Collegiate Charter High School of Los Angeles

August 22, 2014
Charter Petition
Respectfully submitted to
the Los Angeles Unified School District by:

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College Counselor
United Friends of the Children

Peter Hennessy
Vice President
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Collegiate Charter High School of Los Angeles will prepare all students in grades nine through twelve for success in four-year colleges, professional careers, leadership in their communities, and lives of opportunity.

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Executive Summary

Mission and Vision
Collegiate Charter High School of Los Angeles (also referred to herein as "Collegiate" and "Charter School") will prepare all students in grades nine through twelve for success in four-year colleges, professional careers, leadership in their communities, and lives of opportunity.

Collegiate is a proposed 9-12 free, public charter school founded on the belief that every student, regardless of race or socioeconomic class, can achieve high levels of academic success and that every student deserves an excellent education and access to college preparation. Collegiate’s faculty and staff will set a school culture that champions high expectations for academic achievement among all students and will invest in a spectrum of support and intervention structures to help every student become ready for success in college and professional careers no matter their skill levels or learning needs coming into the school. In working to fulfill Collegiate’s college and career ready graduation requirements, each student will complete the University of California A-G admissions requirements.

Target Community
Collegiate will serve the students of Boyle Heights, Lincoln Heights and the surrounding areas, a historic community on the eastside of Los Angeles that is home to over 99,000 residents. In the proposed target community, annual median household income hovers at $33,000. As of census 2000, 40% of children under seventeen in this area were living below the federal poverty line. The community has limited access to college preparatory high school programs, and only 5% of adult residents 25 years and older have earned bachelor’s degrees from four-year colleges.

School Design
Collegiate Charter High School of Los Angeles proposes to open in August 2015 with 132 students in grade 9, and we will grow one grade level each year to eventually serve a maximum capacity of 528 students in grades 9 through 12 by fall 2018. Collegiate’s small school model will deliver personalized support to our students are enabled by close student-teacher, student-leader, teacher-leader, and family-school relationships. In cultivating this school community, we seek to ensure that no student slips through the cracks, no matter the academic or social-emotional challenges a student may face individually.

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2 Census 2000.
3 Ibid.
We specifically seek to serve the needs of students who can benefit from a supportive and structured secondary program that will accelerate their academic growth and enable them to reach mastery of grade level skills and core competencies throughout high school in order to be ready for college no matter their entry levels. For this reason, our proposed approach to meeting community need includes:

- **Equitable access:** To ensure equitable access for all students to academic and enrichment opportunities, we provide a high quality academic and enrichment program that will enhance college and career readiness.

- **Rigorous curriculum:** To allow all students the opportunity to meet the A-G requirements, a college readiness aligned course of study for all students ensures that all students achieve college and career readiness.

- **College-going culture:** To inspire all students toward a bright future and lives of opportunity, a professional preparation and college-going culture permeates all aspects of every student’s daily experience at Collegiate.

- **Individual support:** To reach the needs of all learners, personalized structures and supports for all students ensure that all students can successfully complete the college readiness-aligned required course of study.

- **Human capital development:** To prepare a mission-driven staff to deliver results for all students, we invest in staff professional development, ensuring that every team member is equipped to implement the proposed school model and deliver on our school’s goals.

To ensure that we reach all students, the Collegiate instructional program embraces three key instructional strategies demonstrated to be highly effective at the high school level:

- **Connective instruction:** Making personal connections to the subject matter through six teaching practices: helping students see the relevance of academic content to their lives, cultures, and futures; conveying caring for students at an academic, social, and personal level; demonstrating understanding of students; providing affirmation through praise, written feedback, and opportunities for success; using humor; and enabling self-expression by having students share ideas, opinions, and values with others.

- **Academic rigor:** Emphasizing the academics of a class via three teaching practices: providing challenging work; “academic press” (emphasis on hard work and academic success); and conveying passion for the content.

- **Lively teaching:** Replacing tedious lectures and low-involvement videos with instructional strategies to present content material that will cognitively engage students: for example, academic games including Jeopardy and Family Feud, having students work in cooperative groups, and assigning hands-on projects.
Capacity of Founding Team and National Network of Support

**Vanessa Jackson, Lead Founder & Building Excellent Schools Fellow**

Lead Founder, Building Excellent School Fellow, Lead Petitioner, and proposed Executive Director Vanessa Jackson is an experienced educator and manager with a successful track record leading students and adults in the private sector, nonprofit sector, and school management context, as well as successfully managing complex projects and finances within regulatory environments. In addition to visiting over 30 high-performing urban charter schools nationally, Ms. Jackson also completed a leadership residency at Endeavor College Preparatory (“Endeavor College Prep”), one of LAUSD’s highest-performing charter K-8 schools. During this residency, Ms. Jackson had extensive opportunity to observe core elements of Endeavor College Prep’s middle school model. Ms. Jackson stayed on at Endeavor College Prep for the 2014 spring to work intensively with the seventh grade class to prepare them for their high school transition.

As the founding Director of College Readiness & Student Life and subsequently as the founding Dean of Upper School & College for Achievement First Brooklyn High School, a high-performing charter start-up in Brooklyn, NY, Ms. Jackson designed the systems and structures that support college preparation, readiness and admissions, including the college application process, SAT data and analysis protocols, Advanced Placement programming, and achievement culture programming throughout the school. Ms. Jackson taught math interventions, leveled guided reading, SAT Prep, and College Readiness Seminar to students in grades 9 through 11, managed student recruitment, built the After school enrichment program, developed and led Saturday Academy, managed summer programs placement, served as and then coached grade level chairs, and coached a portfolio of five teachers and counselors. Ms. Jackson has completed a number of instructional leadership professional development programs, including Achievement First's dean and instructional coach trainings. She has also designed and delivered professional development workshops for teachers.

Before teaching and leading at the high school level, Ms. Jackson worked with two high-performing, college preparatory charter school networks, managing special projects including governance, new teacher trainings, legislative advocacy, student recruitment, and development of a strategic plan and budget model for a CMO launch within full compliance of federal, state, and city regulatory requirements. Ms. Jackson joined the Building Excellent Schools Fellowship eager to be part of the cadre of school leaders who are setting ambitious goals, carefully designing and refining strategies to meet these goals, and building the structures, culture, and human capital to meet those goals in a systematic way. Ms. Jackson earned a BA from Princeton University. She was a 2004 Fulbright Fellow in Moscow, Russia and earned an MBA from the New York University Stern School of Business.

**Building Excellent Schools**

Building Excellent Schools (BES) has more than 13 years’ experience preparing and supporting BES Fellows to create and launch high-performing urban charter schools, and BES schools have provided an academically rigorous education to over 20,000 students in grades K-12 nationwide. Eighty-seven percent of our scholars qualify for free/reduced lunch, 50% are African American, and 42% are Latino. Most importantly, these students are performing at high levels. According to our most recent data collection, 88% of BES students outperform their
district counterparts in math and 76% outperform their district counterparts in English language arts.

BES schools raise expectations for academic achievement, student behavior, and school culture, driven by BES’ firmly rooted belief that all students can learn and achieve at high levels. All BES Fellows share the belief that academic achievement drives and informs all elements of school design and emphasize the goal of college readiness for all students from the first day of school. The selectivity of the BES Fellowship – BES accepts 1-2% of candidates annually – results in a final cohort of talented leaders who demand the most of themselves and others. The BES Fellowship is a rigorous and intensive training year in urban charter school design and leadership that implements our comprehensive competency framework along a structured timeline.

BES’ expertise in developing excellent school leaders has been recognized and sought after by talented leaders seeking to enter the BES Fellowship, and by individuals and organizations outside of our network – and outside the charter sector. We take great care in selecting both our BES Fellows and the cities and states we work within, and we work closely with each BES Fellow to ensure that schools are sufficiently funded, follow the local processes for authorization, and have the necessary community support to succeed. Once a BES school opens its doors, it has access to ongoing support with BES Connect to Excellence, which anticipates the needs that school leaders commonly encounter in each year of school growth and addresses school-specific challenges and opportunities as they arise, including staff recruitment, student enrollment, facility acquisition, governance development, leadership development, financial planning, operational implementation, staff training, and instructional planning. BES conducts a comprehensive survey of all its schools annually in order to monitor student achievement data and other leading indicators of school success.

**Jimmy Abarca, Sales Incentive Analyst, Kaiser Permanente**

Mr. Abarca was born and raised in the San Fernando Valley and attended Los Angeles Unified School District schools from kindergarten through grade twelve. After graduating from the University of California at Santa Cruz with a B.S. in Economics, Mr. Abarca joined Univision Music Group and Universal Music Group where for three years he worked as a Royalty Analyst and Assistant Manager of Royalty Accounting. He then worked for Yahoo! Inc. before leaving California to pursue an M.B.A. and graduated from the NYU Stern School of Business in 2009. Mr. Abarca returned to the Los Angeles area immediately after graduation and joined Kaiser Permanente in Burbank where he is a Sales Incentive Analyst.

**Haleta Belai, Executive Immersion Manager, Centene Corporation**

Ms. Belai is a service operations professional with experience managing operations across healthcare, education, and nonprofit sectors. Ms. Belai currently works in new business implementation for a Fortune 500 managed care organization, where she is completing an executive immersion rotation program. Previously, Ms. Belai worked in an external relations function for Achievement First, a charter management organization that manages a network of over 20 high-performing public charter schools in New York, Connecticut, and Rhode Island. In this role, she focused primarily on project management of New York governance initiatives and special projects. In her role with the External Relations team at Achievement First, Ms. Belai coordinated preparation, execution, and follow-up for bi-monthly charter school board meetings for six growing charter schools across the network’s Brooklyn-based cluster of schools. Prior to this role, Ms. Belai co-founded a successful nonprofit skill-training program for ex-commercial sex workers in Addis Ababa, Ethiopia. Ms. Belai holds a B.A. from Columbia University and an M.B.A. from the USC Marshall School of Business.
**Sudhir Lay Burgaard, Senior Associate, Morris, Polich & Purdy LLP**

Mrs. Lay Burgaard’s practice focuses on environmental litigation and toxic torts. Mrs. Lay Burgaard represents municipal and private clients in cases involving contaminated property that arise under federal and state statutes and common law, and she provides regulatory and compliance counseling in environmental remediation cases. She has handled matters involving the Endangered Species Act, the Federal Insecticide, Fungicide, and Rodenticide Act, and the Health and Safety Code. Mrs. Lay Burgaard has experience working with local, state, and federal agencies on environmental, natural resources, and land use matters. Her areas of expertise include the Comprehensive Environmental Response, Compensation, and Liability Act, the Resource Conservation and Recovery Act, the Clean Water Act, the Clean Air Act, the National Environmental Policy Act, and the California Environmental Quality Act. Mrs. Lay Burgaard also represents contractors, subcontractors, owners, developers, property managers, and design professionals in a variety of matters, including mechanic’s liens and stop notice actions, and prevailing wage, construction defect, and professional liability claims. In addition, she represents property owners and managers, landlords, tenants, and business owners in premises liability cases. Mrs. Lay Burgaard earned a B.A. from Princeton University, J.D. from Southwestern University School of Law, and L.L.M. from the George Washington University Law School.

**Dr. Gary Fraser, Assistant Dean & Executive Director, USC Marshall School of Business**

Dr. Fraser is Assistant Dean of the Full Time MBA Program and Career Services at the University of Southern California’s Marshall School of Business. He is responsible for overseeing high-touch student areas including Academic Affairs, Student Engagement, Leadership Development, and Career Services. In his first year at USC Marshall, Dr. Fraser led a redesign of the career office’s internal structure and launched a new career development process for M.B.A. students. Previously, at New York University’s Stern School of Business, Dr. Fraser revamped the career development program for incoming MBAs, restructured the on-campus interviewing process for full time students, launched the Career Center for Working Professionals - a career services center dedicated to self-sponsored Executive M.B.A. and Langone Part-Time M.B.A. students, and all NYU Stern alumni. In 2011 he led the launch of NYU Stern’s first Leadership Development Program for M.B.A. students. In his time at NYU Stern, he was voted both “Administrator of the Year” multiple times and “Dean of the Year” by the M.B.A. student community. Prior to working in Higher Education, Dr. Fraser held positions in brand management at Sara Lee, Cadbury Beverages, and Kraft/Nabisco. While a student at Stern, he was President of the Association of Hispanic & Black Business Students, a Consortium Fellow and a recipient of NYU’s prestigious President’s Service Award. He holds a B.S. from Syracuse University, a M.B.A from the New York University Stern School of Business, and an Ed.D. from the University of Pennsylvania.

**Peter Hennessy, Vice President, OneWest Bank**

Mr. Hennessy is a Vice President for the OneWest Bank Corporate Banking Team within the Specialized Lending Group where he is responsible for sourcing and structuring loans which do not fall within the identified industries targeted by other groups within Specialized Lending or the usual banking business serviced by the Commercial Banking team. In addition, Mr. Hennessy is responsible for sourcing, diligencing and purchasing syndicated loans which do not fall within industries which have targeted teams at the bank. Mr. Hennessy has over ten years of banking and investment management experience with a focus on high yield and distressed corporate loans. Mr. Hennessy holds a B.A. from Boston College, a M.B.A. from the University of Chicago Booth School of Business, and is a Chartered Financial Analyst.
Michelle Jasso, Founder and Co-Director, Endeavor College Prep
Ms. Jasso is an experienced public school educator with proven success in the classroom and within instructional and executive school leadership. She began her career in education as a Teach For America corps member in the Baltimore City Public Schools System. Ms. Jasso earned her B.S. at Santa Clara University and her M.Ed. at Johns Hopkins University. She has also taught at two charter schools in Los Angeles, as a fourth grade teacher at View Park Preparatory Accelerated Charter School and as the founding English teacher at KIPP Los Angeles College Preparatory Charter School. During her year as KIPP L.A. Prep’s Director of Curriculum and Instruction, her intense focus on improving instruction led to a dramatic increase in the school’s test scores, from an Academic Performance Index (API) score of 720 to 824 in a single year. Ms. Jasso has trained new teachers through the Los Angeles Teaching Fellows program and has coached school leaders as part of the California Charter School Association’s California Charter Quality Institute. In 2007, she completed a year-long Fellowship with Building Excellent Schools, a national school leadership and charter development training program. Ms. Jasso is the founder and co-director of Endeavor College Prep, where she leads instructional and school culture priorities for the acclaimed K-8 charter school that in 2013 was ranked the 8th highest-performing elementary/middle charter school in California by the USC Rossier School of Education.

Karl Reeb, President, CambriaPoint
Mr. Reeb, President of CambriaPoint, is a business consultant and strategic executive with over 30 years of leadership experience with dynamic, high-growth organizations including Allergan Pharmaceuticals, AmeriCredit Corporation, Aramark Corporation, GlaxoSmithKline PLC, Smith International, Verizon Communications and Vodafone Group. He has served as a member of the Board of Directors for multiple nonprofit organizations including the Arlington (Texas) Chamber of Commerce, the Charles Tandy American Enterprise Center of Texas Christian University’s Neely School of Business and the University of Wisconsin Foundation. In recognition of his human resources leadership, Mr. Reeb is a member of the select HAART organization of UCLA. To enhance the economic development of Arlington, Texas, he served on a task force that partnered with Mayor Elsie Odom and other local business leaders to successfully negotiate the move of the Dallas Cowboys from Irving, Texas to Arlington beginning with the 2009 National Football League season. Mr. Reeb earned a B.A. from the University of Wisconsin at Madison and completed post-graduate studies at Stanford University and the University of Southern California.

Bernie Ocampo, Director, RETS Associates
Mr. Ocampo is a Director at RETS Associates, an executive search firm specializing in commercial real estate. Previously, Mr. Ocampo worked with leading firms including Prudential Real Estate Investors, Colony Capital, GE, and Trammell Crow Company. Mr. Ocampo has over 20 years of commercial real estate industry experience in equity and debt investment management involving institutional and private investors. His multidisciplinary experience includes asset and portfolio management, transaction management (acquisitions, dispositions and leasing), equity/debt underwriting and valuation, credit risk and financial analysis, lending, joint venture partnership governance, operations, and construction monitoring. He has served as a board member with four nonprofit organizations: Chicago Booth Real Estate Alumni Group (REAG), Chicago Booth Alumni Club of Los Angeles, Los Angeles Alumni Club of The University of Chicago and Kaba Hoops, Inc. He was also Co-Founder of Chicago Booth REAG and Kaba Hoops, Inc. Mr. Ocampo previously served as the Co-Chair responsible for coordinating college admissions interviews for The University of Chicago alumni in Orange County and Inland Empire. He was also approved as a nominator for the Posse Scholarship.
Mr. Ocampo has a BA degree with a focus in Urban Development from University of Washington and an MBA from The University of Chicago Booth School of Business.

**Jenny Vasquez, College Counselor, United Friends of the Children**
Ms. Vasquez is a college counselor for foster youth with United Friends of the Children. In this role, she provides individualized academic, career, and socio-emotional support to students. Prior to becoming a counselor, Ms. Vasquez worked with the Civil Rights Project at UCLA providing administrative support and research assistance. In 2011, she interned with the White House Initiative on Education Excellence for Hispanics, where she conducted research on the educational attainment of Latino students. Ms. Vasquez has several years of experience providing support services and administering programs for families, students, and homeless individuals. She has been a mentor and tutor for students from disadvantaged backgrounds, especially English Language Learners and first-generation students. Prior to attending graduate school, Ms. Vasquez managed a human resource department at an aerospace engineering company and provided support to the accounting department. Ms. Vasquez earned her B.A. in Chicana/o Studies, Spanish, and Latin & Iberian Studies from the University of California, Santa Barbara and her M.A. in Social Service Administration from the University of Chicago.

**Impact**
We will gauge the success of our program by evaluating our performance against measurable student achievement outcomes, most particularly on the CAASP and our students’ completion of the A-G requirements that will ensure that all students are college and career ready. The ultimate measure of our success will be the rates at which our students are accessing and matriculation at four-year colleges and universities, their persistence toward college graduation, their success in securing equitable access to professional careers, and their capacity to lead in their communities. Led by the Alumni Support Counselor, Collegiate’s alumni support program will track and measure our progress toward achieving these markers are our mission.

Collegiate’s establishment in the eastside will mean that Boyle Heights and Lincoln Heights families will have access to a rigorous college preparatory high school option for their children, uniquely designed to reach the goals of college and career readiness and on time graduation for all students, and where every student receives individualized support to ensure their growth and achievement.

Collegiate’s chief goal during the term of this charter is to graduate, on time, our first two grade level cohorts of students, sending them off to college prepared to achieve their academic and professional goals.
Assurances and Affirmations

Collegiate Charter High School of Los Angeles (also referred to herein as Collegiate” and “Charter School”) shall:

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


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

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


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

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

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

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

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

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

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

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

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

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

Academic Calendar and Schedules

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

Transitional Kindergarten

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

WASC Accreditation

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

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

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

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

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

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

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

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

**Students with Disabilities**

**Federal Law Compliance**

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

**Special Education Program**

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.
Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

**SELPA Reorganization**

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

**Modified Consent Decree Requirements**

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

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

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

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

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

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

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

- Monthly SESAC and Suspension data (Including Charter Schools)

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

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Community Need for Proposed Charter School

Unmet Need for College Completion Preparation in the Proposed Community

By 2025 California’s workforce will require one million additional college graduates. However, “only about 50% of low-income students will graduate from high school by the time they are 18 years old. At America’s leading 150 colleges, 90% of incoming freshmen come from families with household incomes in the top 50%. Only one in ten low-income students will go on to graduate from college.” Although rates of high school graduation have steadily increased over the past 20 years, particularly among Hispanic students. As a result of this trend, low-income backgrounds can expect to earn significantly less in their lifetimes as illustrated by the following set of statistics, which also underscore the growing importance of higher education completion for the state of California and its counties, cities, and school districts:

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4 http://www.collegecampaign.org/resource-library/preparing-for-college/planning-for-college/.
• For every $1 California invests in higher education, it will receive a net return on investment of $4.50.\(^7\)
• Past graduates of University of California and California State University return $12 billion annually to the state.\(^8\)
• A Californian with a college degree will earn $1,340,000 more than peers with only a high school diploma.\(^9\)

Nationally, the compensation gap between holders of bachelor’s degrees and others has grown markedly over the past fifty years and continues to widen.

According to a 2014 study of the Pew Research Center, “on virtually every measure of economic well-being and career attainment – from personal earnings to job satisfaction to the share employed fulltime – young college graduates are outperforming their peers with less education. And when today’s young adults are compared with previous generations, the disparity in economic outcomes between college graduates and those with a high school diploma or less formal schooling has never been greater in the modern era.”\(^10\)

Underrepresentation of socially and economically isolated low-income residents in college is a particularly pronounced trend in Los Angeles’ eastside communities of Boyle Heights, Lincoln Heights, El Sereno and East Los Angeles – the proposed target community. At present, approximately 5% of adult residents over 25 years of age in this community hold degrees from four-year colleges and universities.\(^11\) Figure 1: Proposed Catchment Zone depicts the proposed catchment zone in relation to other regions within the Los Angeles School District (LAUSD).

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\(^7\) Institute for the study of Societal Issues, University of California, Berkeley. California’s Economic Payoff: Investing in College Access & Completion. 2012.
\(^8\) Ibid.
\(^9\) Ibid.
\(^10\) Ibid, 3.
The proposed target communities of Boyle Heights, Lincoln Heights, El Sereno and East Los Angeles fall within Board District 2 and serve the largest number of English Learners (ELs) district-wide, with 57% of students classified as ELs. California Standards Test (CST) scores for Local District 2 were lower than the district average, with 20% of students earning a passing score in English-Language Arts and 24% in math.

