional boundaries of LAUSD, that all votes are taken by roll call, and other proscribed requirements for teleconference participation are met, as detailed in the Bylaws and required by the Brown Act.

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

D. STAKEHOLDER INVOLVEMENT

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

CHIME welcomes and relies on its partnerships with families. We strongly believe that cultivation of each individual voice within a community leads to inclusion of and respect for differences and multiple perspectives. All parents are encouraged to become members of committees, volunteer, and attend school events. The schools will hold new parent orientations in the spring after each lottery and at the beginning of each school year to welcome them as parents and encourage participation in our community. Our CHIME Parent Association will also make formal overtures to parents via monthly meetings, emails, fliers, and text message communications to encourage participation in community events, committees and volunteer opportunities.

Advisory Committees
In addition to parent representatives on the CHIME Board, Advisory Committees are established as needed to advise and assist the Board of Directors, and to provide opportunities for participation by a broad spectrum of stakeholders in the governance process. Currently, CHIME has a Leadership Committee, Curriculum and Instruction Committee, and Partnerships Committee. Teachers, staff and parents are invited to join CHIME Advisory Committees. The Board of Directors receive a report from each Committee on a regular basis.

All committees include family and teacher/staff representatives. The chairperson of each committee is responsible for convening meetings at times when most, if not all, the members of the committee can meet for conducting the committee meetings, and for reporting the outcome or progress of the meetings to the CHIME Board of Directors. Decisions and outcomes resulting from school committee meetings are shared with parents and staff via newsletters and school community meetings.

Each committee has six voting members. Members of each committee shall include:
Two parents, of whom at least one is a parent of a child who has a disability;
Two teachers or professional staff members;

Leadership Committee:
The Leadership Committee makes recommendations to the Board regarding budget, personnel and facilities, and has a lead role in the annual LCAP planning and review process. This Committee helps with fundraising including grant writing as well. The Leadership committee also conducts a series of meetings throughout the year to facilitate feedback and input on CHIME SCS’s LCAP plan and annual updates. Leadership schedules meetings the Parent Association, holds open public meetings for all interested stakeholders, meets with teaching staff and classified staff, and collaborates with CHIME SCS’s Board to develop and update CHIME SCS’s annual LCAP.

Curriculum and Instruction Committee:
The Curriculum and Instruction Committee works collaboratively with the executive director and principals to make recommendations to the Board regarding the curriculum, instructional program, assessment of educational outcomes, and program evaluation.

Partnerships Committee:
The Partnerships Committee oversees internal and external partnerships with CHIME families, community organizations, and California State University, Northridge. The Partnerships Committee is a pivotal link in parent involvement and community involvement. Specific tasks may include but not be limited to the following:

- Coordinates community activities and parent forums;
- Coordinates participation of business partners and student mentors;
- Prepares parents to assume Committee responsibilities;
- Organizes parent volunteer hours (which are encouraged but never required as a condition of admission or enrollment);
- Organizes and promotes fund raising efforts;
- Coordinates parent volunteers with extra-curricular activities;
- Schedules and coordinates parent education activities.

Parent Association:
CHIME SCS’s Parent Association meets on the first Tuesday of every month. All Parents at CHIME SCS are members of the Parent Association. Participation in Parent Association events is solicited and encouraged. The Parent Association has several officers who run the monthly meetings and run various Parent Association events for the year. Positions on the Parent Association Board are open to all parents and open nominations are taken from the floor at the final meeting of each school year in June. A vote of the assembled members of the Parent Association at the June meeting comprise the voting members for the Parent Association Board elections. At the monthly meetings both the principal and a teacher liaison provide support, information, and transfer information to the appropriate staff members and community. The PA taps into the needs of our classrooms, and provide assistance and support to enrich our school community. One activity that the PA engages in is conducting a needs assessment among CHIME SCS’s teachers, and fundraising to help reach those goals.

Home/School Communication:
- Orientation for new families to clarify the goals and mission of the school, educational approach, and guidelines for parent participation.
- Home-school agreement detailing family and school responsibilities including the obligation to embrace the school’s vision of an inclusive and fully accessible learning community;
- Student/Parent Handbook providing information about the school’s mission, vision, goals and educational program, as well as parent expectations regarding students’ attendance, behavior, homework completion, etc.
- Volunteer workshops for families who work in classrooms directly supporting students. Workshops are designed and implemented to support families and other volunteers to effectively provide assistance in classrooms.
- Family education forums where families can learn more about best practices in education, including inclusive accessible education, individual differences represented by students in the school population, educational approaches used in the classrooms, and strategies for supporting students’ learning at home and in the community.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

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

A. EMPLOYEE POSITIONS

Employees’ job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the school and its students. The comprehensive job descriptions and compensation structure are based on the job duties and work bases as outlined in individual employee contracts. CHIME SCS anticipates the following staff in the first year of operations (2016-17):

CHIME SCS Staff
Executive Director
Director of Curriculum and Instruction
TK-5 Principal
6-8 Principal
Teachers
SpEd Teachers
Office Manager
Clerk
Maintenance & Custodial Staff

B. QUALIFICATIONS OF EMPLOYEES
1. **THE EXECUTIVE DIRECTOR**

The Executive Director reports directly to the Board of Directors and supervises all Charter School operations in accordance with approved charters and Board policies. Serves as the leader of the CHIME Charter Schools and assumes responsibilities for the direction of the instructional program, the public image of the organization, and the operation of the school plant. Although the Executive Director may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, he/she is responsible for the execution of these powers and duties and establishes administrative regulations as needed to manage the Charter School.

**Qualifications and Experience:**
(Required)
- An earned Master’s Degree from accredited college or university.
- Evidence of successful administrative experience.
- Teaching and/or supervisory experience in educational programs serving students and their families.
- Demonstrated track record to quality education and creative approaches to program management, development and implementation.
- Demonstrated commitment to working with diverse students and families.
- Demonstrated knowledge of evidence based curriculum for grades K-12.
- At time of appointment, the successful candidate, if not a U.S. citizen, must have authorization from the Bureau of Citizenship and Immigration Services to work in the United States.

**Evidence of degree(s) required at the time of hire.**
(Desired)
- A Teaching Credential or its equivalent
- An Administration Credential.
- Five years of full-time teaching service.

**Knowledge, Skills, Abilities, and Personal Characteristics:**
- Understanding of the CHIME Institute philosophy and approach to inclusive education.
- Knowledge of and ability to recognize and implement the impact of the CHIME Charter Petition(s), Personnel Handbook, and applicable state and federal laws and regulations.
- A commitment to CHIME’s mission and vision and to working collaboratively with staff, parents and Board members to make the best policy decisions possible for the success and longevity of the school and its students.
- Understanding of and sensibility towards a diverse, multi-cultural, all ability population of students and experience conducting parent/community outreach.
- Knowledge of the relationship between the Charter school, the authorizing district, the state and federal agencies.
- Knowledge of evidence-based practice for K-12 curriculum, teaching and management techniques, with a focus of achieving basic and advanced academic performance for all students.
- Knowledge of and skill in effective budgetary processes and school finance.
- Ability to establish and maintain cooperative working relationships with community at large, including potential donors and CHIME community/stakeholders: staff, faculty, parents, Board, CSUN, LAUSD.
• Ability to select, train, supervise and support, and evaluate staff and a commitment to continued staff development as a means to improve the school’s program.
• Ability to integrate CHIME Institute’s vision in order to build on and develop its educational program.
• Entrepreneurial ability to manage change and be responsible to community needs.
• Ability to motivate and lead individuals and groups.
• Ability to develop knowledge of all CHIME Institute programs and to interface and share responsibilities with CHIME Institute’s Early Education Program administrator.
• A firm commitment and demonstrated record to quality education and efficient approaches to program management, development and implementation

Major Job Responsibilities:
• Maintains the vision of CHIME Charter School and serves as the chief administrator of CHIME Charter Schools.
• Oversees adherence to the CHIME Institute philosophy and mission.
• Makes reports to the CHIME Board on all facets of Charter School operations; advises the Board on the need for new and/revised policies and makes policy recommendations based on data and input from stakeholders; collaborates with the Board in strategic planning and goal setting for the charter schools.
• Oversees and supports Charter School’s Principals in implementing instructional programs, realizing student achievement goals and practicing inclusive education for grades TK-12.
• Serves as the point person with CSUN and other university/college partners; LAUSD, County, State and other governmental entities; and other community partners, ensuring effective communication and timely reporting.
• Ensures compliance at Charter School sites and through all operations with all applicable laws, regulations and District/County/State policies regarding public charter schools.
• Collaborates with the Executive Director of CHIME Early Education Programs for consistency and continuity of common goals.
• Oversees operating budgets, seeks and identifies sources of income and funding resources for Charter School.
• Provides leadership in information dissemination for Local, State, National and International educators and families.
• Community Outreach for Professional Development of Pre and In-service teachers.
• Attracts new resources to the Charter School.
• Other duties as assigned by the CHIME Board.

In Collaboration with CHIME SCS Principal, is Responsible for:

• Daily school operations and maintenance of facilities.
• Instructional program and student achievement.
• Operating Budget; Overseeing financial operations including state funding and reporting to state and sponsoring district.
• Evaluation of staff effectiveness.
• Guiding professional development for staff and faculty.
• Providing effective communication with the community, families and community partners.
• Overseeing and reporting on grants.
• Overseeing charter renewal process along with the Principal and Finance Manager.
2. **TK-5 PRINCIPAL**

Serves as the instructional leader, day-to-day administrator of CHIME SCS and assumes responsibilities for the direction of the instructional program, the operation of the Charter School plant, under the direction of the Executive Director. Reports to the Executive Director and the CHIME Institute Board of Directors.

**Qualifications:**
- Teaching experience in a variety of instructional settings
- Valid teaching credential required
- Valid administrative credential preferred
- Experience with budget development and monitoring
- Administrative experience with diverse populations and settings
- Knowledge of inclusive, accessible education and a commitment to the school vision and mission
- Demonstrated leadership potential
- Fluency in Spanish preferable

**Responsibilities:**
- Is responsible for day-to-day operations of the Charter School
- Oversees the instructional program
- Evaluates staff effectiveness
- In collaboration with the Executive Director, oversees the business practices of the school with consultation from the Finance Manager
- Monitors instructional program and student achievement, in conjunction with monitoring implementation of instruction in all areas identified in the California State Standards (including Common Core).
- Evaluate classroom instruction including curriculum, content and pedagogy.
- Hire, place, train, evaluate and retain effective instructional staff.
- Establish and lead professional development program in collaboration with university partners and outside consultants (as needed) to meet individual and collective needs of faculty.
- Implementation of Schools Attuned Processes.
- Ensure timely, continuous and effective use of data for decision making and differentiated programming and instruction.
- Plan instructional programs for the purpose of aligning state standards with program goals, student needs, and the needs of the special student population.
- Oversee recruiting to ensure full enrollment of Charter School.
- Research innovative instructional strategies, programs and policies for the purpose of analyzing, recommending, and implementing changes in Charter School policies, procedures and services.
- Supervise instructional programs for the purpose of meeting federal, state and local laws and regulations application to public charter schools.
- Monitor the implementation of instruction for students who are high-achieving/gifted, English Learners, students with disabilities or other special needs; Participate in IEP meetings
- Empowers staff and students to succeed by providing direction, knowledge/skills, resources and support to the school community.
- Provide effective communication with the community, parents, LAUSD, CSUN and other partners
• Implements school-wide positive behavioral support program, and address day-to-day discipline issues
• Monitor implementation of bullying prevention programs
• Continue to engage in professional development opportunities
• Support and monitor the charter renewal process.
• Develop, implement and monitor a clear plan for Charter School improvement and adjust systems and strategy based on progress.

3. **6-8 PRINCIPAL**

Serves as the instructional leader, day-to-day administrator of CHIME SCS and assumes responsibilities for the direction of the instructional program, the operation of the school plant, under the direction of the Executive Director. Reports to the Executive Director and the CHIME Institute Board of Directors.