Under LAUSD’s recent reorganization of the local districts, this area is now Educational Service Center East. The specific target neighborhood is Boyle Heights and Lincoln Heights. With an estimated population of 99,243 residents in 2008, the Boyle Heights/Lincoln Heights community is predominantly Latino (approximately 94%). Of all residents, 53% are immigrants and 60% are citizens. (This is based on legal residents documented in the 2000 Census; actual numbers of immigrants are likely higher.) Eighty-two percent of area households have children, and the average household size is 4.01.

The residents of the proposed target community experience significant economic pressure:

- 33% of the population lives below the federal poverty line
- 40% of children under 17 live below the poverty line
- Median household income is $33,000
- Per capita income is $8,150

These statistics reflect a community that lacks equitable access to economic opportunity with over half of families falling within the bottom quartile of income earners nationally. The proposed target community exhibits some of the lowest levels of educational attainment in all of Los Angeles. As outlined in Figure 2: Census 2000 – Boyle Heights Educational Attainment Data, nearly 70% of adult residents have not successfully completed high school. Fewer than 15% have attained degrees from two- or four-year colleges.

Figure 2: Census 2000 – Boyle Heights Educational Attainment Data
(Among adults 25 and older)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No High School Diploma or Equivalent</td>
<td>69.9%</td>
</tr>
<tr>
<td>High School Graduates or Equivalent</td>
<td>15.3%</td>
</tr>
<tr>
<td>Some College (no degree)</td>
<td>8.5%</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>2.1%</td>
</tr>
<tr>
<td>Bachelor’s Degree or higher</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

The factors underpinning the historic and current educational profile of the proposed target community are multifaceted. Data reflected in Figure 3: Proposed Community High School College Aspirations vs. Readiness sheds light on a noteworthy trend among local area high schools’ graduating students’ college readiness and college plans:

12 http://search.lausd.k12.ca.us/cgi-bin/fcgi.exe.
13 http://search.lausd.k12.ca.us/cgi-bin/fcgi.exe.
15 Census 2000.
16 Ibid.
17 Ibid.
Figure 3 displays survey results included on local area high schools’ 2012-13 School Report Cards reflecting disparities between students’ plans to complete four-year degrees and their success in graduating from high school prepared to do so. The table reflects the percentage of students at each local high school who graduate having passed all courses for the University of California A-G requirements. It also reflects the percentage of students who have achieved the minimum scores to render them eligible for four-year state colleges and higher education economic opportunity programs. These are two appropriate proxies for understanding high school seniors’ preparedness for matriculating to college ready to take on college level work. Finally, the graph reflects the percentage of students who reported planning to pursue four-college bachelors degrees and graduate from college.

In aggregate, whereas 70% of local area high school students report wanting and intending to complete four-year college degrees, currently 41% of these same students are earning the A-G credits necessary to do so, and just 35% of these students are earning SAT scores that put them in range of admissibility to accredited four-year colleges. In summary, a projected 3,050 local area high school students at the twelve high schools profiled in Figure 4 report planning to attend and graduate from four-year colleges and universities but will leave high school having fallen short of the minimum requirements to pursue this goal.

Collegiate’s founding team has conducted field research that corroborates the trend reflected in the School Report Card data above. Led by Ms. Jackson, Collegiate’s founding team has conducted over 30 community outreach events. These sessions were held between March and

18 http://notebook.lausd.net/portal/page?_pageid=33,10274466&_dad=ptl&schema=PTL_EP.  
19 Ibid. Data is included for any area high school that reported these figures on their 2012-13 School Report Card.  
20 These figures represent an enrollment-by-school weighted average of the figures in the table above.
October at strategic locations across Boyle Heights and Lincoln Heights.

Through this work, Ms. Jackson and members of the founding team have conducted hundreds of conversations with current middle and elementary school students and their families, and particularly with those families and students who represent the feeder pattern for Collegiate.

As part of these conversations, Ms. Jackson asked students with whom she spoke the question: “Do you want to go to college?” Uniformly, students responded that, yes, they do. Of the 84 students of whom Ms. Jackson asked this question, only one responded no, referencing instead post-high school plans for military service. The overwhelming majority of parents with whom our canvassing team spoke during our spring outreach efforts demonstrated enthusiasm for a college preparatory option in their neighborhood.

In conjunction with the college aspirations versus readiness data above, the pattern in these responses demonstrates current and future unmet demand for a unique college preparatory high school option in the Boyle Heights/Lincoln Heights area designed to provide equitable access to rising cohorts of current elementary and middle school-aged area students who are indicating interest in the college path. The local feeder pattern indicates strong desire for the school.

Collegiate’s founding team has collected 150 complete intent-to-enroll forms from local students who are enrolled in the 8th grade for the 2014-2015 school year and whose parents have undersigned that they are meaningfully interested in enrolling their children in Collegiate for the 2015-2016 school year.

**How the Proposed School Will Meet the Community Need**

The data above reflects community need for increased access to college preparatory secondary education in Boyle Heights and Lincoln Heights. Collegiate will meet this need by offering a comprehensive learning experience designed to serve the needs of high school students in the proposed target community and designed to serve to address the California priority of graduating students on time who are college and career ready.

Collegiate’s proposed educational program, which defines how we will set up all of our students for college success, borrows directly from a subset of established urban college preparatory
schools nationally that are successfully preparing their students for college admissions and completion. At present, the eastside does not have access to this specific model.

In adopting and adapting this model to best meet the needs of eastside students, we seek to serve the needs of all students, including those who will benefit from and choose a supportive and structured secondary program that will accelerate their academic growth and enable them to reach mastery of grade level skills and core competencies throughout high school in order to be ready for college no matter their entry levels.

For this reason, our proposed approach to meeting community need includes:

- **Equitable access**: To ensure equitable access for all students to academic and enrichment opportunities, we provide a high quality academic and enrichment program that will enhance college and career readiness.

- **Rigorous curriculum**: To allow all students the opportunity to meet A-G requirements, we provide a college readiness aligned course of study for all students that will ensure all students are on track for college and career readiness.

- **College-going culture**: To inspire all students towards a bright future and lives of opportunity, a college-going culture will permeate all aspects of a student’s daily experience at Collegiate.

- **Individual support**: To reach the needs of all learners, personalized structures and supports for all students will ensure that all students can successfully complete the college readiness-aligned course of study.

- **Human capital development**: To prepare a mission-driven staff to deliver results for all students, we invest in staff professional development so that every team member is equipped to implement the proposed school model and deliver on our school's goals.

**Student Population to Be Served**

**Target Student Population**

Collegiate seeks to serve students in grades 9 through 12. All students that reside in California may apply to the school through our free, public random lottery, and our recruitment efforts will target families across Boyle Heights, Lincoln Heights, El Sereno, and East Los Angeles – our expected feeder pattern.

As of Census 2000, over 50% of Boyle Heights residents and over 55% of Lincoln Heights residents were foreign born.\(^{21}\) We therefore anticipate that a significant portion of our students will also be first generation U.S. citizens. Extrapolating from the surrounding schools data presented in Figure 7 below, we also anticipate that we will serve significant numbers of students who are eligible for free or reduced price lunch and significant numbers of English Learners (ELs). Given the low number of college-educated adults residing in the proposed target communities, we also expect that a very large proportion of our student population will be

the first in their families to attend and graduate from college, and in many cases, the first to graduate from high school.

Given academic performance data among eighth grade students at area middle schools, we anticipate that significant proportions of our incoming students will be reading and doing math below grade level upon entering Collegiate. Collegiate’s school model is designed so that students coming in with a wide spectrum of skill levels, learning styles, abilities and needs can successfully access our program and progress toward college and career readiness.

Marketing to families will continue to emphasize our welcoming, supportive school for all students.

**Enrollment Plan**

Collegiate Charter High School of Los Angeles proposes to open in August 2015 with 132 students in grade 9, and we will grow one grade level each year to eventually serve a maximum capacity of 528 students in grades 9 through 12 by fall 2018. Slow growth will best enable the founding team to establish and build achievement-oriented school culture, to build effective instructional practices, and to focus on professionally developing the founding staff as we grow.

Collegiate’s small school model will ensure that our systems and structures for delivering personalized support to our students are informed by close student-teacher, student-leader, teacher-leader, and family-school relationships.

Maintaining small grade level cohort sizes will ensure that every student has access to a faculty advisor at strategic points throughout the school day and week, that every student is known by all teachers, and that the school has a culture where students are not lost or overlooked. In this way, we will ensure that no student slips through the cracks and that all students are supported toward college and career readiness and high school graduation.

Figure 5: Proposed Enrollment Plan summarizes our enrollment plan through year five when we will reach full capacity.

<table>
<thead>
<tr>
<th>Operating year</th>
<th>Y0</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal year</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
<td>18-19</td>
<td>19-20</td>
</tr>
<tr>
<td>9</td>
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<td>132</td>
<td>132</td>
<td>132</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>0</td>
<td>132</td>
<td>132</td>
<td>132</td>
<td>132</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
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<td>0</td>
<td>132</td>
<td>132</td>
<td>132</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>132</td>
<td>132</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>132</td>
<td>264</td>
<td>396</td>
<td>528</td>
<td>528</td>
</tr>
</tbody>
</table>

Enrolling grade 9 cohorts of 132 students will maintain core class sizes of no greater than 33.

**Surrounding Schools Data**

The center point of Collegiate’s proposed target community and thus student feeder pattern is the State Street Recreation Center located at 716 North State Street, Los Angeles, CA 90033. Based on conversations with school leaders and high school placement support personnel at
area middle schools, Collegiate has set lottery application goals for our inaugural grade 9 lottery that reflect school leaders’ and parents’ strong interest in the proposed school.

We anticipate the greatest yield of matriculating students to come from Endeavor College Prep, the school with which Ms. Jackson has worked closely throughout the winter and spring to invest students and families in Collegiate and in a rigorous college preparatory high school path.

Figure 6: Surrounding Schools Demographic and Performance Data summarizes the enrollment, academic performance, and student demographics of the surrounding high schools in and around the proposed catchment area.\(^\text{22}\)

Nearly all of the surrounding schools in the proposed community serve a student population that is over 95% Hispanic/Latino with over 85% of families eligible for free and reduced lunch. Approximately 15.1% of area students are designated as ELs, and 10.8% of students qualify for special education services.\(^\text{23}\) As Collegiate seeks to maximize access to our academic program for students of a wide range of incoming skill levels, abilities, disabilities, and English language levels through broad community outreach and recruitment efforts, we anticipate serving a student population that mirrors that of the surrounding schools.

\(^\text{22}\) All Surrounding School information is drawn from the most up to date reported data available. The table is populated with the 2012-2013 school population and performance information provided by Ed-Data found at http://www.ed-data.k12.ca.us/Pages/Home.aspx.

\(^\text{23}\) http://dq.cde.ca.gov/dataquest/. These figures represent weighted averages by enrollment for all surrounding schools reflected in the Surrounding Schools data.
## Figure 6: Surrounding Schools Demographic and Performance Data

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students (2012-13)</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of SPED Students</th>
<th>% of English Language Learners</th>
<th>% Hispanic or Latino</th>
<th>% Black or African American</th>
<th>% Asian</th>
<th>2011-2012 API</th>
<th>2011-2012 API Statewide Rank</th>
<th>2011-2012 API Similar Schools Rank</th>
<th>Met 2013 School-wide Growth Target?</th>
<th>Met 2013 Subgroup Growth Targets?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abraham Lincoln Senior High School</td>
<td>1,550</td>
<td>86</td>
<td>11</td>
<td>19</td>
<td>72</td>
<td>1</td>
<td>26</td>
<td>693</td>
<td>2</td>
<td>4</td>
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<td>No</td>
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<tr>
<td>Academy of Environmental &amp; Social Policy (ESP) at Roosevelt High</td>
<td>344</td>
<td>87</td>
<td>7</td>
<td>19</td>
<td>99</td>
<td>0</td>
<td>0</td>
<td>677</td>
<td>2</td>
<td>2</td>
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</tr>
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<td>Academy of Medical &amp; Health Sciences at Roosevelt High</td>
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<td>87</td>
<td>17</td>
<td>24</td>
<td>99</td>
<td>1</td>
<td>0</td>
<td>633</td>
<td>1</td>
<td>3</td>
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<td>No</td>
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<tr>
<td>Felicitas &amp; Gonzalo Mendez High School</td>
<td>348</td>
<td>79</td>
<td>10</td>
<td>9</td>
<td>94</td>
<td>2</td>
<td>1</td>
<td>690</td>
<td>1</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
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<td>Francisco Bravo Medical Magnet High</td>
<td>1,859</td>
<td>82</td>
<td>2</td>
<td>2</td>
<td>77</td>
<td>2</td>
<td>10</td>
<td>847</td>
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<td>Garfield High School</td>
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<td>714</td>
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<td>4</td>
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<td>Humanitas Art School at Roosevelt High</td>
<td>451</td>
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<td>20</td>
<td>23</td>
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<td>628</td>
<td>1</td>
<td>3</td>
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<td>Yes</td>
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<tr>
<td>Math, Science, &amp; Technology Magnet Academy at Roosevelt High</td>
<td>352</td>
<td>87</td>
<td>3</td>
<td>5</td>
<td>97</td>
<td>1</td>
<td>0</td>
<td>803</td>
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<td>School of Engineering and Technology at Mendez Learning Center</td>
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<td>23</td>
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<td>1</td>
<td>652</td>
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<td>School of Law &amp; Government at Roosevelt High</td>
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<td>87</td>
<td>14</td>
<td>34</td>
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<td>0</td>
<td>641</td>
<td>1</td>
<td>2</td>
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<td>No</td>
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<tr>
<td>School of Science, Technology, Engineering &amp; Math (STEM) at Roosevelt High</td>
<td>448</td>
<td>87</td>
<td>13</td>
<td>17</td>
<td>99</td>
<td>0</td>
<td>0</td>
<td>737</td>
<td>2</td>
<td>4</td>
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<td>No</td>
</tr>
<tr>
<td>Wilson High School</td>
<td>1,878</td>
<td>72</td>
<td>15</td>
<td>15</td>
<td>94</td>
<td>1</td>
<td>3</td>
<td>653</td>
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<table>
<thead>
<tr>
<th>Charter Schools</th>
<th># of Students (2012-13)</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of SPED Students</th>
<th>% of English Language Learners</th>
<th>% Hispanic or Latino</th>
<th>% Black or African American</th>
<th>% Asian</th>
<th>2011-2012 API</th>
<th>2011-2012 API Statewide Rank</th>
<th>2011-2012 API Similar Schools Rank</th>
<th>Met 2013 School-wide Growth Target?</th>
<th>Met 2013 Subgroup Growth Targets?</th>
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</thead>
<tbody>
<tr>
<td>Alliance Susan &amp; Eric Smidt Technology High School</td>
<td>142</td>
<td>98</td>
<td>16</td>
<td>22</td>
<td>97</td>
<td>0</td>
<td>3</td>
<td>707</td>
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<td>N/A</td>
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<tr>
<td>Alliance Media Arts and Entertainment Design High</td>
<td>333</td>
<td>95</td>
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<td>16</td>
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<td>0</td>
<td>0</td>
<td>694</td>
<td>2</td>
<td>2</td>
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<td>No</td>
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<tr>
<td>Oscar del la Hoya Animo High School</td>
<td>601</td>
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<td>6</td>
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<tr>
<td>School of Math and Science</td>
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<td>1</td>
<td>690</td>
<td>5</td>
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<td>N/A</td>
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</tr>
</tbody>
</table>
Goals and Philosophy

Mission
Collegiate Charter High School of Los Angeles will prepare all students in grades nine through twelve for success in four-year colleges, professional careers, leadership in their communities, and lives of opportunity.

Vision
Designed to close the achievement gap for eastside students, our school model rests on a mission and vision that align with those of the leadership of the Los Angeles Unified School District (LAUSD). Our secondary school model is backwards-planned from what we know students must know and be able to do in order to successfully navigate the academic and social challenges that await them in college and within professional opportunities after earning their high school diplomas. At the heart of this work is our commitment to doing whatever it takes to get our students ready for on-time high school graduation, college success, and the career opportunities and challenges that await them after college.

Collegiate’s leadership, instructional team, and operations and support staff will implement a variety of effective solutions to meet our students’ needs. Employing the research-proven methods and practices of the highest-performing urban high schools, we will create a small, safe, structured environment that pushes each student to act with integrity and strive for academic excellence.

The education we will deliver to each of our students will prepare them to be strong lifelong learners throughout the 21st century. This in turn will prepare our students to have equitable access to important professional opportunities and eventually grow into leadership roles in their communities.

An Educated Person in the 21st Century
An educated person in the 21st century must possess the essential skills and knowledge needed to thrive in higher education and the workplace and to participate in a global society. In order to do so, students must be able to apply core skills and knowledge in multiple situations to solve complex problems.

The Partnership for 21st Century Skills – an organization comprised of education, business, and civic leaders – defines the core knowledge and skills that students will need “to succeed as effective citizens, workers, and leaders.” Our definition of what it means to be an educated person in the 21st century mirrors these:

- Strong knowledge of broad academic content, including English language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography
- Creativity and innovation
- Critical thinking and problem solving
- Communication and collaboration
- Information, media, and technology skills

25 We further define the bar of rigor – the level of sophistication – for these traits and skills later on in our discussion of School Culture and Core Subjects & Scope & Sequence of Standards.
• Initiative and self-direction
• Social and cross-cultural skills
• Productivity and accountability
• Leadership and responsibility

Dr. Tony Wagner, Co-Director of the Harvard Graduate School of Education’s Change Leadership Group, underscores the importance of students’ development of these skills: “Young people who are intrinsically motivated – curious, persistent, and willing to take risks – will learn new knowledge and skills continuously. They will be able to find new opportunities or create their own – a disposition that will be increasingly important as many traditional careers disappear.”

Developing students’ skills in the realm of information, media, and technology – a focus area of the Partnership for 21st Century Skills’ framework – will be critical to our students’ lifelong learning. Education in the 21st century must equip students to perform a spectrum of computer-based tasks and skills – from basic typing to more sophisticated skills including conducting web-based research and writing, completion of computer-based assessments, coding, use of social media, and use of other technological acumen. Students must access myriad opportunities to practice and develop these skills, so that they reach college and professional careers prepared to use these skills to perform as strong students and members of the workforce.

Collegiate’s mission and model of preparing our students for college and career readiness recognizes the work of David Conley, professor of Educational Policy and Leadership and Founder and Director of the Center for Educational Policy Research at the University of Oregon. In College Knowledge (2005), In particular, Conley describes the persistent gap between college eligibility and college readiness that undermines thousands of students annually on their paths toward college graduation. Noting the decades-long disparities between college enrollment and college persistence, Conley lays out a cogent vision and clear set of standards for what it takes to develop students’ college readiness, pointing to a specific set of cultural norms and instructional practices employed by the handful of schools nationally that consistently produce alumni who persist and graduate from college. Conley describes the need for college preparatory high schools to develop “intellectually coherent” programs and sets forth a set of exit standards – Knowledge and Skills for University Success – that define what a high school senior must know and be able to do as a 21st century learner in order to be college ready.

Collegiate will backwards-plan our academic program and support structures model to align with Conley’s definition of college readiness.

How Learning Best Occurs
Our research of how learning best occurs reveals several findings regarding the instructional methodologies and school culture supports that are proven to be most effective in supporting college and career readiness among socioeconomically disadvantaged, low-achieving, and/or first generation college-going students at the high school level.

We have examined the theoretical research on cognitive, learning and development theory, as well as field practices common to high-performing urban schools that are making the

greatest academic gains with disadvantaged and/or at-risk students.

These research-proven methods include:

**Directed instruction**
This approach will be most effective in the early entry points to the school, and within intervention-based settings, as we work to efficiently remediate gaps in underlying skills, and move students quickly into more advanced learning opportunities and thus additional instructional approaches appropriate to a high school level of study.

The directed instruction behavioral theory relies on immediately observable changes in performance (e.g., assessment results) as indicators of learning. There is a focus on memory: how a student generates and stores memories and builds on prior knowledge. Robert Gagne contributes to this area with his systematic approach to instructional design and training with the nine steps of instruction:

1. Gain attention
2. Inform learner of objective
3. Stimulate recall of prior knowledge
4. Present the material
5. Provide guidance for learning
6. Elicit performance (including ample opportunities for student-centered independent work)
7. Provide feedback
8. Assess performance
9. Enhance retention and transfer

Directed instruction models focus on teaching sequences of skills beginning with lower level skills in order to build to higher level skills as well as clearly stating skill objectives with assessments to match. This will match the needs of students who come in with significant skill gaps that disallow them from equitable access to high school level studies, and we will use this method only to efficiently remediate those gaps and move students into a successful high school experience.

**Gradual release**
Learning best occurs when students receive the appropriate blend of scaffolding and independent work. Collegiate will employ what is often referred to as the “Gradual Release of Cognitive Responsibility” model. This includes explicit teacher-guided instruction on new content, time for the class to practice the new material or skill while still being led by the teacher, and independent student practice accompanied by ongoing teacher feedback and support.

With the Common Core, the Gradual Release model is now increasingly being used to move the cognitive work and the intellectual struggle onto students, and often over the course of several days during which students work closely with multiple texts.

Building on these theoretical foundations of how learning best occurs, Collegiate proposes to implement research-proven best practices to ensure that all students achieve academic mastery and personal success as they transition to the opportunities and responsibilities of more advanced learning in high school.

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High school-appropriate engagement techniques

“Recent findings by Kristy Cooper of Michigan State University [reveal] that student engagement (versus boredom) is a key correlate of success in high school, and some teachers are much more successful at engaging their students than others.”

Cooper’s research identifies three types of student engagement that support strong learning:

- **Behavioral:** the extent to which a student listens, does assignments, follows directions, participates
- **Cognitive:** the extent to which a student applies mental energy, thinks about content, tries to figure out new material, and grapples with mental challenges
- **Emotional:** the extent to which a student enjoys a class, feels comfortable and interested, and wants to do well

Examining twelve engagement strategies across a host of high school classrooms, Cooper found three types of viable approaches, all which will directly inform our work at Collegiate:

- **Connective instruction:** Making personal connections to the subject matter through six teaching practices: helping students see the relevance of academic content to their lives, cultures, and futures; conveying caring for students at an academic, social, and personal level; demonstrating understanding of students; providing affirmation through praise, written feedback, and opportunities for success; using humor; and enabling self-expression by having students share ideas, opinions, and values with others
- **Academic rigor:** Emphasizing the academics of a class via three teaching practices: providing challenging work; “academic press” (emphasis on hard work and academic success); and conveying passion for the content
- **Lively teaching:** Replacing tedious lectures and low-involvement videos with three perkier teaching practices: using games and fun activities (such as academic Jeopardy and Family Feud); having students work in cooperative groups; and assigning hands-on projects

All twelve teaching practices studied within these three types of approaches were significantly correlated with student engagement and together form the basis for the majority of instructional approaches at Collegiate. Notably, connective instructional practices were seven times more effective at fostering student engagement than was lively teaching by itself. Cooper’s analysis emphasizes tapping into students’ identity development to increase engagement and learning: “Through emphasizing relational connections between students and their teachers, content, and learning experiences,” she says, “connective instruction practices appear to draw on students' sense of self as a mechanism for engagement.”

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31 Ibid.
32 Ibid.
33 Ibid.
Strong school culture
Research conducted by Harvard economist Dr. Roland Fryer reveals that establishing strong, positive achievement-oriented school culture is a key lever of academic success for college preparatory schools serving large proportions of disadvantaged students. Fryer’s research indicates that learning best occurs when students are immersed each day in a school culture that holds students accountable for working to meet academic and behavioral expectations, emphasizes and celebrates academic achievement, and exposes students to early college awareness. These school culture markers are integral to Collegiate’s model.

Goals for Developing Self-Motivated Life-Long Learners
The measurable goals of our academic program align to Collegiate’s mission and to the eight priority areas of the state of California set forth in Sec. 52060 of the California Education Code: (1) provision of basic services, (2) implementation of Common Core State Standards, (3) parental involvement, (4) student achievement outcomes, (5) student engagement, (6) school climate, (7) course access, and (8) student performance. These measureable goals address the requirements of Education Code § 47605(b)(5)(A)(ii) as reflected below:

Figure 7: Collegiate's Annual School-Wide Goals for All Learners

<table>
<thead>
<tr>
<th>ANNUAL GOAL SCHOOL-WIDE &amp; FOR ALL SUBGROUPS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td>Teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.</td>
<td>1. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization</td>
<td>100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.</td>
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<td></td>
<td>2. Collegiate’s Dean of Operations will annually review credential status</td>
<td>Method for Measuring: 1. Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing 2. CALPADS Report 3.5 NCLB Core Course Section Compliance</td>
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## ACCESS TO INSTRUCTIONAL MATERIALS

**State Priority #1: Basic Services**

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<th>ANNUAL GOAL</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td>SCHOOL-WIDE</td>
<td>1. All current instructional materials will be reviewed for alignment to California State Common Core Standards (CSCCS) and to the California State Test (CST) where appropriate &lt;br&gt;2. Instructional materials will be purchased that align to CSCCS and these will be appropriately budgeted.</td>
<td>100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</td>
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<td>&amp; FOR ALL SUBGROUPS</td>
<td></td>
<td>Method for Measuring: &lt;br&gt;1. Content leaders and teachers review all instructional materials before purchase &lt;br&gt;2. Signed purchase orders &lt;br&gt;3. School maintains list of textbooks and supplemental materials</td>
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## FACILITIES MAINTENANCE

**State Priority #1: Basic Services**

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<th>ANNUAL GOALS</th>
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<th>MEASURABLE OUTCOMES</th>
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<tr>
<td>SCHOOL-WIDE</td>
<td>1. Daily general cleaning by custodial staff will maintain campus cleanliness &lt;br&gt;2. Logs are completed and on file &lt;br&gt;3. Bi-annual facility inspections will screen for safety hazards &lt;br&gt;4. Monthly evaluations of custodial staff will be completed &lt;br&gt;5. Cleanliness spot checks will be performed monthly by the Dean of Operations</td>
<td>Collegiate will maintain a clean and safe school facility. &lt;br&gt;<strong>Custodian scores Satisfactory or better in all areas of evaluation; 90% of bi-annual Facility Inspection checklists are compliant/good standing; 100% of identified Required Corrections will be corrected within three months.</strong></td>
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<td>&amp; FOR ALL SUBGROUPS</td>
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<td>Method for Measuring: &lt;br&gt;1. Monthly evaluations by Dean of School Operations &lt;br&gt;2. Bi-annual Facility Inspection Reports 5. Cleanliness spot checks will be performed monthly by operations staff</td>
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</table>
## Implementation of State Content and Performance Standards

**State Priority #2**

### Annual Goals

**School-Wide & For All Subgroups**

#### Specific Annual Actions

<table>
<thead>
<tr>
<th>Measurable Outcome: 100% of unit maps and assessments will be aligned to the CSCCS and/or the CA Science Standards.</th>
</tr>
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<tbody>
<tr>
<td>Method for Measuring:</td>
</tr>
<tr>
<td>1. School leaders will regularly observe teachers and spot-check lesson plans, materials, unit maps, and assessments.</td>
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<td>2. Executive Director will review teacher evaluation and coaching notes.</td>
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Teachers will use the CSCCS as the foundation for their curriculum planning and instruction.

1. Academic Deans will provide professional development for the teachers on CSCCS and related assessments.
2. Academic Deans will update teacher evaluation tool to reflect inclusion of CSCCS teaching practices.
3. Academic Deans will be trained in CSCCS best practices in order to effectively observe and give feedback to teachers regarding CSCCS implementation.

### EL Students and Academic Content Knowledge

**State Priority #2**

#### Annual Goals

**School-Wide & For All Subgroups**

#### Specific Annual Actions

<table>
<thead>
<tr>
<th>Measurable Outcome: 100% of students, including ELs, will show at least one year of growth on the nationally-normed and Common Core standards-based NWEA MAP exam in ELA and math.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method for Measuring:</td>
</tr>
<tr>
<td>1. Weekly Show-What-You-Know Quizzes</td>
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<td>2. Quarterly Interim Assessments</td>
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</table>

All students, including English Learners (ELs), will gain academic content knowledge through the implementation of the CSCCS.

1. All students, including ELs, participate in daily reading and writing classes with appropriate instructional supports.
2. Students requiring additional language support will receive daily intensive small group language support.

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## Parent Involvement

**State Priority #3**

### Annual Goals

**School-wide & for all subgroups**

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<tr>
<td><strong>Provide a variety of ways for parents to be involved in their child’s education.</strong></td>
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<td>1. School hosts a minimum of six evening family events throughout the year and ≥6 monthly cafecitos.</td>
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<td>2. School sends weekly letter with announcements, upcoming events, and volunteer opportunities.</td>
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<td>3. School implements online parent portal in SIS so that parents can access and monitor their students' progress each week.</td>
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### Measurable Outcomes

Annually, the School Site Council will parent members serving on the council, minimum of 6 evening family events and 6 cafecitos each year, and 8 instances of teachers updating their grade book in the online system each quarter.

**Method for Measuring:**
1. SSC meeting minutes
2. Calendar of family events
3. Sign-in sheets from family events
4. Time stamp log from SIS on grade book updates by teacher

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## Statewide Assessments

**State Priority #4: Student Achievement**

### Annual Goals

**School-wide & for all subgroups**

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<tr>
<td><strong>Students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than comparison schools and corresponding subgroups at comparison schools on the CAASPP statewide assessment in the area of English Language Arts and Mathematics.</strong></td>
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<td>1. Ensure implementation of standards-based curriculum.</td>
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<td>2. Ensure classroom instruction conducive to student learning; adequate learning environments.</td>
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<td>3. Ensure appropriate CSCCS aligned instructional materials.</td>
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<tr>
<td>ANNUAL GOALS SCHOOL-WIDE &amp; FOR ALL SUBGROUPS</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES</td>
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<tr>
<td>API: School will meet the annual API Growth Target School-wide and Subgroups, or equivalent, as mandated by the CA State Board of Education.</td>
<td>Classroom instruction for all subgroups will incorporate testing strategies in preparation for the CAASPP.</td>
<td>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education as a whole school and for all subgroups.</td>
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Method for Measuring:
1. CAASPP Score reports
2. CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education

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</table>
### A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE
#### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals School-Wide &amp; For All Subgroups</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
</table>
| Students will progress year-to-year at Collegiate on track to meet the A-G course requirements for the University of California; students will graduate having completed the A-G courses. | 1. Implement a required course of study comprehensive of the A-G courses.  
2. Implement a yearly master schedule that allows all students to take their needed A-G courses.  
3. Offer a Summer Academy summer credit recovery program that enables students to recoup A-G course credits in order to move up to the next grade level not deficient in A-G credits. | 100% of students will graduate from Collegiate having completed the A-G requirements. |
| | Method for Measuring:  
1. Transcript audit for all graduating seniors. | |

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### ENGLISH LEARNER ADEQUATE PROGRESS RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

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<tr>
<th>ANNUAL GOALS SCHOOL-WIDE &amp; FOR ALL SUBGROUPS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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</thead>
</table>
| EL students will advance at least one performance level per the ELPAC/ELPAC each academic year. | 1. Students participate in rigorous daily reading and writing instruction.  
2. Teachers use SDAIE and ELD instructional strategies in their daily lessons.  
3. Teachers will provide more intensive intervention as needed based on on-going analysis of student data. | **100% of EL students will advance at least one performance level on the ELPAC/ELPAC each academic year.** |

Method for Measuring:
1. ELPAC/ELPAC results

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### ENGLISH LEARNER RECLASSIFICATION RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

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<tr>
<th>ANNUAL GOALS SCHOOL-WIDE &amp; FOR ALL SUBGROUPS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL students will be reclassified as Fluent English Proficient annually.</td>
<td>School will review student data twice per year to identify students meeting criteria for reclassification</td>
<td><strong>60% of students at Collegiate will earn reclassification within three years of enrollment; 80% of students at Collegiate will earn reclassification within four years of enrollment; 100% of students at Collegiate will earn reclassification within five years of enrollment.</strong></td>
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Method for Measuring:
1. Reclassification documents

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## AP Examination Passage Rate
### State Priority #4: Student Achievement

### ANNUAL GOALS
**SCHOOL-WIDE & FOR ALL SUBGROUPS**

### SPECIFIC ANNUAL ACTIONS

**MEASURABLE OUTCOMES**

| 80% of students will earn a score of 3 or higher on at least 1 AP exam before graduating from Collegiate. |
| Method for Measuring: |
| 1. Testing Coordinator score reports from the College Board |

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- Students will pass an AP exam with a score of 3 or higher.

### EAP College Preparedness Rate
### State Priority #4: Student Achievement

### ANNUAL GOALS
**SCHOOL-WIDE & FOR ALL SUBGROUPS**

### SPECIFIC ANNUAL ACTIONS

**MEASURABLE OUTCOMES**

| 80% of students will meet or exceed a composite score of ≥1050 on the College Board SAT I Reasoning exam. |
| Method for Measuring: |
| Junior and senior year SAT scores on coordinator score report from the College Board |

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- All students will demonstrate college preparedness.
### SCHOOL ATTENDANCE RATE
#### State Priority #5: Student Engagement

<table>
<thead>
<tr>
<th>Annual Goals School-Wide &amp; For All Subgroups</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>ADA will be at least 95%.</td>
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<td>Method for Measuring:</td>
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<tr>
<td></td>
<td></td>
<td>1. Monthly, Quarterly, and Annual ADA reports</td>
</tr>
<tr>
<td>School will maintain a high Average Daily Attendance (ADA) rate.</td>
<td>1. Disseminate Student &amp; Family Handbook at the beginning of every year and to mid-year enrollees.</td>
<td>≥95%</td>
</tr>
<tr>
<td></td>
<td>2. Obtained copy of attendance policy acknowledgement from family member and student upon enrollment and every year thereafter.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Monitor daily, weekly and monthly attendance to identify trends and concerns.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Conduct meetings with families regarding attendance concerns in order to improve a student’s attendance and/or punctuality.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Implement incentives system for students exhibiting perfect attendance and punctuality patterns.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Implement ladder of consequences and interventions for 1st, 2nd, and 3rd absences to preempt poor attendance.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Annual Goals School-Wide &amp; For All Subgroups</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>≥76% of students will achieve an attendance rate of 96% or greater.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Method for Measuring:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Annual and Monthly absence reports from our student information system.</td>
</tr>
<tr>
<td>Students will have a minimum number of absences in any school year.</td>
<td>1. Disseminate Student &amp; Family Handbook at the beginning of every year and to mid-year enrollees.</td>
<td>≥76 @</td>
</tr>
<tr>
<td></td>
<td>2. Obtained copy of attendance policy acknowledgement from family member and student upon enrollment and every year thereafter.</td>
<td>≥96%</td>
</tr>
<tr>
<td></td>
<td>3. Monitor daily, weekly and monthly attendance to identify trends and concerns.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Conduct meetings with families regarding attendance concerns in order to improve a student’s attendance and/or punctuality.</td>
<td></td>
</tr>
</tbody>
</table>
5. Implement incentives system for students exhibiting perfect attendance and punctuality patterns.
6. Implement ladder of consequences and interventions for 1st, 2nd, and 3rd absences to preempt poor attendance.

---

### Dropout Rate

**State Priority #5: Student Engagement**

**Annual Goals**

<table>
<thead>
<tr>
<th>School-Wide &amp; For All Subgroups</th>
<th>Specific Annual Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>No students will drop out of high school.</td>
<td>1. Offer an academically engaging learning environment for all within a culture of high expectations and support. 2. Ensure that students transferring out of Collegiate are immediately enrolled in another school. 3. Implement an academic advising program school-wide whereby teacher advises each student over four-year span so that student develops affinity for advisor and school.</td>
</tr>
</tbody>
</table>

**Measurable Outcomes**

100% of 9-12 students will immediately enroll in other high schools if leaving Collegiate before graduation.

**Method for Measuring:**
1. Student information system data and data from alumni database

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Dropout</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Graduation Rate

**State Priority #5: Student Engagement**

**Annual Goals**

<table>
<thead>
<tr>
<th>School-Wide &amp; For All Subgroups</th>
<th>Specific Annual Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collegiate students will graduate from high school.</td>
<td>1. Ensure an academically engaging learning environment for all within a culture of high expectations and high support. 2. Ensure that students transferring out of Collegiate are immediately enrolled in another school.</td>
</tr>
</tbody>
</table>

**Measurable Outcomes**

100% of Collegiate students will graduate high school within 5 years of entering 9th grade.

**Method for Measuring:**
1. Data from alumni tracking data system.

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Student Suspension Rate

### Annual Goals

- **School-wide & for all subgroups**

### Specific Annual Actions

1. Disseminate Student & Family Handbook at the beginning of every year and to mid-year enrollees.
2. Obtain copy of discipline policy acknowledgement from family member and student upon enrollment and every year thereafter.
4. Teachers use tier one strategies to build a strong positive culture and support all learners.
5. Teachers respond to minor misbehavior in an appropriate and effective way.
6. Teachers involve campus leadership for more serious offenses, including any behaviors that may result in suspension or expulsions.

### Measurable Outcomes

- Annually, ≤ 5% of all enrolled students will be suspended out of school.

<table>
<thead>
<tr>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Suspended</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
</tbody>
</table>

### School will maintain a low annual suspension rate.

## Student Expulsion Rate

### Annual Goals

- **School-wide & for all subgroups**

### Specific Annual Actions

1. Disseminate Student & Family Handbook at the beginning of every year and to mid-year enrollees.
2. Obtain copy of discipline policy acknowledgement from family member and student upon enrollment and every year thereafter.
4. Teachers use tier one strategies to build a strong positive culture and support all learners.
5. Teachers respond to minor misbehavior in an appropriate and effective way.
6. Teachers involve campus leadership for more serious offenses, including any behaviors that may result in in-school or out-of-school suspension or expulsions.

### Measurable Outcomes

- Annually ≤ 2% of enrolled students will be expelled.

<table>
<thead>
<tr>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expelled</td>
<td>≤2%</td>
<td>≤2%</td>
<td>≤2%</td>
<td>≤2%</td>
<td>≤2%</td>
</tr>
</tbody>
</table>
### STUDENT INVESTMENT

**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide &amp; for all subgroups</td>
<td>- Collegiate students are personally invested in their school, their academic achievement, and their development as 21st century learners.</td>
<td>≥ 90% of Collegiate students report that what they learn takes a lot of thinking, that adults at the school know their names, that the school is clean, that they feel safe on school grounds, and that they plan to complete at least a bachelor's degree.</td>
</tr>
</tbody>
</table>
| | 1. Build and maintain a strong positive school culture and support all learners.  
2. Build and maintain a strong college access program that includes weekly college-going culture programming.  
3. Ensure consistent implementation of school's discipline policy and safety measures. | Method for Measuring:  
1. Results on the annual LAUSD School Report Card surveys |
| | | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% |

### BROAD COURSE OF STUDY

**State Priority #7**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>100% of students, including all student subgroups, will have access to core and non-core content areas; all graduates have fulfilled the A-G requirements.</td>
<td></td>
</tr>
</tbody>
</table>
| | Method for Measuring:  
1. Student schedules and transcript | |
| | | 100% | 100% | 100% | 100% | 100% |

Students, including all student subgroups, will have access to and enroll in our academic and educational program as outlined in the school’s charter.

School follows a daily and weekly schedule that allows students from all subgroups to access a broad course of study, including core and non-core content areas.
### Instructional Design

#### Educational Theory and Research

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

Harvard economist and education researcher Dr. Roland Fryer has conducted comprehensive field research to identify the common school design elements of the top urban schools that are realizing the most learning and growth with their students and that are thereby obtaining the

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
</table>
| **All students will demonstrate appropriate mastery of CSCCS.** | 1. Executive Director and Academic Deans will provide on-going professional development for teachers regarding implementation of CCSS.  
2. School will purchase (or content team leaders will develop, if necessary) interim assessments to measure progress.  
3. Content team leaders will lead teachers through intensive data analysis for interim assessments and creation of instructional action plans. | Consistent with state requirements, all students will reach growth expectations on the CAASPP. Initial expectations for achievement will be based on State determined AMO and will be revised annually as achievement expectations become clear with the new assessment program; 100% of Collegiate graduates are accepted to 4-year colleges or universities. |
| **Collegiate students are admitted to four-year colleges and universities.** | 1. Executive Director will work with Dean of Operations and Academic Deans to ensure a schedule that enables students to complete A-G courses.  
2. ...  
3. Provide sequence of workshops accessible to all students and families in which they receive support to complete UC and Cal State applications and FAFSA. | CAASPP proficiency rates are higher than comparison schools'  
CAASPP scores will meet or exceed State targets  
CAASPP proficiency rates are higher than comparison schools'  
CAASPP scores will meet or exceed State targets  
CAASPP proficiency rates are higher than comparison schools'  
CAASPP scores will meet or exceed State targets  
CAASPP proficiency rates are higher than comparison schools'  
CAASPP scores will meet or exceed State targets | 100%  
100%  
100%  
100%  
100%  
100%  
100%  
100%  
100%  
100%  
100%  
100%  |
strongest academic achievement results. Fryer’s research reveals strong findings that learning best occurs in the schools that share the following design elements.\textsuperscript{35}

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

**Focus on human capital:** Fryer’s analysis reveals that learning best occurs when “teachers [are] given the tools they need to succeed, including increased feedback from administrators, particularly based on class observations. New teachers especially benefit from professional development. Schools should be encouraged to conduct weekly professional development series for all teachers, regardless of experience, with the goal of increasing the rigor of classroom instruction through methods such as lesson planning.”\textsuperscript{36}

**Using data to drive instruction:** Fryer’s research demonstrates that frequent and strategic use of data “can drive more personalized and more efficient learning, allowing both teachers and students to track progress and to make sure that each student is on a path that is appropriate for him or her. Assessments can be used to adjust everything from tutoring to student goals. Schools should conduct regular assessments of students every four to six weeks. More in-depth assessments [should] be given several times a year, and teachers [should] meet with students individually to discuss and set goals after each of these.”\textsuperscript{37}

**High-dosage tutoring:** Fryer’s research reveals significant positive effect on student achievement outcomes when intensive tutoring programs are implemented in schools. The highly effective tutoring programs that Fryer identifies share that (a) they are staffed by qualified tutors who hold Bachelor’s degrees, and (2) they use benchmark assessments to place students and/or to identify the standards or skills to be taught and practiced during tutoring.\textsuperscript{38}

**Extended time on task:** “To make time for increased tutoring, among other changes, the amount of time devoted to instruction should be increased,” Fryer suggests. “This should be implemented both by increasing the length of the school day and by increasing the number of days in the school year. The increase in instructional time should be tailored to students’ needs. For example, students struggling more in math should have additional class periods devoted to math, while those struggling more in reading should spend more time on this subject.”\textsuperscript{39} The Center for American Progress’ research on extended time on task corroborates Fryer’s findings. The Center “supports expanded learning time for high-poverty, low-performing schools by no less than 30% (equaling two hours per day or 360 hours per year) for all students in the school.” They advocate for allocating the time toward offering tutoring or small-group instruction, extra time for math and literacy, longer class blocks, enrichment activities, and increased time for professional development and curriculum planning.\textsuperscript{40}


\textsuperscript{36} Ibid, 5.