**Qualifications:**

• Teaching experience in a variety of instructional settings
• Valid teaching credential required
• Valid administrative credential preferred
• Experience with budget development and monitoring
• Administrative experience with diverse populations and settings
• Knowledge of inclusive, accessible education and a commitment to the school vision and mission
• Demonstrated leadership potential
• Fluency in Spanish preferable

**Responsibilities:**

• Is responsible for day-to-day operations of the school
• Oversees the instructional program
• Evaluates staff effectiveness
• In collaboration with the Executive Director, oversees the business practices of the school with consultation from the Chief Financial Officer
• Monitors instructional program and student achievement, in conjunction with monitoring implementation of instruction in all areas identified in the California State Standards (including Common Core).
• Evaluate classroom instruction including curriculum, content and pedagogy.
• Hire, place, train, evaluate and retain effective instructional staff.
• Establish and lead professional development program in collaboration with university partners and outside consultants (as needed) to meet individual and collective needs of faculty. Implementation of Schools Attuned Processes.
• Ensure timely, continuous and effective use of data for decision making and differentiated programming and instruction.
• Plan instructional programs for the purpose of aligning state standards with program goals, student needs, and the needs of the special student population.
• Oversee recruiting to ensure full enrollment of school.
• Research innovative instructional strategies, programs and policies for the purpose of analyzing, recommending, and implementing changes in school policies, procedures and services.
• Supervise instructional programs for the purpose of meeting federal, state and local laws and regulations application to public charter schools.
• Monitor the implementation of instruction for students who are high-achieving/gifted, English Learners, students with disabilities or other special needs; Participate in IEP meetings
• Empowers staff and students to succeed by providing direction, knowledge/skills, resources and support to the school community.
• Provide effective communication with the community, parents, LAUSD and University
• Implements school-wide positive behavioral support program, and address day-to-day discipline issues
• Monitor implementation of bullying prevention programs
• Continue to engage in professional development opportunities
• Support and monitor the charter renewal process.
• Develop, implement and monitor a clear plan for Charter School improvement and adjust systems and strategy based on progress.

4. DIRECTOR OF CURRICULUM AND INSTRUCTION

Serves as a support to the administrators of CHIME SCS and assist in monitoring the instructional program and practices offered by the school, reporting to the Principal and Executive Director.

Qualifications:
• Teaching experience in a variety of instructional settings
• Valid teaching credential required
• Valid administrative credential preferred
• Knowledge of inclusive, accessible education and a commitment to the school vision and mission
• Demonstrated leadership potential
• Fluency in Spanish preferable

Responsibilities:
• Support the implementation of curriculum and instruction within the school, and
• Oversee the implementation of co-teaching model
• Participate in IEP meetings
• Support the implementation of school-wide behavior support systems
• Support the implementation of paraprofessional training
• Provide support and feedback to teachers through classroom observation and collaborative problem-solving
• Provide support and feedback to the school on the implementation of instruction in all areas identified in the CCSS
• Support the implementation of individualized instruction for students with disabilities as well as students who are high-achieving/gifted
• Make recommendations to the principal and executive director for the implementation of evidence-based practices
• Serve as a resource to faculty, students, and families
5. TEACHERS

Qualifications:
- Valid teaching credential appropriate to their teaching assignment;
- Teaching experience appropriate to the assignment;
- Demonstrated commitment to and understanding of shared roles in CHIME classrooms;
- Demonstrated commitment to co-teaching practices and parity between general and special educators;
- Demonstrated commitment to the Charter School vision and mission;
- Possess BCLAD or CLAD credential;
- All teachers are hired based on being highly qualified per No Child Left Behind (NCLB) specifications.

Responsibilities:
- Provide quality instruction consistent with the School mission and vision
- Participate in common grade level and subject matter planning to develop matched lesson plans that maintain continuity within each grade level and from grade to grade.
- Partner with a special or general educator to implement a co-teaching model including co-planning, co-assessment and co-instruction
- Consciously work to ensure parity of roles with general and special educators
- Collaborate with parents and other team members to plan and implement an individualized program that meets the needs of each student
- Provide continual assessment of student progress, maintain student records, and communicate student progress to parents
- Maintain confidentiality regarding individual student information and needs
- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective classroom environment that reflects and facilitates the academic program
- Collaborate with other team members to promote shared vision and ownership, including opportunities for observation, peer feedback, team teaching, and communication with other team members
- Continue to engage in professional development opportunities throughout the school year
- Provide for open communication with all members of the school community
- Participate in Advisory Committees
- Adapt materials and modify curriculum to ensure equal access for all students
- Assume an “Additional Faculty Role” as designated by the Principal such as 504 coordinator, Culmination Planning, PBS Coordinator, SST Coordinator, etc.
- Other duties as appropriate to the specific position

6. DESIGNATED INSTRUCTION & SERVICES (DIS)

CHIME SCS employ the following part-time staff to provide Designated Instruction and Services (DIS): a speech and language pathologist, counselor, school psychologist, adapted physical educator, occupational therapist and physical therapist.

Qualifications:
- Current California teaching credentials, permits, licenses, certificates appropriate to the discipline
- Demonstrated commitment to the school vision and mission
- Demonstrated ability or potential to work as a member of a transdisciplinary team

Responsibilities:
- Assess functional skills in everyday classroom and school contexts
- Select functional goals, in collaboration with parents and other professionals, to support the child’s access to the core curriculum, and promote the child’s independence in current and future environments
- Provide services in natural settings such as the classroom and other school areas.
- Explain strategies and practices related to at the discipline.
- Meet with grade level teams to participate in planning to ensure activities related to individual student goals.
- Provide strategies and screening for students without disabilities identified ‘at risk’
- Incorporate parental collaboration into the program
- Collaborate with other team members to promote shared vision and ownership, including opportunities for observation, team teaching, and communication with other team members
- Continue to engage in professional development opportunities
- Provide for open communication with all members of the school community
- Assist with articulation between pre-school and elementary, elementary and middle, as well as between middle and high schools.

The Charter School may also employ or retain qualified non-certificated instructional support staff to serve in an instructional support capacity. Those employees have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work in the role of instructional support.

7. **PARA-EDUCATORS**

**Qualifications**
- Documentation of High School Graduation and post-secondary units hold an associate degree from a recognized college or university or have completed 2 years of college with a minimum of 60 semester units (90 quarter units) from a recognized college or university)
- Candidates for teaching profession are preferred
- Demonstrated competency in mathematics and language arts
- Strong interpersonal, oral and written communication skills
- Demonstrated commitment to the Charter School vision and mission
- Meet all requirements needed for compliance with No Child Left Behind regulations

**Responsibilities**
- Under the supervision of highly qualified teachers, assists teachers with instruction and reinforces learning experiences
- Assists with special needs, such as those related to positioning, restroom support, feeding, grooming, and mobility (may be required to lift and position students with special physical needs)
Assists and supervises individual and groups of students in the classroom and other campus environments (such as playground and/or outdoor activities) and in transitions from place-to-place;

Attends professional development opportunities offered by the school;

Assists in observing and recording data related to behavior and IEP goal achievement of students;

Assists in implementing positive behavioral support strategies;

Facilitates positive social interactions among students;

Participates in staff development activities as appropriate;

Performs related duties as assigned.