\textsuperscript{37} Ibid, 5.

\textsuperscript{38} Ibid, 5.

\textsuperscript{39} Ibid, 5.

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

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

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

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

Conley in turn details his research findings specific to intellectually coherent curriculum and instruction in English Language Arts (ELA), math, science, social studies and foreign language. Conley’s work informs the curriculum framework in these core subjects in the following pages.

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

To examine these schools closely in developing Collegiate’s instructional design, Lead Founder and proposed Executive Director Vanessa Jackson has visited over 30 high-performing urban

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41 Fryer, 5.
43 Conley, 73.
secondary schools nationally through the Building Excellent Schools Fellowship and has studied key levers of design and implementation across this set of schools.

As high-performing urban charter high schools demonstrate, there is a clear set of common practices that prepare traditionally “at-risk” students to achieve at the highest academic levels. Complementing the levers of achievement that Fryer and Conley identify, these successful schools’ common practices include:

- A college readiness-aligned course of study and graduation requirements
- High-touch academic advising
- Excellent family communication and family engagement
- The intentional cultivation of college-going culture through an explicit program of well-codified rituals and routines
- Explicit development of student character (executive function) and leadership

Collegiate’s instructional design reflects our research of educational theory and our field research of how learning best occurs. Our academic program is a reflection of extensive research on the educational theories and best practices shared by schools nationally that are meeting success in systematically ensuring that their low-income minority students successfully matriculate to and graduate from four-year colleges and universities.

**Curriculum and Instruction**

All Collegiate students will complete a rigorous college preparatory curriculum that ensures completion of the University of California’s A-G requirements. Collegiate students will take classes in:

- English Language Arts
- Math, History
- Social Sciences
- Lab Science
- Languages Other than English
- Visual and Performing Arts
- Physical Education
- College Readiness
- Advisory

Collegiate’s proposed educational program includes a number of research-based and innovative curricular practices and components, as well as intervention and enrichment programs, that are grounded in a backwards-design model that uses standards, assessment, and data to inform instruction, advising, and interventions.
Figure 8: Collegiate’s Instructional Model

Common Core and Advanced Placement Standards-aligned curriculum

Collegiate High School of Los Angeles will implement a standards-aligned curriculum and instructional practices that are designed to meet the needs of all learners as they progress toward post-secondary education. Collegiate’s curriculum aligns to the following standards:

- California State Common Core Standards (hereafter “CSCCS”) for English Language Arts & Literacy in History/Social Studies and Science\(^{44}\) and for Math\(^{45}\)
- California English Language Development Standards (CELDS)\(^{46}\) for our English Learner (EL) students
- Science Content Standards for California Public Schools
- Advanced Placement (AP) curriculum guidance in all AP courses

In July 2014, the California State Board of Education adopted the *English Language Arts/English Language Development Framework for California Public Schools*, which offers schools and teachers additional guidance for supporting English learners. “Bringing together the standards for English language arts and English language development will help give all students—no matter where they come from or where they live—the tools to read, write, and understand all their courses, so they will be ready for college and careers,” State Schools Chief Tom Torlakson said. “The new Framework addresses the needs of our diverse student population and gives teachers a ‘roadmap’ for curriculum and instruction under the Common Core.”\(^{47}\)

\(^{46}\) http://www.cde.ca.gov/sp/el/er/documents/nov2013impplanfinal.pdf.
\(^{47}\) http://www.cde.ca.gov/nr/ne/yr14/yr14rel73.asp.
Collegiate will implement a backwards-design approach to standards-based planning that aligns to the aforementioned frameworks of standards. In each core content class, teachers will work alongside appropriately certificated Academic Deans to develop a scope and sequence of learning objectives that align to the standards that define their course content. Unit assessments every six weeks and quarterly interim assessments will evaluate students’ mastery of standards and relevant content. Data from these unit assessments and quarterly exams will drive teachers’ decisions regarding interventions, re-teaching of un-mastered content, and other planning decisions.

**Interim assessments and frequent use of data**
Collegiate will implement an interim assessment framework across all core content areas with assessments that align to end-of-year CSCCS exams, AP exams, and the College Board SAT, so that teachers can use current and accurate data to guide instructional planning throughout the year. The assessment framework at Collegiate will consist of:

**Figure 9: Assessment Framework at Collegiate**

<table>
<thead>
<tr>
<th>Content area</th>
<th>Daily assessment</th>
<th>Weekly assessment</th>
<th>Quarterly assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>• Collected annotations and audit of writing progress</td>
<td>• Timed writing in Composition class</td>
<td>• Midterms (Units 1,3,5 and 7) &amp; Finals (Units 2,4,6 and 8)</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>• Exit tickets</td>
<td>• Show-What-You-Know quiz</td>
<td>• Midterms (Units 1,3,5 and 7) &amp; Finals (Units 2,4,6 and 8)</td>
</tr>
<tr>
<td><strong>History and Social Sciences</strong></td>
<td>• Collected annotations and audit of writing progress</td>
<td>• Timed writing in Composition class</td>
<td>• Midterms (Units 1,3,5 and 7) &amp; Finals (Units 2,4,6 and 8)</td>
</tr>
<tr>
<td><strong>Lab Science</strong></td>
<td>• Exit tickets</td>
<td>• Show-What-You-Know quiz</td>
<td>• Midterms (Units 1,3,5 and 7) &amp; Finals (Units 2,4,6 and 8)</td>
</tr>
<tr>
<td><strong>Languages Other than English</strong></td>
<td>• Exit tickets</td>
<td>• Show-What-You-Know quiz</td>
<td>• Midterms (Units 1,3,5 and 7) &amp; Finals (Units 2,4,6 and 8)</td>
</tr>
</tbody>
</table>

This approach will ensure that teachers are frequently looking at student work and providing targeted feedback and interventions, that there is a feedback loop ensure that teachers know when to re-teach material that the whole class is struggling with, and that students feel highly accountable for mastering the material being taught.

Our interim assessment framework is further described in **Element 3**.

**Core competencies model for college and career readiness**
Across all Collegiate’s classes, instructors will emphasize the development of key core competencies: hard and soft skills that are transferrable across different courses, disciplines, and classroom contexts and that research demonstrates are key to students’ success in college courses and in accessing professional career opportunities. These core competencies are defined as:

- Process-based analytical writing
Textual analysis and use of evidence in development of assertions
Quantitative analysis and reasoning
Inquiry and investigative analysis
Academic discourse
Facility with technology resources and tools
Personal effectiveness through organization and time-management

Process-based analytical writing
A student’s analytical writing skills are a major predictor of their college success. Students must be able to write well. Each ELA course at Collegiate will feature a daily 55-minute writing workshop, wherein students learn the writing process, a six-week cycle that starts analysis of a writing prompt, development of a thesis and sub-arguments, organization of structure, collecting and synthesizing evidence, editing, and revising. The school will employ a universal writing rubric backwards-mapped from the CSCCS for ELA in Writing that will codify criteria for writing success and calibrating grade level standards. Students will receive evaluation and grading throughout the writing process on each paper, so that they are getting systematic coaching and feedback on their mastery of the writing process which will move them over time toward producing stronger final products.

Textual analysis and use of evidence in development of assertions
Collegiate will develop students’ critical thinking skills by challenging them with engaging academic questions. In all text-based courses, students will learn how to carefully analyze text-based evidence to develop and support claims and assertions.

Quantitative analysis and reasoning
Math instruction at Collegiate will challenge students to show and explain their thinking conceptually on both formal and informal assessments. Students will not simply volunteer answers during class; they will fully explain their answers, articulating all steps and explaining why they are pursued specifically problem-solving approaches in their work. In this way, Collegiate will develop deeper conceptual mastery of mathematic skills and concepts in all students. This in turn will enable them to transfer these skills to higher level math or across disciplines when they take quantitatively focused upper level math and science or social science courses in college.

Inquiry and investigative analysis
Across all disciplines, Collegiate students will learn to ask essential questions and develop problem-solving and inquiry approaches to find answers to these questions. In science and math, Collegiate’s curriculum will emphasize an inquiry-based approach to instruction.

Academic discourse
In college and thereafter, students will enjoy significant advantages if they can speak and participate using precise, appropriate academic language to articulate and argue their ideas. In all Collegiate classes, students will be held accountable for strong levels of academic discourse. In seminar, students will be graded and given frequent real-time feedback on the quality of their oral contributions on a seminar rubric, one strand of which will explicitly measure the quality of academic discourse the student evidences during the seminar discussion. Students will be expected to use the academic language of the text at hand. Accountable talk throughout the school will develop students’ vocabulary, will help them formulate their thoughts and crystalize their analysis of texts and problems, and will help them prepare for performance tasks involving individual assessment and writing tasks. This has the immediate benefit of
developing ELs’ facility in spoken English through providing numerous opportunities for discourse in the classroom and practice with speech.

**Facility with technology resources and tools**
Students must be adept users of online informational resources, online academic tools and platforms, digital organizing systems, and other professional resources in order to thrive as 21st century learners and to access professional careers. Collegiate will develop this core competency in students by integrating technology tools and learning concepts into the curriculum across all content areas. Students will organize, write, and peer-edit their academic papers in GoogleDocs. Students will check their grades online through our online grading and student information system. Students will communicate requests and submit academic work using professional email. These and other practices that enhance our students’ technology skills will increase their college and career readiness.

**Personal effectiveness through organization and time-management**
At the college level, students will live and work with a high degree of independence and must be able to self-manage effectively. Collegiate will explicitly teach techniques for personal organization, time-management, and goal-setting, so that our students reach college with clear protocols for planning their time, keeping track of their academic materials and deadlines, and knowing how to appropriately align their use of time each day and week to their priorities and goals.

**Academic Advisory, Personalized Learning Plans, and Interventions**
Collegiate’s school environment and instructional program will offer students a structured and supportive high school experience to ensure that students have safety nets as they learn to navigate increasing levels of academic rigor and independence. Collegiate’s approach to personalizing learning and instruction for all students across all facets of our educational model so that all learners can access our academic program is described in detail later in Element 1 under Meeting the Needs of All Students.

**Curriculum & Course Descriptions**
Collegiate’s curriculum will ensure that all Collegiate graduates have completed the University of California A-G requirements, that students are prepared for success on the CAASP, CAHSEE, and College Board PSAT and SAT, and that students reach the upper grades prepared to succeed in Advanced Placement courses, should they elect into these.

Annually, and in accordance with our organizational goal for ensuring that 100% of teachers and students have access to high quality CSCCS-aligned materials per Priority #1 of the State’s Eight Priorities under the Local Control Funding Formula, Collegiate’s Leadership Team – the Executive Director, Academic Deans, Dean of Operations, and Dean of Special Education and Academic Support – will work collaboratively with content teachers to review and revise curriculum resources and materials for all courses offered. The Executive Director and Academic Deans will approve curriculum materials and texts for purchase, first ensuring that these materials (whether web-based or text-based align with the course’s relevant State standards or AP curriculum.

Collegiate will offer the following courses at the following grade levels:
### Figure 10: Collegiate Course Offerings

<table>
<thead>
<tr>
<th>Subject area</th>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st sem.</td>
<td>2nd sem.</td>
<td>1st sem.</td>
<td>2nd sem.</td>
</tr>
<tr>
<td>English Language Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English I-A/B: Common Core ELA – Literature &amp; Composition</td>
<td>English II-A/B: Common Core ELA – Literature &amp; Composition</td>
<td>English III-A/B: Common Core ELA – Literature &amp; Composition OR Advanced Placement English Language &amp; Composition</td>
<td>English IV-A/B: Common Core ELA – Literature &amp; Composition OR Advanced Placement English Language &amp; Composition</td>
</tr>
<tr>
<td>Math</td>
<td>Math I OR Math II</td>
<td>Math II OR Math III</td>
<td>Math III OR Math IV</td>
<td>Math IV, Calculus OR AP Calculus A/B</td>
</tr>
<tr>
<td>History/ Social Sciences</td>
<td>World History I OR AP World History</td>
<td>U.S. History OR AP U.S. History</td>
<td>American Gov.'t OR AP American Gov.'t &amp; Politics</td>
<td>Microeconomics OR AP Microeconomics</td>
</tr>
<tr>
<td>Lab Science</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics OR AP Biology</td>
<td>Environmental Science OR AP Physics</td>
</tr>
<tr>
<td>Languages Other than English</td>
<td>Spanish I OR Spanish I for Native Speakers</td>
<td>Spanish I OR II OR Spanish I OR II for Native Speakers</td>
<td>Spanish II OR III OR Spanish II for Native Speakers</td>
<td>Spanish III OR AP Spanish</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education I OR II</td>
<td>Physical Education I OR II</td>
<td>Physical Education II</td>
<td>Physical Education II</td>
</tr>
<tr>
<td>College Readiness</td>
<td>College Readiness I: Early College Awareness</td>
<td>College Readiness II: Professional Careers</td>
<td>College Readiness III: SAT Prep</td>
<td>College Readiness IV: College Admissions</td>
</tr>
<tr>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>Interventions</td>
<td>Literacy Intensives (includes ELD instruction)</td>
<td>Math Intensives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**English Language Arts**

Collegiate’s English Language Arts curriculum is grounded in the belief that all students are capable of mastering academic English when provided intentional, vertically aligned, rigorous instruction and the necessary interventions and supports to access college preparatory curriculum. The California Common Core Standards for English Language Arts will serve as foundation for Collegiate’s English Language Arts (ELA) curriculum, which will develop students’ capacity to read sophisticated nonfiction and fiction texts and to write and speak analytically about rigorous texts. ELA teachers will incorporate SDAIE and ELD instructional strategies into.

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48 Light blue shading indicates core/college preparatory courses.
49 English Language Development programming will be accessible to all students requiring ELD services during the daily Literacy Intensives.
daily lessons and student materials and assignments in order to ensure that our EL students can best access the curriculum.

All courses offered in Collegiate’s ELA course sequence satisfy the A-G requirement in English (requirement B) and the sequence consists of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course credits</th>
<th>Target grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I-A/B: Common Core ELA – Literature &amp; Composition</td>
<td>10</td>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>English II-A/B: Common Core ELA – Literature &amp; Composition</td>
<td>10</td>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>English III-A/B: Common Core ELA – Literature &amp; Composition OR Advanced Placement English Language &amp; Composition</td>
<td>10</td>
<td>11&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>English IV-A: Common Core ELA – Literature &amp; Composition OR Advanced Placement English Literature &amp; Composition</td>
<td>10</td>
<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Literacy Intensives</td>
<td>10</td>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

Each year, a Collegiate student will complete an ELA course that is comprised of a bi-weekly seminar-based literature class that emphasizes textual analysis through whole-class close readings and seminar discussions, as well as small group independent textual analysis exercises and a daily writing workshop class, in which students will complete timed writings and will develop analytical essays based on their literature class and history class content.

Nonfiction texts and novels for each ELA course will be thematically organized into four quarter-long modules. Text selection for each module will consider the following criteria: grade level text complexity; a balance of fiction and non-fiction; a balance of gender and a diversity of voices representing a spectrum of cultures, perspectives, orientations, races, ages, time-periods, and geographies; appropriate matches for mastery of individual and collective standards; age appropriateness of subject matter; and the authenticity of reading material, including published works that are typically encountered by students in daily life, such as in magazines, books or newspapers. Nonfiction text and novel selection will draw from the California Common Core State Standards Recommended Reading List<sup>51</sup> and from the Advanced Placement suggested texts and authors lists, as appropriate to each grade level course. The Academic Dean will work with English teachers to carefully select texts for each course and possible readings include:

**Figure 11: Sample Readings for English Courses at Collegiate**

<table>
<thead>
<tr>
<th>Grade 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The House on Mango Street by Sandra Cisneros</td>
<td></td>
</tr>
<tr>
<td>• Catcher in the Rye by JD Salinger</td>
<td></td>
</tr>
<tr>
<td>• The Odyssey by Homer</td>
<td></td>
</tr>
<tr>
<td>• How to Read Literature Like a Professor by Thomas C Foster</td>
<td></td>
</tr>
<tr>
<td>• Power of Myth by Joseph Campbell</td>
<td></td>
</tr>
<tr>
<td>• Romeo and Juliet by Shakespeare</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Macbeth by Shakespeare</td>
<td></td>
</tr>
<tr>
<td>• Heart of Darkness by Joseph Conrad</td>
<td></td>
</tr>
<tr>
<td>• Things Fall Apart by Chinua Achebe</td>
<td></td>
</tr>
</tbody>
</table>

<sup>51</sup> http://www.cde.ca.gov/ci/cr/rl/.
<table>
<thead>
<tr>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
</table>
| • *In the Time of the Butterflies* by Julia Alvarez  
• *The Adventures of Huckleberry Finn* by Mark Twain  
• *The Great Gatsby* by F. Scott Fitzgerald  
• "Hills Like White Elephants" by Ernest Hemingway  
• Excerpted: *The Thing Around Your Neck* by Chimamanda Ngozi Adichie  
• "Why Chinese Mothers Are Superior" by Amy Chua  
• "Achievement of Desires" by Richard Rodriguez  
• A Latina Judge's Voice, a lecture by Sonia Sotomayor  
• "Immigration Is Us," an American Story by Deepak Chopra and co-authored by Sanjiv Chopra  
• Readings from the AP English Language and Composition course text list  
| • Excerpts from *The Things They Carried* by Tim O'Brien  
• *Fast Food Nation* by Eric Schlosser  
• *The Taming of the Shrew* by Shakespeare  
• *The Brief Wondrous Life of Oscar Wao* by Junot Díaz  
• Readings from the AP English Literature and Composition course text list  |

Collegiate’s course offerings in ELA include:

**English I-A/B: Common Core ELA – Literature & Composition (Core/College-Preparatory)**

A – Literature Seminar: This component of the ninth grade ELA course is a literature-based course, which introduces basic nonfiction and fiction literary genres through representative works and authors. Backwards-planned from the California Common Core Standards for English Language Arts for Grades 9-10, this course emphasizes vocabulary development, speaking and listening, using specific textual of evidence to support assertions and claims, and developing a thesis that addresses a prompt question.

B – Writing Workshop: Backwards-planned from the California Common Core Standards for English Language Arts for Grades 9-10, this portion of the course will develop ninth grade students’ ability to write clear, coherent, and focused essays that also reflect the author’s personal style. The course will make frequent use of a peer editing protocol and writer's workshop conferencing structure. Students will write five to six full-length essays over the course of the academic year.

The literature seminar component of the course will meet for 190 minutes weekly. The writing workshop component of the course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject ELA credential.

**English II-A/B: Common Core ELA – Literature & Composition (Core/College-Preparatory)**

A – Literature Seminar: This component of the tenth grade ELA course is a literature-based course, which introduces basic nonfiction and fiction literary genres through representative works and authors. Backwards-planned from the California Common Core Standards for English Language Arts for Grades 9-10, this course builds on the skills developed in the ninth grade course and emphasizes vocabulary development, speaking and listening, using specific textual of evidence to support assertions and claims, and developing a thesis that addresses a prompt question.

B – Writing Workshop: Backwards-planned from the California Common Core Standards for

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English Language Arts for Grades 9-10, this portion of the course will develop tenth grade students' ability to write clear, coherent, and focused essays that also reflect the author's personal style. The course will make frequent use of a peer editing protocol and writer's workshop conferencing structure. Students will write five to six full-length essays over the course of the academic year.

The literature seminar component of the course will meet for 190 minutes weekly. The writing workshop component of the course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject ELA credential.

English III-A/B: Common Core ELA – Literature & Composition (Core/College-Preparatory)

A – Literature Seminar: This component of this eleventh grade ELA course is a literature-based course, which introduces nonfiction and fiction literary genres through representative works and authors. Backwards-planned from the California Common Core Standards for English Language Arts for Grades 11-12, this course builds on the literacy, writing and literary analysis skills that students developed in tenth grade and emphasizes vocabulary development, speaking and listening, using specific textual evidence to support assertions and claims, and developing a thesis that addresses a prompt question.

B – Writing Workshop: Backwards-planned from the California Common Core Standards for English Language Arts for Grades 11-12, this aspect of the course will develop eleventh grade students’ ability to write clear, coherent, and focused essays that also reflect the author’s personal style. This course will help our students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Students will learn how to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing, and will produce expository, analytical, and research writing using text-based evidence accurately cited. Students will write five full-length essays over the course of the academic year in addition to a full-length research paper.

The literature seminar component of the course will meet for 190 minutes weekly. The writing workshop component of the course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject ELA credential.

English III-AP: AP English Language & Composition (Core/College-Preparatory)

A – Literature Seminar: AP English Language & Composition will be backwards-mapped from both the AP course overview, as well as from the California Common Core Standards for English Language Arts for Grades 11-12. Students in this course will read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers. Upon completing this course, students will be able to: analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques; apply effective strategies and techniques in their own writing; create and sustain arguments based on readings, research, and/or personal experience; write for a variety of purposes; produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from secondary sources, cogent explanations, and clear transitions; demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; demonstrate understanding of the conventions of citing and secondary sources; move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review; write thoughtfully about their own process of
composition; revise a work to make it suitable for a different audience; analyze image as text; and evaluate and incorporate reference documents into researched papers. All students enrolled in the AP Language & Composition course will be prepared to take the College Board Advanced Placement course in this subject.

B – Writing Workshop: Backwards-planned from the California Common Core Standards for English Language Arts for Grades 11-12 as well as from an approved AP syllabus, this aspect of the course will develop eleventh grade students’ ability to write clear, coherent, and focused essays that also reflect the author’s personal style. This course will help our students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Students will learn how to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing, and will produce expository, analytical, and research writing using text-based evidence accurately cited. Students will write five full-length essays over the course of the academic year in addition to a full-length research paper.

The literature seminar component of the course will meet for 190 minutes weekly. The writing workshop component of the course will meet for 20 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject ELA credential and has undertaken the required appropriate Advanced Placement program training.

English IV-A/B: Common Core ELA – Literature & Composition (Core/College-Preparatory)

A – Literature Seminar: This component of the twelfth grade ELA course is a literature-based course, which introduces nonfiction and fiction literary genres through representative works and authors. Backwards-planned from the California Common Core Standards for English Language Arts for Grades 11-12, this course builds on the literacy, writing and literary analysis skills that students developed in eleventh grade and emphasizes vocabulary development, speaking and listening, using specific textual of evidence to support assertions and claims, and developing a thesis that addresses a prompt question.

B - Writing Workshop: Backwards-planned from the California Common Core Standards for English Language Arts for Grades 11-12, this aspect of the course will develop twelfth grade students’ ability to write clear, coherent, and focused essays that also reflect the author’s personal style. This course will help our students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Students will learn how to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing, and will produce expository, analytical, and research writing using text-based evidence accurately cited. Students will write five full-length essays over the course of the academic year in addition to their college application personal statement.

The literature seminar component of the course will meet for 190 minutes weekly. The writing workshop component of the course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject ELA credential.

55 Students for whom the AP exam fee presents family financial hardship will receive financial assistance from Collegiate to defray the cost of the exam.
English IV-AP: AP English Literature & Composition (Core/College-Preparatory)

Literature Seminar: This course will cultivate students' capacity for the interpretation and evaluation of literature. Students will learn to read and respond on a personal level to literary works, articulating pre-critical impressions and emotional responses. They will perform analysis of literary works through close reading to arrive at an understanding of their multiple meanings. They will learn to assess the quality and artistic achievement of literary works and how to consider their social and cultural values. All students enrolled in the AP Literature & Composition course will be prepared, should they elect, to take the College Board Advanced Placement course in this subject.\(^{56}\)

B - Writing Workshop: Backwards-planned from the California Common Core Standards for English Language Arts for Grades 11-12, this aspect of the course will develop twelfth grade students’ ability to write clear, coherent, and focused essays that also reflect the author’s personal style. This course will help our students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Students will learn how to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing, and will produce expository, analytical, and research writing using text-based evidence accurately cited. Students will write five full-length essays over the course of the academic year in addition to their college application personal statement.

The literature seminar component of the course will meet for 190 minutes weekly. The writing workshop component of the course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject ELA credential and has undertaken the required appropriate Advanced Placement program training.

Literacy Intensives (Non-core/Non-College Preparatory)

In grade 9, Collegiate will offer Literacy Intensives, small-group targeted remediation interventions for students requiring significant support in accessing the English I-A/B curriculum. Students will be assessed after matriculating to Collegiate using the NWEA MAP exam and the ELPAC in the case of EL students.

Literacy Intensives will offer students individualized support. Literacy Intensives will meet in homogeneously grouped classes of 10-13 students each in order to best differentiate lesson plans and text selection during this time to tailor it to individual students’ priorities. Students will have multiple opportunities to read texts that appropriately challenge their current reading levels, with an emphasis on fluency, vocabulary development, and a variety of comprehension skills. Students will practice with a text, reading to self, in partners, and with the teacher. The teacher will model reading and comprehension strategies heavily.

Literacy Intensives also constitute a dedicated class block built into the instructional day for identified English Learners to access ELD services and curriculum. Identified EL students will have access to ELD curriculum and supports, as delineated in Meeting the Needs of All Students, during this time.

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject ELA credential and who has significant prior ELD experience.

\(^{56}\) Ibid.
**Math**

The goal of the math course of study at Collegiate is to develop students’ quantitative reasoning, modeling and conceptual skills in order to prepare them for the math they will encounter in college and in their careers. Collegiate’s math sequence aligns to the California State Common Core Standards for Math for Grades 9-12 and follows the Integrated Pathway toward mastery of the Standards in Higher Mathematics across the six conceptual categories: number and quantity, algebra, functions, modeling, geometry, and statistics and probability.\(^{57}\)

The overarching goals of our math curriculum are threefold: (1) to prepare students for success on the math component of the College Board SAT; (2) to prepare students, based upon their individual course of study for success on the AP Calculus AB exam in their 12 grade year or for Calculus readiness in college; and (3) to ensure than no Collegiate graduate reaches college needing to take non-credit-bearing remedial math coursework.

The math program at Collegiate will leverage a blend of text- and paper-based materials and digital platforms. Math teachers and the Academic Dean for Math and Science will leverage a variety of Common Core-aligned resources for the teaching of the Common Core Integrated Math sequence, for example, resources like Pearson Integrated High Mathematics Common Core\(^{58}\) and the Achievement First Public Charter Schools’ platform of high school math curriculum resources. The Academic Dean(s) will work collaboratively with math teachers at Collegiate to support their selection and integration of appropriate curriculum resources to effective support Common Core-aligned instruction at each grade level.

All courses offered in Collegiate’s Math course sequence satisfy the A-G requirement in Math (requirement C) and the sequence consists of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Target grade</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I</td>
<td>10</td>
<td>9th</td>
<td>N/A</td>
</tr>
<tr>
<td>Math II</td>
<td>10</td>
<td>9th OR 10th</td>
<td>Math I OR NWEA MAP score indicating mastery of Math I content and readiness for Math II content</td>
</tr>
<tr>
<td>Math III</td>
<td>10</td>
<td>10th OR 11th</td>
<td>Math II</td>
</tr>
<tr>
<td>Math IV</td>
<td>10</td>
<td>11th OR 12th</td>
<td>Math III</td>
</tr>
<tr>
<td>Advanced Placement Calculus A/B or Calculus</td>
<td>10</td>
<td>12th</td>
<td>Math IV</td>
</tr>
<tr>
<td>Math Intensives</td>
<td>10</td>
<td>9th</td>
<td>None/non-core</td>
</tr>
</tbody>
</table>

After enrolling and matriculating at Collegiate, students will complete the NWEA MAP assessment, a Common Core-aligned exam that will enable us to gauge students’ math proficiency and to appropriately recommend each student into an appropriate math class in the freshman year: either Math I or Math II. Students who test and opt into Math II as ninth graders will do so understanding that their math sequence will then culminate with Calculus or AP Calculus A/B in their senior year.

Collegiate’s course offerings in Math include:

\(^{58}\) http://www.pearonschool.com/.
Math I (Core/College Preparatory)
Most recent California State Standards Test math assessment data for the middle schools in the proposed community indicates that less than 50% of middle school students demonstrate grade level mastery in math. Recognizing that many students entering Collegiate as ninth grade students may exhibit gaps in math skills and conceptual understanding, and also recognizing the pivotal importance of strong mastery of Algebra in driving success in higher level math coursework, Students will be identified for Math I using results from the NWEA MAP exam. Collegiate will offer an introductory freshman math course that combines deep conceptual and procedural instruction of algebra standards with significant exposure to Common Core mathematical modeling techniques, questioning style, and conceptual frameworks. Satisfying the A-G math requirement, Math I at Collegiate will be grounded in the CSCC standards for Common Core Integrated Math I. The primary objective of this course is to provide thorough instruction in seventh and eighth grade power standards and to thereby prepare students for Math II. The course will incorporate significant independent small-group and paired problem-solving time during the 90-minute blocks and a formative assessment every Friday during the 50-minute block.

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject Math credential.

Math II (Core/College Preparatory)
Math II at Collegiate will be grounded in the CSCC standards for Common Core Integrated Math I. As described within the CSCC framework for instruction in Higher Mathematics, “the fundamental purpose of the Math I course is to formalize and extend the mathematics that students learned in the middle grades. This course will include standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. The scope of Math I is limited to linear and exponential expressions and functions as well as some work with absolute value, step, and functions that are piecewise-defined.

Instructional time in this course will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject Math credential.

Prerequisites: Students testing proficient or above in math on the NWEA MAP exam at the outset of grade 9 may elect into Math II as ninth graders. For all other students, a passing grade in Math I (or the equivalent at another high school) is a prerequisite for Math II. Students electing into Math II as ninth graders at Collegiate will do so with the understanding that they will take AP Calculus A/B as twelfth graders in order to fulfill the graduation requirement of completing four years of math study.

59 Middle school math achievement in the proposed target community varies considerably by middle school. In 2013, 29.7% of students at Hollenbeck Middle School demonstrated grade level proficiency in math. In the same year, 86.3% of KIPP LA Prep middle school students demonstrated proficiency. It is therefore important that we benchmark students after they matriculate at Collegiate so that we can understand their math proficiency levels and offer them a math course option that will best support them to grow their math skills as quickly as possible.

Math III (Core/College Preparatory)
Math III at Collegiate will be grounded in the CSCC standards for Common Core Integrated Math II. The focus of the Common Core Integrated Math II course is quadratic expressions, equations, and functions – comparing their characteristics and behavior to those of linear and exponential relationships from Common Core Integrated Math I. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time in this course will focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject Math credential.

Prerequisite: a passing grade in Math II (or equivalent at another high school)

Math IV (Core/College Preparatory)
Math IV at Collegiate will be grounded in the CSCC standards for Common Core Integrated Math III. In Math IV, students will integrate and apply the mathematics they have learned from their earlier courses. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. In Mathematics III, instructional time will focus on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems. This course will provide the final foundations for students going on to AP Calculus AB.

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject Math credential.

Prerequisite: a passing grade in Math III (or equivalent at another high school)

Calculus (Core/College Preparatory)
Calculus is primarily concerned with developing students’ understanding of the concepts of calculus and providing experience with its methods and applications. The course will explore: functions, graphs, and limits; asymptotic and unbounded behavior of functions, continuity as a property of functions, derivatives and derivatives as a function, second derivatives, applications and computation of derivatives, interpretation and properties of definite integrals, the fundamental theorem of calculus, techniques and applications of anti-differentiation, and numerical approximations to definite integrals.

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject Math credential.

AP Calculus AB (Core/College Preparatory)
AP Calculus AB is primarily concerned with developing students’ understanding of the
concepts of calculus and providing experience with its methods and applications. The course will emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students’ ability to draw connections among these representations will be emphasized. The course will explore: functions, graphs, and limits; asymptotic and unbounded behavior of functions, continuity as a property of functions, derivatives and derivatives as a function, second derivatives, applications and computation of derivatives, interpretation and properties of definite integrals, the fundamental theorem of calculus, techniques and applications of anti-differentiation, and numerical approximations to definite integrals.

*This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject Math credential and has undertaken the required appropriate Advanced Placement program training.*

As with all other AP courses at Collegiate, AP Calculus A/B students will choose whether or not to take the AP exam for the course. Should they opt out of the AP Calculus exam, they will instead take Calculus, a course that incorporates similar standards and content but that does not culminate in students taking the AP Calculus exam.

*Prerequisite: a passing grade in Math IV (or equivalent at another high school)*

**Math Intensives (Non-core/Non-College Preparatory)**

In grade 9, Collegiate will offer Math Intensives, small-group targeted remediation interventions for students requiring significant support in accessing the Math I curriculum. Students will be assessed after matriculating to Collegiate using the NWEA MAP exam. Math Intensives will offer students individualized support through teacher tutoring, online learner-adaptive math curriculum through Khan Academy, and through strategic previewing of the ensuing day’s Math I content so that students enter Math I each day maximally prepared to access content and succeed in mastering daily objectives.

Math Intensives will meet in homogeneously grouped classes of 10-13 students each in order to best differentiate lesson plans and content during this time to tailor it to individual students’ priorities.

*This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject Math credential.*

**History and Social Sciences**

All Collegiate students will complete a four-year course of study in History and Social Sciences. Undertaking Pre-AP World History in grade 9, students will prepare for the opportunity to elect into their first AP course as sophomores in AP World History in grade 10. Students opting out of AP World History may take World History II & Research. Grade 10 will also present students with their first introduction to the social science research process as they research and write a full-length historical analysis paper. In grade 11, students will take AP U.S. History or U.S. History. Finally, during the grade 12 year, students may elect into AP American Government & Politics and AP Microeconomics or take the non-AP course American Government and Economics.

All courses offered in Collegiate’s History and Social Sciences course sequence satisfy the A-G requirement in History and Social Sciences (requirement A) and the sequence consists of:
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Target grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History I</td>
<td>10</td>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>World History II OR Advanced Placement World History</td>
<td>10</td>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>U.S. History &amp; Research OR Advanced Placement U.S. History</td>
<td>10</td>
<td>11&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>American Government OR Advanced Placement American Government &amp; Politics</td>
<td>5</td>
<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Economics OR Advanced Placement Microeconomics</td>
<td>5</td>
<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

Through undertaking this required sequence of courses, Collegiate students will reach the end of their high school trajectory having developed as strong analytical readers of social science texts, able to think and write clearly about the ideas, events, and social science frameworks of the global historical and current world.

Collegiate’s course offerings in History and Social Sciences include:

**World History I (Core/College-Preparatory)**
All freshmen take World History I. World History I focuses on developing students’ abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. The course encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.<sup>61</sup>

The course is structured around themes and concepts in five different chronological periods from approximately 8000 BCE to the present: (1) technological and environmental transformations (to c. 600 BCE); (2) organization and reorganization of human societies (c. 600 BCE to c. 600 CE); (3) regional and trans-regional Interactions (c. 600 CE to c. 1450); (4) global interactions (c. 1450 to c. 1750); (5) industrialization and global integration (c. 1750 to c. 1900).<sup>62</sup>

Through analysis of secondary source documents, students will participate in seminar cycles that require them to compare and contrast short-term and long-term effects of historical events, explain and compare multiple and diverging opinions on historical events and trends, and contextualize historical events and trends within the broader regional, national or global context. Students will write extensively as part of this course.

*This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject History credential.*

**World History II (Core/College-Preparatory)**
World History II will address focus on modern and contemporary historical movements and themes examining the period from 1900 to the present. Students will learn to craft historical arguments from historical evidence, analyze commonly accepted historical arguments and

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<sup>62</sup> Ibid.
explain how an argument has been constructed from historical evidence, construct convincing interpretations through analysis of disparate, relevant historical evidence, evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments, and analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered. Based on analysis and evaluation of historical evidence, students will make supportable inferences and draw appropriate conclusions. Students will also complete a full-length research paper in this class.

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject History credential.

**AP World History (Core/College-Preparatory)**

In AP World History, students will learn to craft historical arguments from historical evidence, analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence, construct convincing interpretations through analysis of disparate, relevant historical evidence, evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments, and analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered. Based on analysis and evaluation of historical evidence, students will make supportable inferences and draw appropriate conclusions. This class will prepare students to take the AP World History exam. Students will also complete a full-length research paper in this class.

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject History credential and has undertaken the required appropriate Advanced Placement program training.

**U.S. History (Core/College-Preparatory)**

This course will be organized chronologically, starting with an examination of pre-Columbian societies and the early inhabitants of the Americas, moving into the Colonial era in North America, into the antebellum period, examining the period of territorial expansion and manifest destiny, and then addressing the Civil War. Students will then explore Reconstruction, the new South, the development of the West and Industrialization, and then move through urbanism, populism and progressivism, through 20th century history and into the present through seminar cycles and lecture series that address and explore an array of primary and secondary texts. Themes to be explored throughout the course include: American diversity, American identity, culture, demographic changes, economic transformations, environment, globalization, politics and citizenship, reform, religion, slavery and its legacies in North America, and war and diplomacy.

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject History credential.

**Advanced Placement U.S. History (Core/College-Preparatory)**

This course will be organized chronologically, starting with an examination of pre-Columbian societies and the early inhabitants of the Americas, moving into the Colonial era in North America, into the antebellum period, examining the period of territorial expansion and manifest destiny, and then addressing the Civil War. Students will then explore Reconstruction, the new South, the development of the West and Industrialization, and then move through urbanism, populism and progressivism, through 20th century history and into the present through seminar
cycles and lecture series that address and explore an array of primary and secondary texts. Themes to be explored throughout the course include: American diversity, American identity, culture, demographic changes, economic transformations, environment, globalization, politics and citizenship, reform, religion, slavery and its legacies in North America, and war and diplomacy.

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. This course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.  

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject History credential and has undertaken the required appropriate Advanced Placement program training.

**American Government (Core/College-Preparatory)**
This course will give students an analytical perspective on government and politics in the United States. They will include both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It will also require familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students successfully completing these courses will: know important facts, concepts, and theories pertaining to U.S. government; be able to analyze and interpret basic data relevant to U.S. government (including data presented in charts, tables, and other formats); and be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

This course will meet for 240 minutes weekly for one semester. This course will be taught by an experienced teacher who holds a single-subject History.

**Advanced Placement American Government & Politics (Core/College-Preparatory)**
This course will give students an analytical perspective on government and politics in the United States. They will include both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It will also require familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students successfully completing these courses will: know important facts, concepts, and theories pertaining to U.S. government; be able to analyze and interpret basic data relevant to U.S. government (including data presented in charts, tables, and other formats); and be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

Students taking the AP course will understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures) and will become acquainted with a variety of theoretical

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perspectives and explanations for various behaviors and outcomes in American politics and political life. Many of the topics in this course will address are ones that will be later explored in college level political science courses that our students take once they matriculate. 

This course will meet for 240 minutes weekly for one semester. This course will be taught by an experienced teacher who holds a single-subject History credential and has undertaken the required appropriate Advanced Placement program training.

**Microeconomics (Core/College-Preparatory)**
This course will build students’ understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the economic system. It will place emphasis on the nature and functions of product markets and include the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students will develop basic understanding of economics concepts, explore the nature and functions of product markets and factor markets, explain market failure and examine the role of government.

This course will meet for 240 minutes weekly for one semester. This course will be taught by an experienced teacher who holds an appropriate single-subject credential..

**Advanced Placement Microeconomics (Core/College-Preparatory)**
This course will build students’ understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the economic system. It will place emphasis on the nature and functions of product markets and include the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students will develop basic understanding of economics concepts, explore the nature and functions of product markets and factor markets, explain market failure and examine the role of government. This course will prepare students to take the AP exam in Microeconomics.

This course will meet for 240 minutes weekly for one semester. This course will be taught by an experienced teacher who holds an appropriate single-subject credential and has undertaken the required appropriate Advanced Placement program training.

**Lab Sciences**
All science courses at Collegiate will be laboratory sciences and will therefore fulfill the A-G lab science requirements. Collegiate’s Lab Sciences curriculum will culminate in students’ readiness, should they elect, to take on the rigors of AP Biology and in some cases AP Physics. Collegiate’s Lab Science course offerings include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Target grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>10</td>
<td>9th</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10</td>
<td>10th</td>
</tr>
<tr>
<td>Physics OR Advanced Placement</td>
<td>10</td>
<td>11th</td>
</tr>
<tr>
<td>Environmental Science OR Advanced Placement Physics 1</td>
<td>10</td>
<td>12th</td>
</tr>
</tbody>
</table>

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All students will take Biology in grade 9 and Chemistry in Grade 10. This course work will prepare students both for success on the end-of-grade-ten California Standards Test in Science, as well as for later success in their upper level AP science courses if they elect to enroll in one of more of these offerings. Students may take AP Biology as eleventh graders and AP Physics as twelfth graders. In grade 11, students not electing into AP Biology will take Physics. In grade 12, students not electing into AP Physics will take Environmental Science. In grades 9 through 12, science instruction will be textbook-grounded, but experiment-based. In other words, students will read about the different concepts in science as defined by the state standards. Then, these concepts come to life through investigation and experimentation. Accordingly, our upper school science classes will employ a flipped classroom model: Students will complete reading assignments at home in readers or online that will prepare them with the scientific background knowledge to successfully participate in inquiry-based discussions and the lab experiment process in class.

Collegiate’s course offerings in Lab Sciences include:

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

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject Science credential.

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

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject Science credential.

**Physics (Core/College Preparatory/ AP Biology (Core/College-Preparatory)**
The Physics course will provide students with an introductory level foundation to help students recognize the nature and scope of physics and its relationship to the other sciences. Students will learn about basic topics such as motion, forces, energy, momentum, heat and heat transfer, waves, electricity, and magnetism. Students will be engaged in scientific inquiry, investigations,
and labs so that they develop a conceptual understanding and basic scientific skills.

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject Science credential.

Advanced Placement Biology (Core/College-Preparatory)
The AP Biology course is equivalent to a two-semester introductory college biology course. All grade 11 students at Collegiate will have the opportunity to take this course, through which they will learn to think like scientists and become an independent investigators through student-directed laboratory investigations. Students will pose topical questions and determine the appropriate variables to investigate; they will design their own experiments and procedures; and they will determine how best to present their conclusions. The course design places equal emphasis on students’ mastery of scientific practice and content.

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject Science credential and has undertaken the required appropriate Advanced Placement program training.

Environmental Science (Core/College-Preparatory)
Environmental Science is a text-based lab course in which students will examine the interaction of man, industry and the physical, chemical and biological world. Environmental Science will enable students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students will explore environmental science concepts through an inquiry-based approach. The course will culminate in the writing of a full-length research paper on an environmental topic such as carbon trading, water conservation, urban planning, or fracking.