8. OFFICE MANAGER

Qualifications
Knowledge of:
- Correct English grammar, spelling, and punctuation;
- Office methods, procedures, and practices;

Ability to:
- Work independently with minimal supervision;
- Demonstrate good judgment;
- Deal with the general public in a professional manner;
- Independently implement routine clerical procedures;
- Consistently apply policies and procedures according to available guidelines;
- Clearly answer routine questions and explain policies and procedures;
- Apply judgment, discretion, and initiative in performing clerical work of average difficulty;
- Establish and maintain cooperative working relationships;
- Type at a corrected rate of 45 wpm;
- Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; Powerpoint and email programs;
- Proficiency in Spanish preferred.

Responsibilities
- Under general supervision, performs general clerical duties in support of the Charter School;
- Record and report attendance to LAUSD;
- Prepare reports and data required by the District;
- Screens and directs telephone calls and visitors;
- Provide supervision and direction to other office staff as they become available;
- Serve as the receptionist to the office;

- Open and routes all incoming correspondence and mail;
- Provide assistance and backup to the Finance Manager and Principal;
- Schedule meetings;
- Type and distributes correspondence, notifications, meeting announcements, and materials;
- Establish and maintains file system including student records; and
- Perform related duties as assigned.
9. **FINANCE MANAGER**

**Qualifications**
Knowledge of:
- Personal computers and software including word processing, spread sheets, data bases, email and internet access;
- Record keeping, budgeting and book keeping practices;
- Correct English grammar, spelling, and punctuation.

Ability to:
- Demonstrate good judgment;
- Deal with the general public in a professional manner;
- Perform complex clerical accounting duties with minimal supervision;
- Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; Powerpoint and email programs; and
- Work effectively with others.

**Responsibilities**
- Perform clerical accounting work involving summarizing, posting, verifying and calculating data;
- Prepare and maintain student data base
- Prepare reports and data required by the District and State
- Prepare worksheets and facilitate home/school communication;
- Prepare worksheets and reports;
- Prepare requisitions and orders supplies and materials;
- Compile and maintains back-up documentation to ensure internal control of receipts and disbursements of funds;
- Search records and obtain information from other offices and agencies as necessary to carry out assigned duties and as directed;
- Compile the annual budget request and supporting data, maintains controls on expenditure accounts, and recommends or initiates adjustments in accounts;
- Maintain employee attendance reports and personnel files; and
- Perform related duties as assigned.

10. **CUSTODIAL**

**Qualifications:**

Graduation from high school or evidence of equivalent educational proficiency and,

Knowledge of
- Principles, materials, and methods of custodial work
- Various types of surfaces and coverings and the appropriate cleaning, polishing, and protective agents
- Safe and efficient operation of low-pressure and other heating equipment, ventilating and air conditioning systems, and other building equipment
- Electrical systems in building and grounds operation
- Fire and safety ordinances and regulations affecting school buildings
• Methods and materials used in minor maintenance of buildings and equipment
• Recognize maintenance needs and initiate appropriate action
• Use and care for operations equipment

Ability to
• Make minor repairs to facilities and equipment
• Work harmoniously with school personnel and the public
• Participates in the cleaning, gardening and operation of a school and office. Is responsible to a school principal or other site administrator for the cleanliness and operation of the facility.
• Graduation from high school or evidence of equivalent educational proficiency.
• Complete custodial work in cleaning rooms, toilets, halls, walks, libraries, walls, fixtures, and equipment, including sweeping, polishing, mopping, dusting, dressing floors, vacuuming, and disinfecting. Confers with school personnel, administrators, the public, and students in regard to the utilization of facilities and equipment, site security, special programs and activities, and regulation.
• Participate in watering lawns, shrubs, and trees, involving the operation of manual or automatic irrigation systems in accordance with instructions from the Maintenance and Operations Branch.
• Participate in the cleaning, gardening and operation of a school and office. Is responsible to a school principal or other site administrator for the cleanliness and operation of the facility.

Special Physical Requirements:
Safely lift and move heavy supplies and equipment
Stand and walk for long periods of time

11. CLERK

Qualifications:
Graduation from high school or evidence of equivalent educational proficiency and,

Knowledge of
• Correct English grammar, spelling, and punctuation;
• Office methods, procedures, and practices;

Ability to
• Work independently with minimal supervision;
• Demonstrate good judgment;
• Deal with the general public in a professional manner;
• Independently implement routine clerical procedures;
• Consistently apply policies and procedures according to available guidelines;
• Clearly answer routine questions and explain policies and procedures;
• Apply judgment, discretion, and initiative in performing clerical work of average difficulty;
• Establish and maintain cooperative working relationships;
• Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel, Powerpoint and email programs;
• Proficiency in Spanish preferred.
Responsibilities

- Under general supervision, performs general clerical duties in support of the Charter School;
- Record and report attendance to LAUSD;
- Serve as the receptionist to the office;
- Screen and direct telephone calls and visitors;
- Open and routes incoming correspondence and mail;
- Type and distributes correspondence, notifications, meeting announcements, and materials;
- Support the maintenance of file system including student records; and
- Perform related duties as assigned.

12. HUMAN RESOURCES

Qualifications:

Knowledge of

- Correct English grammar, spelling, and punctuation;
- Office methods, procedures, and practices;
- Applicable human resource and labor law requirements
- Payroll processes and software
- Insurance coverage, laws, and applicable policies

Ability to

- Work independently with minimal supervision;
- Demonstrate good judgment;
- Deal with the general public in a professional manner;
- Independently implement routine HR and payroll procedures;
- Consistently apply policies and procedures according to available guidelines;
- Clearly answer routine questions and explain HR policies and procedures;
- Apply judgment, discretion, and initiative in performing Human Resources work of average difficulty;
- Establish and maintain cooperative working relationships;
- Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; Powerpoint and email programs;

Responsibilities

- Oversee bi-monthly payroll;
- Oversee and maintain NCLB compliance;
- Oversee annual teacher contract and Step/Unit increases;
- Oversee and manage pension plan and distribution requests;
- Conduct annual renewals on Insurance benefits in collaboration with Executive Director and Board;
- Facilitate workplace grievance or injury reporting;
- Perform related duties as assigned.
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PLAN

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

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

**A. CUSTODIAN(S) OF RECORDS**

In accordance with California Department of Justice requirements, the Executive Director serves as CHIME SCS’s Custodian of Records.