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject Science credential.

Advanced Placement Physics 1 (Core/College-Preparatory)
AP Physics 1 will employ the College Board’s Physics 1 course. A full description of this curriculum can be found at: http://advancesinap.collegeboard.org/math-and-science/physics. The course will culminate in students’ preparing for the highly rigorous AP Physics 1 exam, which can earn them college credits toward lower level physics courses at many four-year colleges and universities, including the Cal State and UC schools.

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds a single-subject Science credential and has undertaken the required appropriate Advanced Placement program training.

Language Other than English (Foreign Language)
All Collegiate students will take at least two sequenced years of a Language Other than English in grades 9 through 12, thereby satisfying the University of California A-G requirement for a Language Other than English (requirement E). Students will be strongly encouraged to take a third sequenced year of Languages Other than English, per the A-G guidance. All foreign

66 http://admission.universityofcalifornia.edu/freshman/requirements/a-g-requirements/.
language courses at Collegiate will align to the California State Department of Education Content Standards for World Languages. Courses will emphasize speaking and understanding and will include instruction in grammar, vocabulary, reading, composition and culture.

Collegiate will offer Spanish giving students access to a four-year sequences that can take them up through Advanced Placement Spanish. The course for Spanish I through III will be differentiated for native and non-native speakers. Native speakers of Spanish can progress through to AP Spanish in three years; non-native speakers can elect to complete a four-year sequence that culminates in AP Spanish.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Target grade</th>
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<tbody>
<tr>
<td>• Spanish I OR</td>
<td>10</td>
<td>9th or 10th</td>
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<tr>
<td>• Spanish I for Native Speakers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spanish II OR</td>
<td>10</td>
<td>10th or 11th</td>
</tr>
<tr>
<td>• Spanish II for Native Speakers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spanish III OR</td>
<td>10</td>
<td>11th or 12th</td>
</tr>
<tr>
<td>• Advanced Placement Spanish</td>
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</tr>
</tbody>
</table>

Collegiate’s course offerings in Languages Other than English include:

**Spanish I & Spanish I for Native Speakers (Core/College-Preparatory)**
Spanish I is an intensive introduction to Spanish emphasizing communicative-based competencies and Spanish language culture. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students will actively practice and learn to greet others, tell date and time, express likes and dislikes, and ask and answer simple questions on a variety of topics. They will also learn to read, write, and conjugate verbs in different tenses in Spanish. This offers more time in their high school schedule to take other courses, electives, and even community college courses. Students also begin to read fiction and nonfiction literature in Spanish and present projects that demonstrates their language development.

*This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds an appropriate LOTE credential.*

**Spanish II & Spanish II for Native Speakers (Core/College-Preparatory)**
Spanish II builds on the communicative-based competencies, grammar, and Spanish language culture learned in Spanish I. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students will express themselves using the present, past, and future tenses on a variety of topics. Students also will begin to read more sophisticated literature in Spanish and present projects that build language development.

*This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds an appropriate LOTE credential.*

**Spanish III (Core/College-Preparatory)**
Spanish III builds on the communicative-based competencies, grammar and the Spanish

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language culture learned in Spanish II. Correlated to the curriculum are the broad Goals of the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities) which define the essential skills and knowledge that all students need to acquire. Students at this level will speak Spanish conversationally and/or fluently. They can express themselves using the present, past and future tenses on a variety of topics, but also they learn how to conjugate in the imperfect tense; differentiate between the use of the preterit and imperfect tenses; conjugate in the future/conditional tenses; employ prepositional pronouns; form commands using the formal you (usted); differentiate between the two verbs “to be” ser and estar; employ double object pronouns, etc. Students will also read literature in Spanish and present projects on their novel of choice in Spanish. This course will be instructed exclusively in Spanish.

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds an appropriate LOTE credential.

AP Spanish (Core/College-Preparatory)
AP Spanish Language covers the equivalent of a fourth-year college course in advanced Spanish composition and conversation. Students may opt into this course and must have successfully completed Spanish III or Spanish II for Native Speakers or equivalent courses at other high schools. AP Spanish at Collegiate encompasses aural/oral skills, reading comprehension, grammar, and composition. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions must be an integral part of the AP Spanish Language course. Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading and writing.

This course will meet for 240 minutes weekly. This course will be taught by an experienced teacher who holds an appropriate LOTE credential and has undertaken the required appropriate Advanced Placement program training.

Visual and Performing Arts

Visual and Performing Arts I (Core/College-Preparatory)
Every student at Collegiate will complete a year-long Visual and Performing Arts class during their freshman or sophomore year that will satisfy the University of California’s A-G requirement in Visual and Performing Arts (requirement F). Students will select among options such as Dance, Vocal Ensemble, Visual Art, Drama, and Instrumental Music. All courses in each Visual and Performing Arts elective choice will align to the California State Content Standards for Visual and Performing Arts.

Key objectives of our arts classes at all grade levels include developing students’ ability to:

- Understand, appreciate, and be able to interpret the arts
- Demonstrate skills, knowledge, and abilities in dance, music, drama, and visual arts
- Participate in artistic activities and events
- Understand the role that the arts have played in history as well as its relationship to other academic disciplines

Visual and Performing Arts courses will meet for 240 minutes weekly. This course will be taught by an experienced and appropriately credentialed teacher.

Visual and Performing Arts II & III (Core/College-Preparatory)
Students at Collegiate may continue on in Visual and Performing Arts classes in grades 10 through 12 in Visual and Performing Arts II and III. Students will select among options such as Dance, Vocal Ensemble, Visual Art, Drama, and Instrumental Music. All courses in each Visual and Performing Arts elective choice will align to the California State Content Standards for Visual and Performing Arts. The level of proficiency, sophistication, and rigor that students will be challenged to in the level II and level III courses will exceed that of the level I course while spiraling in the standards:

- Understand, appreciate, and be able to interpret the arts
- Demonstrate skills, knowledge, and abilities in dance, music, drama, and visual arts
- Participate in artistic activities and events
- Understand the role that the arts have played in history as well as its relationship to other academic disciplines

Visual and Performing Arts II and III courses will meet for 240 minutes weekly. These courses will be taught by an experienced and appropriately credentialed teacher.


Physical Education
Collegiate students will complete two years of Physical Education. In grades 9 through 12, students may elect into Physical Education I and/or Physical Education II or may participate in Team Sports during the instructional day. All grade 9 students will take some form of Physical Education in preparation for the Physical Fitness Exam.

Key objectives of our physical education programs at all grade levels include developing students’ ability to:

- Encourage and promote physical development and growth through exercises in agility, strength, and hand-eye coordination
- Promote individual physical self-confidence through the accomplishment of individual physical goals and through team activities
- Strengthen a sense of unity, accountability, and responsibility through physical team building exercises and athletics
- Expose students to life activities that will help them to develop healthy lifestyles as an adult
- Discuss health and physical issues pertinent to youth in a supportive forum
Develop students' self-discipline and capacity for teamwork through group activities and peer-to-peer accountability for hard work during practices and games.

Physical Education I & II (Non-Core/Non-College-Preparatory)

Physical Education at Collegiate will be offered to all students for 240 minutes or more each week through the Physical Education I and Physical Education II classes in the required school day.

Both Collegiate’s Physical Education courses, as well as our Team Sports programs will align to the Physical Education Model Content Standards for California Public Schools.69

The five key physical education standards are:

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply the learning and performance of physical activities
- Students assess and maintain a level of physical fitness to improve health and performance
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity

Physical Education courses will meet for 240 minutes weekly and will be supervised by a credentialed teacher.

Team Sports (Non-Core/Non-College-Preparatory)

Students may alternatively elect to fulfill the Physical Education requirement by participating in a Team Sport during Period 7. This is an opportunity for students to play a sport and compete on a team. Skills and concepts developed during these sports practices will align to the Physical Education Model for Content Standards for California Public Schools.

Team Sports practices will be conducted for 240 minutes weekly and will be supervised by a credentialed teacher.

College Readiness

Knowing that the majority of our students will be the first in their families to attend college, Collegiate will invest in college-going culture-building infrastructure, early college awareness, and college access supports at all grade levels. The cornerstone of this work will be our innovative four-year College Readiness course sequence.

In this sequence, which all students will complete in grades 9 through 12, students will acquire the tools and information to take control of their academic futures and successfully navigate the path to and through college. The College Readiness course sequence will expose students to

the information and concepts they need in order to then iteratively practice habits of success throughout their high school careers, supported in their advisories. Students will also complete a health education curriculum through this course sequence.

The goals of the College Readiness sequence are:

- Students will master the California Standards for Career and Technical Education
- Students can explain the relationship between hard work, GPA, college access, and financial aid
- Students develop strong, age-appropriate knowledge of human physical, social and sexual health
- Students can identify two to three professional industry-specific roles that interest them as long-term careers, as well as the college studies and extracurricular opportunities they must focus on to access these paths and secure these roles
- Students are strong high-stakes College Board SAT test-takers
- Students can explain and research important indicators of college quality and college match and can determine whether a college may be a good fit for them
- Students can independently manage the high-stakes college application and admissions process
- Students graduate from Collegiate having developed a detailed and action-oriented college matriculation plan

This course sequence borrows from similar innovative models at top urban college preparatory high schools nationally, including Achievement First Brooklyn High School, YES Prep in Houston, KIPP High School in Houston, and Boston Collegiate Charter School. The course sequence will exist to ensure that all students have the foundational knowledge and support to reach their twelfth grade year in strong academic standing, on track to be competitive at the colleges they wish to attend. The table below depicts the thematic focus for each year of the course.

**Figure 12: Collegiate College Readiness Seminar Sequence**

<table>
<thead>
<tr>
<th>Course</th>
<th>Focus/routines</th>
<th>Student products</th>
<th>Credits</th>
<th>Target grade</th>
</tr>
</thead>
</table>
| College Readiness I: Early College Awareness | Seven Habits of Highly Effective Teens  
- GPA and graduation  
- Summer programs | Weekly academic reflection  
- Weekly SMART goals  
- Summer programs applications | 5       | 9<sup>th</sup> |
| College Readiness II: Professional Careers   | College knowledge  
- GPA and admissibility  
- Professional careers | Weekly academic reflection  
- Weekly SMART goals  
- Summer programs applications | 5       | 10<sup>th</sup> |
| College Readiness III: SAT Prep             | SAT and admissibility  
- SAT Critical Reading prep  
- SAT Math prep | 2 College Board SAT exams  
- Junior College Portfolio  
- Summer programs applications | 10      | 11<sup>th</sup> |
| College Readiness IV: College Admissions   | Best-fit colleges/research  
- Financial aid  
- Financial planning for college  
- Transition/matriculation | College list  
- Personal statement  
- College applications  
- Financial aid plan  
- Senior Signing Day speech | 10      | 12<sup>th</sup> |
Collegiate’s course offerings in College Readiness include:

**College Readiness I: Early College Awareness (Non-Core/Non-College-Preparatory)**
This course will focus on developing ninth graders’ investment in academic performance and academic awareness. During students’ first year of high school, the College Readiness I course will support their development of greater levels of academic independence and personal investment in learning and the college path. The explicit instruction around the ramifications of performance in all courses in grade 9 through 12 provided in the College Readiness Seminar will help our students understand the relationship between a rigorous high school experience and college persistence. Students will master foundational skills and concepts like GPA, cumulative GPA, college admissibility, graduation rates, cost of attendance, and financial aid. Students will complete a weekly academic reflection and goal-setting ritual helping them to connect their ongoing academic habits and performance to their long-term goals.

*This course will meet for 50 minutes weekly and will be taught by an experienced and appropriately credentialed teacher.*

**College Readiness II: Professional Careers (Non-Core/Non-College-Preparatory)**
In 10th grade, the focus of the course will shift and the sophistication of course concepts and assignments will increase. Students will continue to complete a weekly academic reflection and goal-setting ritual helping them to connect their ongoing academic habits and performance to their long-term goals. They will also research a number of college programs, will be introduced to a breadth of professional industries, and will explore through internet research a variety of professional careers. The objective of this grade 10 course is to develop students’ appreciation for the types of professional careers and industries accessible to college graduates and the types of college programs and extracurricular activities students would want to pursue in order to access these career opportunities. The course will culminate in all tenth grade students' applying to selective summer programs, internships, and jobs that they may then pursue during the summer weeks.⁷⁰

*This course will meet for 50 minutes weekly and will be taught by an experienced and appropriately credentialed teacher.*

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

*This course will meet for 300 minutes weekly and will be taught by an experienced and appropriately credentialed teacher.*

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⁷⁰ While ultimately students’ acceptance to or participation in these programs and internships is not a school requirement, we will encourage all students to participate and will coordinate with families to match students with programs that consider their summer travel or student work plans.
College Readiness IV: College Admissions (Non-Core/Non-College-Preparatory)
In 12th grade, the College Readiness IV class will guide students and families through every step of the college application process, including writing personal statements, requesting recommendations, compiling and writing supplemental materials including transcripts and Common Application supplementals, and comparing sample anonymous financial aid packages.

Each student will complete at least one application for admission to a four-year, accredited college or university of their choice. The Dean of Operations will work with the College Counselors and with families to secure fee waivers for all eligible students and families to ensure that students can submit the complete application(s) to college(s) at no financial cost should they so choose. Any college application fees not covered by waivers will be paid for by Collegiate.

In the spring semester, once students have begun to secure acceptances, college readiness shifts to a transitions class to ensure that students are academically, financially, and socially prepared for what they will encounter on campus. The class will culminate in students’ preparation of their Senior Signing Day speeches, orations that they will have the opportunity to deliver at Senior Signing Day – a whole-school community college-going culture-building ritual when students will discuss their paths to college or college choices and will announce where they will attend.\textsuperscript{71}

\textit{This course will meet for 300 minutes weekly and will be taught by an experienced and appropriately credentialed teacher.}

Advisory (Non-Core/Non-College-Preparatory)
Advisory is a key support structure through which Collegiate will build and sustain high levels of academic achievement and development of strong social-emotional habits among our students. All Collegiate students will access a daily Advisory period during grades 9 and 10 and a weekly advisory period in grades 11 and 12. Each advisory will consist of 15-17 students and will be taught and overseen by a teacher.

The Advisory curriculum at Collegiate will have four goals:

\begin{itemize}
  \item \textbf{Self-reflection and goal-setting:} Develop in students the habit of monitoring and analyzing their own academic performance and progress on a frequent basis in order to identify important priorities and trends, set short- and long-term goals, and develop action steps for improvement and for working toward goals.
  \item \textbf{Personal organization:} Equip students with the habit of keeping a study schedule and organizational system for papers and digital files and content that allows them to balance their priorities, be resourceful, and accomplish tasks on time.
  \item \textbf{College-going culture:} Provide students with opportunities to learn about college and about specific colleges that they may want to consider, in the process teaching them about the different admissions requirements and reinforcing the importance of academic achievement in high school.
\end{itemize}

\textsuperscript{71}http://www.achievementfirst.org/about-us/achievement-first-videos/video/21087/. Any Collegiate student who decides not to attend college will have the option of completing an alternative assignment for parity credit in the course.
Executive function: Provide a small-group setting for students to read, discuss and reflect on their actions and choices using the Duckworth framework that considers students’ development of the habits of perseverance, conscientiousness, self-control, curiosity, and optimism. Develop a culture of peer accountability and camaraderie within the advisory that cultivates these traits in students.

Accordingly, Advisory in grades 9 and 10 will offer students the opportunity to access daily advising both in group and individual settings. As illustrated in Figure 13: Sample Lower School Advisory Weekly Schedule, the lower school advisory model will prioritize time daily for teachers, serving as advisors, to explicitly teach and reinforce metacognitive skills and content. Each day, Advisory will open with leveled book clubs that are thematically organized around a character skill or value that the school is working on that quarter. In the second half of the Advisory period, students will have 25 minutes of quiet, sustained study time while the teacher conferences with each of his/her advisees.

<table>
<thead>
<tr>
<th>Mondays</th>
<th>Tuesdays</th>
<th>Wednesdays</th>
<th>Thursdays</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Book Clubs (20 min.)</td>
<td>• Book Clubs (20 min.)</td>
<td>• Book Clubs (20 min.)</td>
<td>• Book Clubs (20 min.)</td>
</tr>
<tr>
<td>• Academic State of the Advisory (10 min.)</td>
<td>• College Spotlight (10 min.)</td>
<td>• Discipline State of the Advisory (10 min.)</td>
<td>• Academic State of the Advisory (10 min.)</td>
</tr>
<tr>
<td>• Advisor Conferencing and Independent Work Time (25 min.)</td>
<td>• Advisor Conferencing and Independent Work Time (25 min.)</td>
<td>• Advisor Conferencing and Independent Work Time (25 min.)</td>
<td>• Advisor Conferencing and Independent Work Time (25 min.)</td>
</tr>
</tbody>
</table>

In grades 11 and 12, Advisory will meet weekly for 50 minutes and will emphasize academic progress and self-monitoring. Students will be expected to arrive ready to discuss their current academic performance and work independently or with minimal guidance from the advisor (teacher) to formulate a set of goals and action steps for the ensuing week.

As described previously, advisors (teachers serving in this role) will also drive the Academic Progress Conferencing systems and will manage their advisees’ personalized learning plans.

**Instructional Methods and Strategies**
The instructional methodologies and strategies Collegiate employs are research-proven and highly coachable methods for teachers to maximize students’ skills and content mastery for all types of learners while at the same time maximizing student engagement and fostering increasing levels of intellectual and social-emotional independence. Core strategies that will define Collegiate’s instructional approach across all grade levels and classrooms include:

- Text in every discipline
- Socratic Seminar
- Explicit vocabulary instruction
- Teachers showing their thinking
- Taxonomy of Effective Teaching
- Intentional and varied lesson formats
- Extended and differentiated independent practice

**Text in Every Discipline**
Collegiate’s educational program will incorporate text and textual analysis into every class at
every grade level at every discipline. Students will ready novels and nonfiction texts in their ELA and History and Social Sciences courses. They will read for scientific information in their science courses. They will tackle word problems in their math courses and will read a spectrum of human interest stories and social science articles in their College Readiness sequence courses. Rather than passively listening, for information from teachers or videos, students will read for significant portions of the information they will need on a weekly basis in order to access content.

Increasing our students’ exposure to a wide variety of texts of varied genres, styles, and levels of lexical complexity on a daily basis, we will quickly build their reading skills and accustom them to the volume of reading they will need to handle when they matriculate to college. Figure 14: Typical Weekly Reading Load for a Collegiate Student in Grade 9 provides an example of the varied types and breadth of texts a ninth grade student might read and write in a given week through their classes at Collegiate.

<table>
<thead>
<tr>
<th>Course/time of day:</th>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book Clubs</strong></td>
<td>- Student reads 8-10 pages daily during Book Clubs in the Book Clubs &amp; Advisory Block. He also reads independently for homework each evening for 15-20 minutes and completes another 5-8 pages each night for a total of 75 independent reading pages this week.</td>
</tr>
<tr>
<td><strong>English I-A</strong></td>
<td>- Student reads 40 pages of <em>When I Was Puerto Rican</em> by Esmeralda Santiago through a combination of in-class Control-the-Game reading and homework.</td>
</tr>
<tr>
<td><strong>AP World History I</strong></td>
<td>- Students in this course are learning about industrialization globally and student reads two source documents over the course of this week totaling 38 pages about the mechanization of the textile industries in Japan and India as he prepares for a Friday seminar on the topic.</td>
</tr>
<tr>
<td><strong>Early College Awareness</strong></td>
<td>- Students are researching summer programs and professional internship opportunities this week; student spends a total of 55 minutes in class and at home conducting online research, looking up and reading about programs.</td>
</tr>
<tr>
<td><strong>Visual and Performing Arts: Dance</strong></td>
<td>- In student’s dance class, the troupe is exploring a six-week unit on flamenco, as part of which the instructor has given them a five-page reading homework assignment that describes the cultural origins and major traditions of the form.</td>
</tr>
<tr>
<td><strong>Spanish I</strong></td>
<td>- Student’s Spanish 9 class is conducted exclusively in Spanish; student X reads all directions and writes exclusively in Spanish for all work assigned.</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td>- Student reads a 10-page informational text about Darwinism through a combination of in-class Control-the-Game reading and homework.</td>
</tr>
<tr>
<td><strong>Math II</strong></td>
<td>- In geometry class this week, students are practicing proofs; student writes 25 proofs over the course of the week through a combination of work in class and proofs assigned for homework.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>- Student is working to complete an essay assignment and is in the final drafting stages. As part of this process, he is paired with another student in his writing class for peer editing; he reads and provides mechanical edits on three pages of the student’s expository essay.</td>
</tr>
</tbody>
</table>

As part of Collegiate’s emphasis on exposing students to a breadth of genres, styles, and texts, we will use Control-the-Game reading frequently across the majority of our classrooms. Control-
the-Game is a pedagogical technique that makes reading instruction productive and accountable. In Control-the-Game, the teacher selects a passage for the class to read aloud together. Typically, the teacher will have planned out ahead of time segments of the passage for reading by different students. The teacher will cold-call students to read and students will be expected to pick up immediately when their turn is called, which means that students must follow along in the text as others read and are therefore accountable for reading silently while they hear the text read out loud by another. The teacher will frequently start first, modeling how good readers use intonation and expression and stop at the end of a sentence. The teacher will have different students read varied lengths of text depending on their fluency. The teacher will stop a student and have him go back and read a sentence over again if they misread or struggle to read fluently the first time. The teacher will also have preplanned scripted questions to stop and ask as checks for understanding, to model the types of questions good readers ask themselves as they read, and to push students toward higher levels of comprehension as they read together. Control-the-Game will be a core emphasis of professional development in years 1 and 2 of Collegiate’s growth.

Socratic Seminar
Reading and writing will play a central role in the daily lives of Collegiate students. Whether a new English Learner or a native English reader of above grade level texts, every student at Collegiate will have ample time and support built into their daily schedules in all grades to develop their literacy skills. Learning to read and write about a breadth of college level texts in fiction and nonfiction genres will not only prepare our students for success on the CAASPP, SAT and AP exams; it will set them up for the types of texts and writing assignments they will undertake their freshman year of college.

The core of our literacy program will live in the English sequence, the Writing sequence, and the History/Social Science sequence. Literacy will also be emphasized through the Science curriculum. At each grade level, students will take an English course, a writing course, and a history/social sciences course. Borrowing from the Achievement First Socratic seminar cycle model, Collegiate’s seminar cycle will integrate the three humanities courses required of all Collegiate scholars – literature, history and composition – into a series of 12 coordinated cycles throughout the school year. Each cycle will require major collaboration among humanities teachers and will move students through the following stages: directed reading and annotation, interpretive seminar discussion, summative writing, and evaluative discussion. Every three weeks, the process will culminate in a formal, evidence-based essay required from every student at the close of each cycle.

This approach will, in particular, support our EL population’s language development by providing all students ample opportunities to practice with reading, speaking, and listening. The Socratic Seminar method ensures that students are practicing active listening and encourages students to carefully formulate their thoughts and oral contributions. To this end, ELs will be paired with native English speakers during seminar preparatory pair-shares. During this time early on in the class period, students will work in pairs to discuss and compare their textual annotations and prepare their oral comments. In this way, ELs will receive additional opportunities to practice with content-based speech and language leading up to the formal seminar.

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73 To enable cross-content collaboration, weekly co-planning time for English and History/Social Science teachers will be built into Collegiate’s weekly schedule.
74 http://www.achievementfirst.org/high-school/academic-rigor/pba-system/seminar-cycle/.
Collegiate’s adoption of the Socratic seminar method recognizes two realities of our students’ literacy needs: (1) Common Core requires our students to read, think, speak, and write about complex text in a far more evidence-based and nuanced way than did previous standards for secondary ELA instruction; and (2) many of our students – in particular our EL students – can benefit tremendously from an instructional format in literacy-based courses that emphasizes close reading and provides students with multiple opportunities to practice speaking Standard American English in an academic context.

Therefore, to better prepare students for the structure of post-secondary learning, Collegiate humanities courses will feature seminar-style teaching. This style is a commonly recognized emerging best practice for teaching Common Core ELA skills. By shifting from the typical questions asked of high school students (e.g., "What do you think about this reading?") to those generally posed to college students (e.g., "What are the author's core arguments?" or "How could this be interpreted differently?"), the framework ensures that students are able to:

- Use evidence to support their opinions
- Listen carefully to the ideas of their peers
- Synthesize multiple points of view into a more complex understanding of the text
- Comprehend and engage with increasingly sophisticated text using skills of focused annotation and habits of critical thinking
- Construct college-preparatory papers that put forth scholarly assertions backed by a coherent and compelling body of evidence

By the end of the school year, each student has produced 12 evidence-based essays – measurable signposts on his or her path to college.

**Explicit Vocabulary Instruction**

Vocabulary development is of paramount importance at all levels of education. Indeed, breadth of vocabulary has been repeatedly pointed to as the single greatest predictor of SAT success and in turn college success nationally and for decades. Collegiate will employ a research-proven, structured, and school-wide system of explicit vocabulary instruction across all content classes at all grade levels. The highlights of the whole-school vocabulary program will include:

- Explicit SAT vocabulary instruction through guided reading and through the College Readiness sequence
- Weekly school-wide SAT word of the week taught in advisory, practiced during Physical Education and lunch daily
- Word walls with content-specific Tier II and Tier III vocabulary in every classroom
- Vocabulary lists with every text in all humanities, science, and College Readiness sequence courses weekly
- Vocabulary assessment in every class on weekly Show-What-You-Know quizzes
- Vocabulary competitions each quarter

**Teachers Showing Their Thinking**

Collegiate teachers will become experts at modeling strong critical thinking and analysis in their respective content areas through delivering think-alouds whenever they introduce new material or concepts. Think-alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally or performing a math problem. The goal of the verbalization is to narrate everything the reader or problem-solver is thinking or doing, describing things they are doing as they read to monitor their comprehension.
or the conceptual logic of their procedures. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text. This, in turn, will push students toward stronger modes of student talk.

The Taxonomy of Effective Teaching
Collegiate teachers at all grade levels will use a variety of academic, behavioral, and advanced instructional techniques that reinforce student expectations and build high levels of student engagement. These techniques can be categorized into three areas: behavioral, academic, and advanced (applied to both behavior and academics). Drawing from the Taxonomy of Effective Teaching Practices as outlined in Figure 15: Taxonomy of Effective Teaching Practices, Collegiate will train teachers in a variety of academic, behavioral, and advanced (applied to both behavior and academics) instructional techniques that reinforce student expectations and build high levels of student engagement.

### Figure 15: Taxonomy of Effective Teaching Practices

<table>
<thead>
<tr>
<th>Technique</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Method in which a teacher demands everyone’s full participation to complete a task or activity associated with learning using the least invasive form of intervention, relying on firm, calm finesse, and making compliance visible.</td>
</tr>
<tr>
<td>Sweat the details</td>
<td>Approach that encourages teachers to enforce 100% compliance of every expectation, including aspects that may seem minor.</td>
</tr>
<tr>
<td>Positive Framing</td>
<td>Method of making corrections consistently and positively that includes narrating the behaviors you expect to see and expectations you want students to meet.</td>
</tr>
<tr>
<td>Cold Call</td>
<td>Practice of calling on students regardless of whether they have raised their hands in order to make engaged participation the expectation.</td>
</tr>
<tr>
<td>Stretch It</td>
<td>Technique in which a teacher challenges and strengthens a student’s understanding of a concept by asking them to explain how they arrived at an answer or asking them to answer a harder question that builds off that same concept or standard.</td>
</tr>
<tr>
<td>Ratio</td>
<td>Method in which the teacher purposefully minimizes the time spent talking to afford more opportunities for the class to lead.</td>
</tr>
<tr>
<td>Right Is Right</td>
<td>Teaching standard in which the teacher refuses to accept partial answers or close answers that may not be technically correct. Instead the teacher continues to engage the class until the absolute correct answer is given.</td>
</tr>
<tr>
<td>Precise Praise</td>
<td>Technique used by teachers to reward students with praise using very specific examples that are meaningful and genuine.</td>
</tr>
</tbody>
</table>

Intentional and Varied Lesson Formats
Collegiate’s founding team recognizes that students must be accustomed to receiving and processing information through a variety of media and communication formats. Collegiate’s class structure and lesson formats will be intentionally varied and aligned to content specifics. This approach borrows from the work of North Star Academy High School in Newark, NJ, one of the highest-performing urban charter schools nationally. North Star’s team has worked to develop a battery of five core lesson formats which teachers use when planning lessons. These five formats will constitute the five lesson formats teachers at Collegiate will employ and are summarized in Figure 16: Collegiate’s Five Lesson Types.

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76 Ibid.
### Figure 16: Collegiate’s Five Lesson Types

<table>
<thead>
<tr>
<th>Lesson type</th>
<th>Description</th>
<th>Appropriate usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-We-You</td>
<td>Traditional Gradual Release with modeled and guided practice</td>
<td>• Introduction to new material in math class for exposing students to a new skill/concept/property</td>
</tr>
<tr>
<td>Flipped Classroom</td>
<td>Students complete significant pre-reading and pre-work at home and come to class prepared to conduct an experiment or other inquiry-based activity</td>
<td>• Science lab day: students complete pre-reading to acquire key background information and then conducts experiment independently generating findings and conclusions</td>
</tr>
<tr>
<td>College Lecture</td>
<td>Students practice taking formal notes while the teacher lectures</td>
<td>• Summary or overview of a historical period</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Summary of accepted literary analysis for a given work of fiction</td>
</tr>
<tr>
<td>Seminar</td>
<td>Students conduct a primarily student-led and text-based discussion of an essential question; teacher directs the conversation only as needed</td>
<td>• Students carefully analyze and process the literal and figurative meanings of a sophisticated text, identifying key information and making inferences before they can effectively write a paper about the text</td>
</tr>
<tr>
<td>Workshop</td>
<td>Students work independently on laptops through an assignment (e.g., an essay); teacher conferences with individual students throughout the class period to provide immediate feedback on quality of work</td>
<td>• Students work independently or in small groups with spurts of teacher guidance</td>
</tr>
</tbody>
</table>

Through the implementation of this variety of lesson types, Collegiate will ensure that teachers are delivering strong content information while also providing opportunities for students to practice inquiry and critical thinking skills. This approach will help protect our instructional program from relying on rote memorization and procedures-based instruction and will ensure that we are constantly pushing our students toward greater degrees of academic independence and intellectual leadership in our classrooms.

### Extended and Differentiated Independent Practice

As reflected in the daily-weekly schedule included in Academic Calendar and Schedules, Collegiate’s core courses in ELA, math, Science, and History and Social Sciences will meet for 90-minute blocks. This choice is to afford teachers ample time for differentiated independent work for each student, extended laboratory time in science courses, and extended seminar time in humanities courses. For example, a math teacher may spend 30 minutes of a lesson introducing a new mathematical concept and corresponding problem-solving procedures and then release students into scaffolded independent work for a full 45 minutes of practice time to work individually or in small groups or partner pairs before reconvening the class for an exit ticket. This will afford the teacher to work more intensively with the more struggling students in the class to support and guide as needed while more advanced students forge ahead.
Technology in the Classroom

Collegiate’s instructional program will incorporate technology instruction and use of key technology platforms for school-wide systems for student communication and progress tracking in a number of facets of the school day and curriculum. Ultimately, we seek to ensure that our students have the 21st century skills needed to succeed in a college preparatory high school. Accordingly, Collegiate will hold school-wide expectations in key areas of use of technology, so that we can ensure that our students are adept at using the tools they will need to be successful in college and in their careers.

<table>
<thead>
<tr>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing</td>
</tr>
<tr>
<td>• Students take the NWEA MAP assessment online</td>
</tr>
<tr>
<td>• Students take mock CAASPP and (interim assessments) online</td>
</tr>
<tr>
<td>• Students take mock SAT exams online77</td>
</tr>
<tr>
<td>• Whole-school use of Illuminate’s data and assessment platform to generate standards-aligned interim assessments and for analysis of interim assessment data</td>
</tr>
<tr>
<td>Submission of written work</td>
</tr>
<tr>
<td>• Formal writing assignments (process-based assessments, research paper, personal statements) completed in GoogleDocs and shared with instructor</td>
</tr>
<tr>
<td>• Final versions of formal writing assignments exported to MS Word and formally shared as an attachment to a professional email sent to the teacher</td>
</tr>
<tr>
<td>Monitoring grades/ school calendar</td>
</tr>
<tr>
<td>• Students accountable for checking grades online weekly in student information system’s online grades platform</td>
</tr>
<tr>
<td>• Weekly schedule and updates posted on the school website; students expected to check each week for action items</td>
</tr>
<tr>
<td>Communicating with teachers outside of school</td>
</tr>
<tr>
<td>• Students taught to communicate formally and professionally via email with teachers as their first resort when asking for help or clarification, requesting a recommendation or scheduling a meeting time</td>
</tr>
<tr>
<td>Submitting applications</td>
</tr>
<tr>
<td>• Students with staff support self-register for exams (SAT, APs, etc.)</td>
</tr>
<tr>
<td>• Students with staff support submit all college applications and FAFSA online</td>
</tr>
<tr>
<td>• Students with staff support apply for all school opportunities (summer programs, enrichment, electives, etc.) and leadership roles through an online system</td>
</tr>
<tr>
<td>Curriculum</td>
</tr>
<tr>
<td>• Students leverage Khan Academy and watch the relevant video segments before reaching out to a teacher in the evening for math help</td>
</tr>
<tr>
<td>• Teachers use a spectrum of programs in an online platform such as Canvas to differentiate independent practice to meet a spectrum of students’ needs</td>
</tr>
<tr>
<td>• Students log independent reading books in Accelerated Reader</td>
</tr>
<tr>
<td>Student life initiatives</td>
</tr>
<tr>
<td>• Upper school students publish weekly online newsletter to disseminate information about key events and opportunities campus-wide</td>
</tr>
</tbody>
</table>

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

Recognizing that not all families will have access to a home computer, the daily schedule for students at all grade levels reflects time when students will have access to the school’s ChromeBook fleet. In year one of the Charter and as reflected in the proposed five-year budget, Collegiate will invest in two ChromeBook laptop carts, and in significant broadband infrastructure as necessary, in order to ensure that all students have access to computers at

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77 Starting in fall 2016, the College Board will offer an online version of the SAT I exam.
appropriate times of the school day and school year. Starting in year three, in grades 9 through 12, we will maintain a 1-to-1 student to ChromeBook ratio.\textsuperscript{78} Students will check out ChromeBooks at arrival each morning and check these back in at dismissal. Students will also have access to ChromeBooks during Advisory and after school during Homework Center affording students over two hours each evening to work on computer-based assignments. Collegiate teachers will offer printed materials for student to work from at home in cases where students do not have adequate access to a computer and/or internet in their homes and need access to materials in order to complete any assigned work.

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

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

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

**Graduation Requirements**

As a public charter school and as a Local Educational Agency, Collegiate has set graduation requirements that will best support our students as we realize the school's mission of preparing 100% of our students for college and career success. Collegiate's graduation requirements include:

- Completion of a course of study that includes the A-G requirements
- Completion of a set of college preparatory assessments
- Complete an application for at least one nonprofit, four-year college or university\textsuperscript{79}

Collegiate’s graduation requirements reflect the school’s commitment to holding high expectations for academic achievement for all students so that all students can and will reach graduation ready to successfully transition to college. Collegiate’s graduation requirements equally reflect the school’s commitment to ensuring access for all types of learners and to

\textsuperscript{78} In years one and two, teachers will share laptop carts if need be, as we will be able to execute the proposed daily schedule without a full complement of laptops for each student. In year three, we will invest in a full fleet and roll out a checkout/check-in daily laptop system with a one-to-one laptop-to-student ratio.

\textsuperscript{79} In College Readiness IV, each student will complete a full application to a four-year college as part of the graduation requirements for Collegiate. A student need not submit the application in order to meet the graduation requirement.
supporting all learners – no matter their incoming skill levels or levels of cognitive and/or social ability or disability – to succeed on a path toward college and career readiness.

**Required Course of Study**

To earn a high school diploma from Collegiate Charter High School of Los Angeles, a student must complete 270 credits of the following course of study. A student must earn a grade of 70% or higher or a grade of “Credit” in each course in order to earn credit for the course:

- 40 credits of core English Language Arts coursework
- 40 credits of core Math coursework to and through Common Core Integrated Math IV
- 40 credits of History and Social Sciences including at least one year of World History and Geography, at least one year of U.S. History, a semester of American Government, and a semester of Economics
- 40 Credits of Lab Sciences including at least one year of biological sciences and least one year of physical sciences
- 20 credits of a Language Other than English fulfilled by completing at least two sequential years of the same language; three or more years are highly recommended
- 10 credits of Visual and Performing Arts
- 20 credits of Physical Education
- 30 credits of the four-year College Readiness sequence
- 30 credits of Advisory

The table below describes Collegiate’s required course of study’s alignment to the A-G requirements, as well as to the California State Department of Education’s graduation requirements.

<table>
<thead>
<tr>
<th>California State Mandated Requirements</th>
<th>UC Requirements for Freshman Admissions</th>
<th>Collegiate Requirements for Graduation</th>
<th>Collegiate course sequences fulfilling requirements</th>
<th>Course credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Years</td>
<td>Four years of approved courses</td>
<td>Four years of approved courses (40 credits)</td>
<td>English I-A/B: Common Core ELA – Literature &amp; Composition</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>English II-A/B: Common Core ELA – Literature &amp; Composition</td>
<td>10</td>
</tr>
</tbody>
</table>

80 Students who take Spanish for Native Speakers I and II will have the opportunity to complete three years’ worth of UC/CSU approved secondary foreign language study over the course of two years (four semesters).


82 Ibid.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English III</strong></td>
<td>English III - A/B: Common Core ELA - Literature &amp; Composition OR English III-AP: Advanced Placement English Language &amp; Composition</td>
<td>10</td>
</tr>
<tr>
<td><strong>English IV</strong></td>
<td>English IV-A/B: Common Core ELA – Literature &amp; Composition OR English IV-A-AP Advanced Placement English Literature &amp; Composition</td>
<td>10</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Common Core Pre-Higher Math</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Common Core Integrated Math I</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Common Core Integrated Math II</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Common Core Integrated Math III</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Advanced Placement Calculus A/B</td>
<td>10</td>
</tr>
<tr>
<td><strong>Social Studies/Science</strong></td>
<td>Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>English Integrated Math I</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>English Integrated Math II</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>English Integrated Math III</td>
<td>10</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>World History I</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>World History II &amp; Research OR Advanced Placement World History</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>U.S. History &amp; Research OR Advanced Placement U.S. History</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>American Government OR Advanced Placement American Government &amp; Politics</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Economics OR Advanced Placement Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td><strong>Languages Other than English</strong></td>
<td>Four years of either visual and performing arts, foreign language, or career technical education**.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Spanish I OR Spanish I for Native Speakers (I/II)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Spanish II OR Spanish II for Native Speakers (II/III)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Spanish III</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Advanced Placement Spanish Language</td>
<td>10</td>
</tr>
<tr>
<td><strong>Visual and Performing Arts</strong></td>
<td>One year of either visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Visual &amp; Performing Arts I</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Visual &amp; Performing Arts II</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Visual &amp; Performing Arts III</td>
<td>10</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Not Applicable</td>
<td>10</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Four years (30 credits)</td>
<td>10</td>
</tr>
<tr>
<td><strong>College Readiness I: Early College Awareness</strong></td>
<td>College Readiness I: Early College Awareness</td>
<td>5</td>
</tr>
</tbody>
</table>
Required College Preparatory Assessments
A student must complete the following set of college readiness-aligned assessments in order to earn a diploma from Collegiate Charter High School of Los Angeles:

- NWEA MAP Exam (4 times: August and May of grade 9 and grade 10)
- CAASPP in ELA and Math (April/May of grade 11)  
- Earn a passing score on the CAHSEE (California High School Exit Exam)

College Application
A student must complete an application targeted to an accredited, nonprofit four-year college or university of their choice. Submission of the application to a college is not required and is not a condition of graduation.

Credit Recovery Opportunities and Support
Students who fall short of grade level promotion requirements within the course of the regular school year will have the opportunity to retake courses or resubmit projects or major papers over the summer during a three-week Summer Academy and receive full course credit. If a student earns no credit in one or two academic classes (earns a grade below 70% or a grade of “Not Yet”) that constitutes promotion requirements, s/he may retake the class(es) or redo the assignment during Summer Academy. If s/he earns a passing grade during Summer Academy, s/he will earn credit for the class.

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

84 There are no required passing scores for the NWEA MAP exam. No Collegiate student or family will be assessed a fee for any exam in which Collegiate requires participation as a condition for graduation. College will obtain fee waivers and/or fee reduction for all AP and SAT exams, as well as for college application fees. Collegiate will finance remaining costs not covered through the College Board’s fee waiver and reduction programs.

85 A student not granted permission to submit the application by a parent or legal guardian will still complete all components of the application but will not submit the application as a requirement for graduation.
Accreditation by the Western Association of Schools and Colleges

Collegiate intends to apply for and receive accreditation by the Western Association of Schools and Colleges (WASC) validating our program, granting our curricula an official stamp of approval for UC and CSU recognition, and ensuring that our students can therefore gain access to all institutions of higher learning. Collegiate anticipates applying for WASC in its second year of operation in order to ensure that the Charter School is WASC-accredited by the time our first cohort of students graduates. Our school leadership will submit a Request for WASC Affiliation and assign a point person to coordinate and submit an Initial Visit Application/School Description form, addressing the following five categories: (1) Organization, (2) Standards-based Student Learning Curriculum, (3) Standards-based Student Learning Instruction, (4) Standards-based Student Learning Assessment and Accountability, (5) School Culture and Support for Student Personal and Academic Growth. Collegiate will comply with WASC standards and processes while under review.

Student Transfers and Transferability of Courses

Our transcripts will transparently reflect our WASC accreditation, the alignment of our courses to A-G requirements, our grading scale, and the seat hours associated with each of our core and non-core classes and the corresponding credits earned. Our family handbook – printed in both English and Spanish – will clearly delineate transferability of coursework. Each year, students take a full course load of A-G courses so that a student would transfer to another high school on track to meet A-G.