**B. STUDENT HEALTH AND WELLNESS**

CHIME ensures that all food served on campus complies with the federal nutrition guidelines.

CHIME Schwarzenegger Community School implements a Local School Wellness Policy, which establishes how the Charter School supports and promotes the health and wellness of its students. This policy, at a minimum, includes:

- Goals for nutrition promotion and education, physical activity, and other school based-activities that promote student wellness;
- Nutrition guidelines for all foods and beverages available on the Charter School campus during the school day;
- Requirements that stakeholders be provided opportunities to participate in the development, implementation, and periodic review and update of the wellness policy;
- A plan for measuring effectiveness periodically and that the assessment is made available to the public;
- Public notification informing and updating the public (parents, students, and others in the community) periodically about the content and implementation of the local school wellness policy; and
- Local designation of a CHIME official responsible for ensuring the Charter School complies with
the local school wellness policies.

In addition to P.E. classes, all students receive health education during advisory four times per month in which students are taught about the importance of nutrition, drug and alcohol awareness, positive self image, the importance of stress and anxiety management, and value of lifelong active lifestyle activities.
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

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

FEDERAL PROGRAM COMPLIANCE

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

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher.

- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
• Develop jointly with, and distribute to, parents of participating children, a school-parent compact

• Hold an annual Title I meeting for parents of participating Title I students

• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

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

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

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

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

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

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

CHIME SCS actively recruits a diverse student population from the vicinity of the San Fernando Valley who understand and who value the school’s mission, are committed to the school’s instructional and operational philosophy, and who benefit from the school’s design. Combining the factors of word of mouth in the community and active recruitment allows CHIME SCS to reach a very diverse population. Currently, more than 500 families are on our waiting list for enrollment.

In order to realize our mission and vision of an inclusive learning community in which a broad array of diversity is included and celebrated in our school. We recruit students from various racial/ethnic groups and socio-economic diversity so as to achieve a balance that is reflective of Los Angeles and the general population residing within the territorial jurisdiction of the school district. The Charter School maintains an accurate accounting of ethnic and racial balance of students enrolled in the school. It also keeps on file documentation of the efforts the school makes to achieve racial and ethnic balance.

In an attempt to ensure that the CHIME SCS achieves a racial, ethnic and disability balance among its students that is reflective of the general population residing within the territorial jurisdiction of the sponsoring district (LAUSD) and the San Fernando Valley, notification of open enrollment is provided throughout this general area. Although recruitment of students and the dissemination of information
about CHIME SCS occurs all year long, targeted recruitment of students occur in October to March, before the lottery occurs. Information about the school is distributed in Spanish and English fliers to local preschools, churches, businesses, parks, recreational facilities, and other locations accessed by the general community. CHIME SCS engages in outreach to community organizations that serve children and their families and partner with local organizations in order to recruit economically disadvantaged students. School outreach is also include grocery stores and shopping venues to circulate information on a regular basis throughout our charter’s term to ensure a steady influx of racially and socio-economically diverse students into the school. All of these efforts are focused on a wide variety of communities immediately surrounding the campus.

Community meetings and school tours are held throughout each year to inform parents of prospective students about the program, as well as to generate support and participation by community members including businesses. To encourage the broadest possible participation, interpreters for Spanish speaking individuals are provided at all of these meetings.
ELEMENT 8 – ADMISSION REQUIREMENTS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

A. ADMISSION REQUIREMENTS

CHIME is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, artistic ability or experience, etc.). Enrollment to the Charter School shall be open to any resident of the State of California. Enrollment is based on a first come, first served basis.
CHIME is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other “risk factors.” During the open enrollment period, from beginning of October to the beginning of March informational meetings are conducted at least once a month for interested parents. The meetings are conducted in English and Spanish either at the Charter School site or at a location within the community surrounding the Charter School. Informational meetings occur at times that are most convenient for parents. During the meetings, parents receive information about the Charter School’s programs, the application process, and bilingual assistance with the completion of Lottery forms are made available to interested parents.

As a charter school, CHIME is a school of choice, and CHIME may have more students interested in attending the school than there are spaces available. Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, Lottery Application forms submitted online or in paper form shall be counted to determine whether any grade level has received more applications than availability of space. If the number of students applying for enrollment exceeds the charter school’s capacity, admission shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

**B. STUDENT RECRUITMENT**

See Element 7, above.

**C. LOTTERY PROCEDURES**

Public notices are posted at the Charter School location, school web site and on Lottery Application Forms clearly stating the application deadline and date, time and location of the public drawing, and lottery procedures encouraging people to attend (time is weekday evening to maximize attendance; the location is at CSUN). All Lottery Application Forms must be received by the second Friday in February by 4 p.m. Lottery forms are available on the website or in person.

In accordance with applicable law and federal Non-Regulatory Guidance, the following groups of students are exempted from the lottery:

- Students who are currently enrolled
- Siblings of admitted students
- Children of Founding Parents (in accordance with LAUSD Founding Parent Policy), teachers and staff (capped at 10% of the school population).

Admissions preference is given to residents of the District. Each of these admissions exemptions and preferences are defined in compliance with all applicable laws, regulations and federal Non-Regulatory Guidance as required for compliance with grant terms. No other admissions exemptions or preferences are assigned.

The CHIME Board of Directors takes all necessary efforts to ensure lottery procedures are fairly executed. The lottery occurs on the CSUN campus in the College of Education Building on the third Friday in March at 1:30 p.m. (unless that falls on a holiday/spring break, in which case the lottery is conducted on the next available Friday at 1:30 p.m.). Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). The lottery procedures are monitored by the Executive Director to ensure fair and accurate implementation. Once a grade level is drawn to capacity, applications continue to be drawn for position on a wait list. Students who are not granted enrollment for the next school year remain on the waiting list until the end of the school year.
for which the lottery was conducted unless otherwise requested by the parent to be taken off. Non-admitted students must reapply for the following year.

1. **ENROLLMENT PROCESS**

Within two weeks of the lottery, families are notified in writing via the email or mail address they provided us on their application by office staff of their enrollment status (offered enrollment or placement on waiting list). Families of students who are offered enrollment are also called using the telephone number they provided on their application to be notified of their offer. Each student offered a space in the following year are required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The Charter School holds a Pre-Enrollment session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Parent/Student Handbook

If a position opens during the course of the year, the Charter School Office Manager or other employee designated by the Principal contacts the family of the student on the top of the waiting list by phone or email to offer their student admission to the school. If a family is notified by phone or email prior to August 15th, the family has ten (10) days to confirm enrollment return a completed enrollment packet. If a student is notified after August 15th, they have three (3) days to confirm enrollment and submit an application by mail or email.

Should the family decline the position, the next family on the list is contacted until the open position is filled.

A copy of all enrollment forms, waiting lists, and lottery results are kept on file in the administrative office and are readily available for inspection by district representatives.

2. **SCHOOL ORIENTATION**

Interested parents of prospective students are strongly encouraged to visit the school during Information Sessions and meet with staff member to learn more about CHIME’s goals and philosophy. The Principals or another designated staff member explains the program model to prospective parents, provide a tour of selected classrooms and deliver an overall orientation of expectations. Attendance at an Info Session in no way impacts a student’s application or chances of enrollment and is not a condition of admission or enrollment.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School’s Calendar
h. Statistical Report – monthly according to Charter School’s Calendar of Reports
   In addition:
   • P1, first week of January
   • P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

A. ANNUAL AUDIT PROCEDURES

As required under Ed. Code § 47605 (b)(5)(I), each fiscal year an independent auditor conducts an audit of the financial affairs of CHIME to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:
• The Governing Board appoints an Audit Committee of two or more persons by January 1 of each year.
• The Audit Committee may include persons who are not members of the CHIME Board, but may not include any members of the staff of the corporation, including the president or CEO or the treasurer or CFO. In addition, any person with expenditure authorization or recording responsibilities within CHIME SCS may not serve on the committee.
• The Audit Committee will recommend an audit firm – subject to Board approval – and will ensure CHIME SCS contracts with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
• The Executive Director, Office Manager and back-office services provider work with the audit firm to provide the information they need.
• At the conclusion of the audit, the Executive Director and the Audit Committee is responsible for reviewing the results of the annual audit, identify any audit exceptions or deficiencies, and report them to the CHIME Board of Directors with recommendations on how to resolve them.
• The Governing Board reviews and approve the audit no later than December 15.
• The Board submits a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for resolution. The Executive Director provides a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline.
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

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

**REINSTATEMENT**

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

**Gun-Free Schools Act**

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

### A. **Discipline Foundation Policy**

Discipline policies for CHIME are based on concepts of positive behavioral support and a progressive discipline process that involve the student, the school staff, and the student’s parent(s)/caregiver(s). The discipline policy is communicated to all stakeholders through a Student Handbook. The discipline policy clearly describes the School’s policy and stipulates who participates, their roles and responsibilities, and guidelines for determining consequences for student behavior. The discipline policies are generally guided by the notion that students should be accountable for their behavior.

CHIME approaches school wide behavior management through the paradigm of teaching, monitoring and rewarding students for positive behavior. This is done using a model of school wide positive behavior support. The use of this model emphasizes a proactive approach to preventing challenging behaviors rather than a reactive approach to mitigating them. This model addresses behavior management on a continuum of three levels of support. The first level addresses a majority of students using preventative strategies; the second level addresses the approximately fifteen percent of students who have at-risk behaviors; and the third level addresses approximately five percent of the population who need more individualized and specific interventions and behavior supports. The climate of CHIME SCS is one of support, understanding, and respect. Every effort is made to model appropriate behavior and to be proactive in preventing the need for challenging behavior.
Underlying this progressive behavior management process is the notion that retaining students in their learning environment is essential. If, as students progress through the process, it is determined that CHIME SCS is not considered by all parties the best educational environment for the child, efforts are made to find an appropriate match for the student. In short, CHIME SCS is committed to provide its students an opportunity to experience the benefits of the curriculum in an environment that fosters their potential, self-esteem and well-being. Certain expectations of the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness, and respect for peers, adults and property are manifestations that undergird proper behavior for those who attend.

When there is divergence from these expectations the staff, the student, and the student’s parent(s)/caregiver(s) seek age-appropriate interventions work together to identify the functional nature of the behavior and determine a replacement behavior which conforms to classroom and school expectations. Age-appropriate interventions are sought out to re-direct the challenging behaviors into more successful behaviors with the least disruption to the student(s)’ educational program and the class. A desire of the positive behavior support process is to maintain the child in the learning environment and implement interventions that are least restrictive to the individual(s) involved. The process developed and described is not discriminatory, arbitrary, or capricious.

The process follows general principles of due process. Students and their parent(s)/caregiver(s) sign agreements related to their understanding of and responsibility to the standards set forth in the school wide PBS and behavior accountability policy as explained in the Student Handbook. Students who violate school rules may expect consequences that may include but not be limited to the following:

1. Verbal and/or written warnings in the classroom
2. Loss of Privileges
3. Notices to parent(s)/caregiver(s) by telephone and/or letter
4. Parent/Team meetings consisting of parent/caregiver, staff, and student
5. In lieu of suspension from school – Development of strategies and adaptations to support the student in behavioral change as well as a system of more intensive home to school communication
6. Development of a formal positive behavior support plan
7. Suspension from school or in lieu of suspension from school – student may be given an alternative in-school placement
8. Alternative educational placement (expulsion)

Parent(s)/caregiver(s) and students (when appropriate) are asked to participate on the Student Success Team (SST) if a student’s behavior is not improving. The Team develops appropriate modifications and
intervention strategies. CHIME SCS seeks as often as possible to use alternatives to out of school suspension. Students who habitually fail to comply with school policies by chronically engaging in rule violating behavior even after the positive behavioral supports have been implemented and/or who present an immediate threat to health and safety may face an alternative “in school” suspension. It is important to note that the parent(s)/caregiver(s) participate on the SST and they are active partners in these decisions.

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

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

Any student who engages in repeated violations of the Charter School’s behavioral expectations (i.e. one or more incidents of the same rules infractions with the same teacher or more than one teacher) are required to attend a meeting with the Charter School’s staff and the student’s parents. The counselor or administrator facilitating the conference prepares a specific, written remediation agreement outlining future student conduct expectations, accommodations and/or intervention strategies, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

**B. GROUNDS FOR SUSPENSION AND EXPULSION**

*Mandatory Expulsion/Suspension:* 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.

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

- causing serious physical injury to another person
- brandishing a knife
- possession, selling, or furnishing of a firearm, brandishing a knife, explosive, or other dangerous object
- robbery or extortion
- offering, negotiating a sale or selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant taken with an intent to get high
- committed or attempted to commit sexual assault or committing a sexual battery (as defined in Section 48900)
- Assault or battery upon any school employee.
- Violation of the Federal Guns Free School Act
Discretionary Expulsion/Suspension: In addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed below:

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

1. **IN-SCHOOL SUSPENSION**

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal’s office (or his/her designee's office). The length of suspension for students may not exceed a period of 5 consecutive days. The total number of days for which a general education pupil may be suspended from Charter School shall not exceed 20 school days in any school year. The suspension of special education students cannot exceed 10 days in any school year. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the Principal or other certificated personnel provide support. During the day of the suspension, the students’ teachers address behaviors that may have contributed to the students’ in-school suspension. In addition to completing assigned work, the student
is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. If students with special needs are serving a in-school suspension the will be provided with all service and supports they would normally receive throughout the day by qualified credentialed personnel.

C. SUSPENSION PROCEDURES

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process.

Step 1: Informal Conference
Suspension shall be preceded by an informal conference conducted by the Principal, with the student and the student’s parents or guardian.

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

Step 3: Determination of Length of Suspension
The length of the suspension is determined by the Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 consecutive days. The total number of days for which a general education pupil may be suspended from Charter School shall not exceed 20 school days in any school year. A special education student shall not be suspended for more than 10 days each school year.

The Advisor of the suspended student collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments are sent to the student’s parents and all needed materials are left in the front office. Students take all tests missed upon their return to school.

Suspension Appeal

At the time the parent/guardian is informed of the decision to suspend, information is provided about their right to appeal a suspension, along with information about the appeal process. To initiate an appeal, the student or parent or guardian must contact the Executive Director in writing within three days of the date of the suspension. The Executive Director gathers information from the Principal, student, parent or guardian to determine whether or not the Principal suspended the student properly and followed all applicable procedures. The Executive Director considers the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information. Based on the information submitted or requested, the Executive Director may make one of the following decisions regarding the suspension.
1. Uphold the suspension
2. Uphold the suspension but clear the student’s record of the suspension at the end of the semester, if the student has no additional discipline problems at the school.
3. Determine that the suspension was not within the school’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension is placed in the student’s permanent record, or shared with anyone not directly involved in the proceedings.

The Executive Director mails a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also emailed to the school Principal.

D. EXPULSION PROCEDURES

Students are recommended for expulsion after the Executive Director conducts an investigation process (e.g. gathering written statements, questioning witnesses, conducting a pre-expulsion conference with the accused student) and finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

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

Upon this determination, the student’s suspension is extended pending the results of an expulsion hearing. This determination shall be made in accordance with state law governing criteria for student expulsion. The suspension pending the expulsion process shall not exceed five days and in those intervening days any additional applicable processes (e.g. an IEP) will be conducted. CHIME SCS will make every effort to expedite the process to hold an expulsion hearing when a recommendation for expulsion has been made. The hearing will be scheduled to comply with state law and be held within 30 schools days of the recommendation for expulsion as per State Education Code 48918. The Executive Director’s recommendation to expel a student shall be made in the form of a written recommendation to the Administrative Panel, who make a final decision regarding the expulsion.

Step 5: Expulsion Hearing

Students recommended for expulsion are entitled to a hearing, if requested, to determine whether or not the student should be expelled. The hearing is held, if requested, within 30 days from the date of their commendation for expulsion. The hearing is presided over by an administrative panel (of three to five other local school charter leaders) appointed by the Board. A Facts and Findings document is prepared that includes dates, times, incidences, people present, and an objective anecdotal record of the events is prepared by the Principal to summarize the evidence adduced at the hearing to substantiate the expulsion decision. The hearing will be recorded electronically and the recording will be made available to the parent within 24 hours upon request.

The Principal prepares a written notice of the hearing, which is emailed and mailed, within 48 hours of the request for the hearing. This notice is forwarded to the student and the student’s parents/guardians at least 10 calendar days before the date of the hearing. This notice includes:

- The date and place of the hearing
• A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based
• A copy of the CHIME discipline policy that relates to the alleged violation
• The opportunity for the student or the student’s parents to appear in person at the hearing
• The opportunity for the student to be represented by counsel, to bring witnesses and present evidence, and to challenge the evidence presented by the school

The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing and includes Findings of Fact.

The Executive Director, following a decision of the Administrative Panel to expel, shall send written notice of expulsion to the pupil or parent/guardian no later than 2 business days. This notice includes the following:
• The specific offense(s) committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
• Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with CHIME.
• Reinstatement eligibility review date
• A copy of the rehabilitation plan
• The type of educational placement during the period of expulsion
• Appeal procedures/protocol

Expulsion Appeal
A parent can appeal the expulsion decision within 10 days of the notice of expulsion, in writing to the CHIME Board of Directors Chair or President. An appeal of an expulsion decision is reviewed by the full Board of Directors. The student will be considered suspended until a meeting is convened to consider the appeal (within 30 working days). Based on the information submitted or requested, the Board may make one of the following decisions regarding the expulsion:

1. Uphold the expulsion

2. Determine that the expulsion was not within the school’s guidelines, overturn the expulsion, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the expulsion is placed in the student’s permanent record, or shared with anyone not directly involved in the proceedings.

The Board of Directors’ Chair or President mails a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also given to the CHIME Executive Director.

E. POLICIES AND PROCEDURES REGARDING REHABILITATION, REINSTATEMENT, AND READMISSION

Suspended students are still responsible for all classroom assignments, projects etc., and, as appropriate, students are given an in-school suspension with a specific schedule in order to not miss any
school days. Suspended students work with the school administrator, Counselor and other personnel in maintaining currency.

In the event of a decision to expel a student from CHIME SCS, CHIME works 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 to “not expel” the student, the student remains enrolled at the Charter School.
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

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

The CHIME Board of Directors shall determine which school-sponsored retirement plans are available to various types of staff (e.g., certificated staff, part-time staff, etc.). The Executive Director is responsible for ensuring that reporting and benefits are processed.

All full time employees (including classified and administrative staff) contribute the required employee percentage to the Defined Contribution Plan. CHIME Charter School provides a Defined Benefit Plan and Medicare Contributions for all full-time employees. A full time employee is either:

- a. Certificated teachers who work the full instructional day on the calendar, which includes instructional days, parent/child conference days, professional development days, and instructional preparation days.
- b. Administrative and classified staff who work eight hours a day, five days a week, on a year-round calendar.

The Defined Contribution Plan is provided in lieu of STRS or federal social security.

The CHIME Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.
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.

CHIME works communicate to all prospective and current parents and students that CHIME is a school of choice, and parents may choose to send their children to a different school in the area. All parents and students are informed of their public school attendance alternatives during the enrollment process by sharing district literature such as the Choices brochure.
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

Dr. Erin Studer, Executive Director
CHIME Charter Institute
19722 Collier Street
Woodland Hills, CA 91364

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 Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

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

Notification of Closure Action

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

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

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

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

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

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

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

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

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.
Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

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

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

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

Notification of employees and vendors shall include:

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

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

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

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

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

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

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Disposition of Liabilities and Assets**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

e. File its final return with the IRS (Form 990 and Schedule).
This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
FACILITIES

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

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

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

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

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

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).
The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

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

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

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

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

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

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

**INSURANCE**

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

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

The following insurance policies are required:

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

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

3. **Commercial Auto Liability**, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

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

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

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

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

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

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

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members,
FISCAL MATTERS

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

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

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

Special Education Revenue Adjustment/Payment for Services
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:
• Charter School is subject to District oversight.

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

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

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

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

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

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

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

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

DISTRICT REQUIRED LANGUAGE

Assurances and Affirmations

[CHIME Institute’s Schwarzenegger Community] (also referred to herein as “[CHIME]” and “Charter School”) shall:

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

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

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

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

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

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

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

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

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

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The
final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

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

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

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

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

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

Academic Calendar and Schedules

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

Transitional Kindergarten

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

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

**English Learners**

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

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

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

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

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

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

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

**Students with Disabilities**

**Federal Law Compliance**

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

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

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

**SELPA Reorganization**

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

**Modified Consent Decree Requirements**

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

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

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

- **Statewide Assessment Data (Including Charter Schools)**

  The usual file including District ID.

- **Norm day**

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

- **CBEDS (Including Charter Schools)**

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

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

- **Dropout (Including Charter Schools)**

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

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

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

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

**Measurable Goals of the Educational Program**

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

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

**Standardized Testing**

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

**Element 4 – Governance**

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

**General Provisions**

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

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

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

**Legal and Policy Compliance**

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

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

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

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

**Title IX, Section 504, and Uniform Complaint Procedures**

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

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

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

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

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

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

**Responding to Inquiries**

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

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

**Notification of the District**

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

**Student Records**

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

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

Element 5 – Employee Qualifications

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

Equal Employment Opportunity

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

ESEA/NCLB and Credentialing Requirements

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

Element 6 – Health and Safety Procedures

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

Health, Safety and Emergency Plan

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

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Clearances and Fingerprinting

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

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

Immunization and Health Screening Requirements

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

**Safe Place to Learn Act**

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

**Element 7 – Means to Achieve Racial and Ethnic Balance**

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

**Court-ordered Integration**

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

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

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

**Federal Program Compliance**

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

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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

Element 8 – Admission Requirements

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

Documentation of Admissions and Enrollment Processes

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

Homeless and Foster Youth

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

**Non-Discrimination**

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

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

**Element 9 – Annual Financial Audits**

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

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

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

- **k. Provisional Budget** – Spring prior to operating fiscal year
- **l. Final Budget** – July of the budget fiscal year
- **m. First Interim Projections** – November of operating fiscal year
- **n. Second Interim Projections** – February of operating fiscal year
- **o. Unaudited Actuals** – July following the end of the fiscal year
- **p. Audited Actuals** – December 15 following the end of the fiscal year
- **q. Classification Report** – monthly according to Charter School’s Calendar
- **r. Statistical Report** – monthly according to Charter School’s Calendar of Reports

In addition:

- **s. Instructional Calendar** – annually five weeks prior to first day of instruction
Element 10 – Suspension and Expulsion Procedures

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

General Provisions

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

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

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

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

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

Students with Disabilities

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

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

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
D. Was the misconduct a direct result of the Charter School’s failure to implement 504?
**Notification of the District**

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

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

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

**Outcome Data**

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

**Rehabilitation Plans**

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

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

**Reinstatement**

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

**Gun-Free Schools Act**

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

**Element 11 – Employee Retirement Systems**

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

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

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

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

**Element 12 – Public School Attendance Alternatives**
“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

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

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

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

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

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

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

If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)
Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Element 16 – Charter School Closure Procedures

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

Revocation of the Charter

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

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

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

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

Closure Action

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

Closure Procedures

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

**Designation of Responsible Person(s) and Funding of Closure**

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

**Notification of Closure Action**

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

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

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

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

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

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

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

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

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

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

5. The effective date of the closure of Charter School

6. The name(s) and contact information for the person(s) handling inquiries regarding the closure

7. The students’ school districts of residence
8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

3. A description of the circumstances of the closure
4. The location of student and personnel records

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

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

Notification of employees and vendors shall include:

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

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

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

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

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

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

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

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

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

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

**Financial Close-Out**
After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.
Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

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

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

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

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

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

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

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

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

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

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:
f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
h. Make final federal tax payments (employee taxes, etc.)
i. File its final withholding tax return (Treasury Form 165).
j. File its final return with the IRS (Form 990 and Schedule).

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

Additional Provisions

Facilities

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

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

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

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

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

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

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

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

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

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

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  - (iii) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  - (iv) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  - (iii) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  - (iv) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. **NOTWITHSTANDING THE FOREGOING,** the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility **IF** Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

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

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

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

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

Insurance

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

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

The following insurance policies are required:

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

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

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

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

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

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

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

12. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs. Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:
“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

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

**Fiscal Matters**

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

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

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

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

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

**Audit and Inspection of Records**

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

- Charter School is subject to District oversight.

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

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

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

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

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

**Internal Fiscal Controls**

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.
**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

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