Academic Calendar and Schedules

Collegiate’s proposed year-long calendar and daily/weekly schedules incorporate the following elements designed to sustain an achievement-focused, disciplined school culture and to support and advance students’ mastery of fundamental skills and rigorous academic content:

- 184-day instructional calendar
- 29 days of dedicated teacher professional development including four data days
- Extended instructional day Monday through Thursday (7:55 am - 4:30 pm)
- Adaptive, data-driven professional development every Friday with truncated instructional day (students dismiss at 12:40 pm on Fridays)
- Quarter system for assessment and grading with diagnostic, interim, and final assessments in all core content courses
- Family academic progress report conferences every 5-6 weeks with faculty advisors
- Family orientation and individual family chats offered to all newly enrolled students and their families in August prior to start of school
- Cafecitos86 for monthly family feedback and community building
- Monthly evening family programming including family early college awareness and college access workshops
- Joyous weekly rituals to ensure that celebrate achievement and quarterly awards assemblies to celebrate students who are achieving and showing academic growth
- Earned end-of-year trips for students
- Three-week Summer Academy for credit recovery

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86 Monthly coffee morning meetings where the school’s leadership invites all Collegiate parents/guardians into the school community for a one-hour meeting. Cafecitos will offer families the opportunity to hear directly from the Executive Director and other key leaders and to give direct input and feedback on a frequent and informal basis.
Figure 19: Collegiate Charter School of Los Angeles DRAFT Calendar 2015-2016 displays Collegiate’s proposed yearly calendar and details special programming, testing windows, and professional development schedule.

The monthly apportionment of full and half instructional days is depicted below. Broadly, half days will be held on Fridays to allow for teacher professional development, extended curriculum planning and co-planning blocks, and grade level team planning meetings. Half days will also take place every 5-6 weeks to reserve afternoon time for teachers to conduct academic progress report conferences with families.

### Figure 19: Collegiate Charter School of Los Angeles DRAFT Calendar 2015-2016

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="calendar_july.png" alt="Calendar" /></td>
<td><img src="calendar_august.png" alt="Calendar" /></td>
<td><img src="calendar_september.png" alt="Calendar" /></td>
<td><img src="calendar_october.png" alt="Calendar" /></td>
</tr>
</tbody>
</table>

- **Full days**: 13; half days: 4
- **Full days**: 15; half days: 3
- **Full days**: 16; half days: 5
- **Full days**: 15; half days: 3

The months are organized with the days of the week in a grid, and various symbols denote different events and days.

### Table: Instructional Days: Full versus Half for Proposed Year One Schedule

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Full</strong></td>
<td>0</td>
<td>5</td>
<td>16</td>
<td>18</td>
<td>13</td>
<td>11</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td><strong>Half</strong></td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

- **Holiday/breaks (closed)**
- **First day of school**
- **Staff professional development: no school for students**
- **Assessment days**
- **Report Cards mailed**
- **Incentive trips**
- **Last day of quarter**
- **Early dismissal days**
- **First day of quarter**
- **Family event**

**Note**: The table is a representation of the days categorized as full or half, with corresponding totals for each month.
### Figure 21: Key Dates for 2015-2016 DRAFT Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 13</td>
<td>First day of Staff Summer PD</td>
</tr>
<tr>
<td>July 13 - August 5</td>
<td>Summer Institute (PD)</td>
</tr>
<tr>
<td>August 5-7</td>
<td>Home Visits and Family Chats</td>
</tr>
<tr>
<td>August 8</td>
<td>Family University (All families invited.)</td>
</tr>
<tr>
<td>August 10-14</td>
<td>Staff Readiness Week (PD)</td>
</tr>
<tr>
<td>August 14</td>
<td>Building Readiness Check</td>
</tr>
<tr>
<td>August 17</td>
<td>All Long-term Plans and QI Assessments DUE</td>
</tr>
<tr>
<td>August 18</td>
<td>First day of school (Truncated day: 7:40-12:40)</td>
</tr>
<tr>
<td>August 19-20</td>
<td>NWEA MAP diagnostic testing (Truncated day: 7:40-12:40)</td>
</tr>
<tr>
<td>August 21</td>
<td>Staff PD day (no school for students)</td>
</tr>
<tr>
<td>September 7</td>
<td>Labor Day (no school for students/staff)</td>
</tr>
<tr>
<td>September 7</td>
<td>Back-to-School Night (evening)</td>
</tr>
<tr>
<td>September 18</td>
<td>First Community Circle</td>
</tr>
<tr>
<td>September 23</td>
<td>Academic Progress Report Conferences</td>
</tr>
<tr>
<td>October 6</td>
<td>Cafecita (10-11 am)</td>
</tr>
<tr>
<td>October 20-22</td>
<td>Quarter I Interim Assessments</td>
</tr>
<tr>
<td>October 23</td>
<td>College visit (whole school)</td>
</tr>
<tr>
<td>October 30</td>
<td>Quarter I Data Day (no school for students)</td>
</tr>
<tr>
<td>November 4</td>
<td>Academic Progress Report Conferences</td>
</tr>
<tr>
<td>November 5</td>
<td>Quarter I Awards Night</td>
</tr>
<tr>
<td>November 11</td>
<td>Veterans’ Day (no school)</td>
</tr>
<tr>
<td>November 24</td>
<td>Cafecita (10-11 am)</td>
</tr>
<tr>
<td>November 26-27</td>
<td>Thanksgiving (no school)</td>
</tr>
<tr>
<td>December 17</td>
<td>Winter Family Festival (evening)</td>
</tr>
<tr>
<td>December 21</td>
<td>January 1: Winter Break (no school)</td>
</tr>
<tr>
<td>January 8</td>
<td>Academic Progress Report Conferences</td>
</tr>
<tr>
<td>January 13-15</td>
<td>Quarter II Interim Assessments</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Quarter I</td>
<td>August 18 - October 23 (Grades close: 10/30)</td>
</tr>
<tr>
<td>Quarter II</td>
<td>October 26 - January 19 (Grades close: 1/22)</td>
</tr>
<tr>
<td>Quarter III</td>
<td>January 20 - March 18 (Grades close 3/25)</td>
</tr>
<tr>
<td>Quarter IV</td>
<td>March 21 - June 8 (Grades close June 10)</td>
</tr>
</tbody>
</table>

#### Daily/Weekly Schedules

Collegiate’s founding team has modeled a daily and weekly schedule for the founding four years of the school’s growth. The proposed schedule for year one is displayed below and exhibits the following features:

- 95-minute bi-weekly blocks for all students in English, Math, Science and History[^87]
- 50-minute Friday blocks for all students in Math, Science and History[^88]
- 55-minutes of daily writing instruction
- Daily Book Clubs and Advisory for all students
- College Readiness class sequence that meets weekly in grades 9 and 10 and daily in grades 11 and 12
- Flexible student scheduling to ensure that students will not be homogeneously “tracked” throughout their day (with the exception of Math courses)
- Weekly 45-minute instructional coaching meetings for all teachers
- Breaks for teachers (no teacher is programmed for more than four consecutive hours)

[^87]: Aligns to CSCCS in ELA and Mathematics.
[^88]: Ibid.
- Extended planning time (each teacher is blocked for at least 13 hours of planning time built into their week) with emphasis on creating daily extended planning blocks (90+ minutes) where possible
- Light postings/duties for teachers (meals and non-academic blocks in the day are covered by school leaders and operations personnel)

Given the intensity and length of the daily schedule for students, Collegiate will institute a school-wide policy whereby the grade level team will be responsible for planning and monitoring daily homework load. The grade level team, when they meet each Friday, will as part of their weekly agenda calendar estimated daily homework minutes for average students in their classes in the upcoming week to ensure that teachers are not unwittingly assigning overwhelming homework loads.

Given the intensity of teachers' instructional schedules, we have chosen to the extent feasible to have leadership (the Executive Director and Deans) and operations support personnel (the Dean of Operations, Operations Manager, and Operations Assistants) own the majority of postings and duties throughout the day in order to preserve valuable planning time for teachers.

Figures 22 and 23 below reflect the draft for Collegiate’s Monday/Wednesday, Tuesday/Thursday, and Friday instructional days. Instructional minutes are reflected in orange; passing periods, meals and all other non-instructional time are reflected in gray.

Please note that in Figures 22, 23 and 26 through 31 below, the columns do not represent class cohorts nor do they represent vertical sample schedules for individual students. Students may select and/or be programmed into different columns of a course schedule throughout their instructional day. For example, two grade 9 students could be programmed for the following schedules, depending on their learning needs and selection of classes:

<table>
<thead>
<tr>
<th>Student #1 (M&amp;W/T&amp;Th)</th>
<th>Student #2 (M&amp;W/T&amp;Th)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>Math II/Biology</td>
</tr>
<tr>
<td>Period 2</td>
<td>English I-A/World History I</td>
</tr>
<tr>
<td>Period 3</td>
<td>PE I</td>
</tr>
<tr>
<td>Period 4</td>
<td>Advisory</td>
</tr>
<tr>
<td>Period 5</td>
<td>English I-B</td>
</tr>
<tr>
<td>Period 6</td>
<td>Literacy Intensive</td>
</tr>
<tr>
<td>Period 7</td>
<td>Math Intensive</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students will not travel as cohorts through their entire class schedule and will take classes with different students throughout the day and week. To the extent feasible, Collegiate will implement flexible scheduling for each student, so that students are not homogeneously grouped by skill level in their core classes. Students will have the opportunity to start their high school math sequence with either Math I or Math II as appropriate. This will enable students who take Math I in grade 9 to complete Math IV in the senior year and will enable students who take Math II in grade 9 to complete Calculus or AP Calculus. In grade 9, students may elect into either Spanish I or Spanish I for Native Speakers. All other classes will be heterogeneous by skill level. For example, students in Math I and Math II will be in the same class for English IA/B and World History I. Students in grade 9 may elect into either Physical Education or Team Sports, but no student will take both courses in their schedule in a given semester.
Figure 22: DRAFT Year One Monday - Thursday Grade 9 Course Schedule

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Min</th>
<th>Arrival</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40</td>
<td></td>
<td></td>
<td>7:40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Start</th>
<th>End</th>
<th>Math II/Biology</th>
<th>World History I/English I-A</th>
<th>Biology/ Math I</th>
<th>English I-A/World History I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7:40</td>
<td>9:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>Start</th>
<th>End</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9:15</td>
<td>9:18</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 2</th>
<th>Start</th>
<th>End</th>
<th>Math I/Biology</th>
<th>World History I/English I-A</th>
<th>Biology/ Math I</th>
<th>English I-A/World History I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9:18</td>
<td>10:53</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>Start</th>
<th>End</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10:53</td>
<td>10:56</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 3</th>
<th>Start</th>
<th>End</th>
<th>PE I</th>
<th>Spanish I &amp; I-Native Speakers</th>
<th>English I-B</th>
<th>English I-B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10:56</td>
<td>11:51</td>
<td>55</td>
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</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>Start</th>
<th>End</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11:51</td>
<td>11:56</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lunch</th>
<th>Start</th>
<th>End</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11:56</td>
<td>12:26</td>
<td>30</td>
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</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>Start</th>
<th>End</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12:26</td>
<td>12:31</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 4</th>
<th>Start</th>
<th>End</th>
<th>Advisory</th>
<th>Advisory</th>
<th>Advisory</th>
<th>Advisory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12:31</td>
<td>1:26</td>
<td></td>
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<table>
<thead>
<tr>
<th>Transition</th>
<th>Start</th>
<th>End</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1:26</td>
<td>1:29</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 5</th>
<th>Start</th>
<th>End</th>
<th>English I-B</th>
<th>English I-B</th>
<th>PE I</th>
<th>Spanish I &amp; I-Native Speakers</th>
<th>SPED minutes</th>
</tr>
</thead>
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<tr>
<td></td>
<td>1:29</td>
<td>2:24</td>
<td></td>
<td></td>
<td>55</td>
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<table>
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<tr>
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<th>Start</th>
<th>End</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2:24</td>
<td>2:27</td>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Period 6</th>
<th>Start</th>
<th>End</th>
<th>Arts Option 1</th>
<th>Arts Option 2</th>
<th>Math Intensive</th>
<th>Literacy Intensive</th>
</tr>
</thead>
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<tr>
<td></td>
<td>2:27</td>
<td>3:22</td>
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<table>
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<th>Start</th>
<th>End</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3:22</td>
<td>3:25</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Period 7</th>
<th>Start</th>
<th>End</th>
<th>Sport Option 1</th>
<th>Sport Option 2</th>
<th>PE I</th>
<th>Math Intensive</th>
<th>Literacy Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>4:20</td>
<td></td>
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<table>
<thead>
<tr>
<th>Dismissal</th>
<th>Start</th>
<th>End</th>
<th>DISMISSAL: 4:20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4:20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The bell schedule for Collegiate’s school day is:

Mondays – Thursdays:

- 7:40 am: Late bell and start of Period 1
- 9:15 am: End of Period 1
- 9:18 am: Start of Period 2
- 10:53 am: End of Period 2
- 10:56 am: Start of Period 3
- 11:51 am: End of Period 3
- 11:56 am: Start of lunch (non-instructional minutes)
- 12:26 pm: End of lunch
- 12:31: Start of Period 4
- 1:26 pm: End of Period 4
- 1:29 pm: Start of Period 5
- 2:24 pm: End of Period 5
- 2:27 pm: Start of Period 6
- 3:22 pm: End of Period 6
- 3:25 pm: Start of Period 7
- 4:20 pm: End of Period 7 and Dismissal

Fridays:

- 7:40 am: Late bell
- 7:45 am: Start of Period 1
- 8:30 am: End of Period 1
- 8:33 am: Start of Period 2
- 9:23 am: End of Period 2
- 9:26 am: Start of Period 3
- 10:16 am: End of Period 3
- 10:19 am: Start of Lunch and Friday Celebration (non-instructional minutes)
- 11:09 am: End of Period 3
- 11:14 am: Start of Period 4
- 11:19 am: End of Period 4
- 11:24 am: Start of Lunch
- 11:45 am: End of Lunch
- 12:40 pm: Dismissal

With parent permission, all students will be offered the opportunity to stay after school for tutoring and/or homework support. Students will have the opportunity to visit lockers during arrival, directly before the outset of the lunch block, and at dismissal. Students will use three-minute passing periods for classroom transitions between all other periods. To facilitate this, teachers will be expected to dismiss students from each class period punctually. Students will transition urgently with an emphasis on safety and punctuality, which will prepare them with the habit of getting to class on time, which will be important in college when they transition across campuses from class to class.
### Figure 24: Year One Sample Teacher & Staff Schedules

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Min</th>
<th>ELA Teacher #1</th>
<th>ELA Teacher #2</th>
<th>Math Teacher</th>
<th>Science Teacher</th>
<th>History Teacher</th>
<th>Spanish Teacher</th>
<th>SPED Coordinator</th>
<th>Academic Dean</th>
<th>Executive Director</th>
<th>Operations Manager</th>
<th>Operations Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch</td>
<td>11:56</td>
<td>12:26</td>
<td>30</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>Posting: Lunch &amp; Lockers</td>
<td>Posting: Lunch &amp; Lockers</td>
<td>Posting: Lunch &amp; Lockers</td>
</tr>
<tr>
<td>Dismissal</td>
<td>4:20</td>
<td>4:30</td>
<td>10</td>
<td>OFF</td>
<td>OFF</td>
<td>OFF</td>
<td>OFF</td>
<td>OFF</td>
<td>Posting: Dismissal</td>
<td>Posting: Dismissal</td>
<td>Posting: Dismissal</td>
<td>Posting: Dismissal</td>
<td>Posting: Dismissal</td>
</tr>
</tbody>
</table>

Teaching minutes: 315 315 300 300 300 220 220 165 0 110 110
Planning/grading minutes: 150 150 165 165 165 245 245 275 440 330 330
Transitions/postings: 45 45 45 45 45 55 55 80 80 80 80

Figure 25 displays sample teacher and staff daily schedules for the Monday-Thursday full-day schedule for Year One of the Charter. These teacher and staff schedules align with the daily schedules proposed for ninth grade. All teachers are scheduled for a daily lunch break spanning at least 30 minutes and will end their work day by 4:20 pm. Beginning in Year Two of the Charter, teachers will enjoy additional planning blocks and will teach fewer classes, as Collegiate staffs up. All teachers will enjoy daily and weekly
planning, co-planning, grading and professional development opportunities built into their daily and weekly schedule. No teacher will teach more than five of the seven daily periods and no teacher is scheduled to oversee lunch. Additionally, Advisory and Book Clubs will be co-planned by the Deans and Executive Director, who will provide plans to teachers serving as advisors in order to reduce planning load.
Draft proposed schedules for grades 10 through 12 are displayed below.

### Figure 26: DRAFT Monday - Thursday Grade 10 Course Schedule

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Min</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>7:40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition</td>
<td>9:15</td>
<td>9:18</td>
<td>3</td>
</tr>
<tr>
<td>Transition</td>
<td>10:53</td>
<td>10:56</td>
<td>3</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:56</td>
<td>11:51</td>
<td>55</td>
</tr>
<tr>
<td>Transition</td>
<td>11:51</td>
<td>11:56</td>
<td>5</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:56</td>
<td>12:26</td>
<td>30</td>
</tr>
<tr>
<td>Transition</td>
<td>12:26</td>
<td>12:31</td>
<td>5</td>
</tr>
<tr>
<td>Period 4</td>
<td>12:31</td>
<td>1:26</td>
<td>55</td>
</tr>
<tr>
<td>Transition</td>
<td>1:26</td>
<td>1:29</td>
<td>3</td>
</tr>
<tr>
<td>Period 5</td>
<td>1:29</td>
<td>2:24</td>
<td>55</td>
</tr>
<tr>
<td>Transition</td>
<td>2:24</td>
<td>2:27</td>
<td>3</td>
</tr>
<tr>
<td>Period 6</td>
<td>2:27</td>
<td>3:22</td>
<td>55</td>
</tr>
<tr>
<td>Transition</td>
<td>3:22</td>
<td>3:25</td>
<td>3</td>
</tr>
<tr>
<td>Period 7</td>
<td>3:25</td>
<td>4:20</td>
<td>55</td>
</tr>
<tr>
<td>Dismissal</td>
<td>4:20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Figure 27: DRAFT Friday Grade 10 Course Schedule

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Min</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>7:40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 1</td>
<td>7:40</td>
<td>8:30</td>
<td>50</td>
</tr>
<tr>
<td>Transition</td>
<td>8:30</td>
<td>8:33</td>
<td>3</td>
</tr>
<tr>
<td>Period 2</td>
<td>8:33</td>
<td>9:23</td>
<td>50</td>
</tr>
<tr>
<td>Transition</td>
<td>9:23</td>
<td>9:26</td>
<td>3</td>
</tr>
<tr>
<td>Period 3</td>
<td>9:26</td>
<td>10:16</td>
<td>50</td>
</tr>
<tr>
<td>Transition</td>
<td>10:16</td>
<td>10:19</td>
<td>3</td>
</tr>
<tr>
<td>Period 4</td>
<td>10:19</td>
<td>11:09</td>
<td>50</td>
</tr>
<tr>
<td>Transition</td>
<td>11:09</td>
<td>11:14</td>
<td>5</td>
</tr>
<tr>
<td>Transition</td>
<td>11:14</td>
<td>11:45</td>
<td>31</td>
</tr>
<tr>
<td>Transition</td>
<td>11:45</td>
<td>12:40</td>
<td>55</td>
</tr>
<tr>
<td>Dismissal</td>
<td>12:40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period</td>
<td>Start</td>
<td>End</td>
<td>Min</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>1</td>
<td>7:40</td>
<td>9:15</td>
<td>95</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10:56</td>
<td>11:56</td>
<td>55</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>11:56</td>
<td>12:26</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>12:26</td>
<td>12:31</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12:31</td>
<td>1:26</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1:26</td>
<td>1:29</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1:29</td>
<td>2:24</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2:24</td>
<td>2:27</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2:27</td>
<td>3:22</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:22</td>
<td>3:25</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3:25</td>
<td>4:20</td>
<td>55</td>
</tr>
</tbody>
</table>

**Figure 28: DRAFT Monday - Thursday Grade 11 Course Schedule**

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
<th>Min</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7:40</td>
<td>8:30</td>
<td>50</td>
<td>College Readiness III Math III AP Biology AP US History SPED minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Transition</td>
</tr>
<tr>
<td>2</td>
<td>8:30</td>
<td>9:23</td>
<td>50</td>
<td>Math III College Readiness III AP US History AP Biology SPED minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Transition</td>
</tr>
<tr>
<td>3</td>
<td>9:23</td>
<td>10:16</td>
<td>50</td>
<td>Physics US History College Readiness III Math IV SPED minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Transition</td>
</tr>
<tr>
<td>4</td>
<td>10:16</td>
<td>10:19</td>
<td>3</td>
<td>College Readiness III Math IV SPED minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Transition</td>
</tr>
<tr>
<td>5</td>
<td>10:19</td>
<td>11:09</td>
<td>50</td>
<td>US History Physics Math IV College Readiness III SPED minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Transition</td>
</tr>
<tr>
<td>6</td>
<td>11:09</td>
<td>11:14</td>
<td>5</td>
<td>Lockers Lockers Lockers Lockers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>11:14</td>
<td>11:45</td>
<td>31</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>11:45</td>
<td>12:40</td>
<td>55</td>
<td>Advisory</td>
</tr>
<tr>
<td></td>
<td>12:40</td>
<td></td>
<td></td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

**Figure 29: DRAFT Friday Grade 11 Course Schedule**
<table>
<thead>
<tr>
<th>Figure 30: DRAFT Monday - Thursday Grade 12 Course Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival</strong></td>
</tr>
<tr>
<td><strong>Period 1</strong></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
</tr>
<tr>
<td><strong>Period 5</strong></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
</tr>
<tr>
<td><strong>Period 6</strong></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
</tr>
<tr>
<td><strong>Period 7</strong></td>
</tr>
<tr>
<td><strong>Dismissal</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Figure 31: DRAFT Friday Grade 12 Course Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival</strong></td>
</tr>
<tr>
<td><strong>Period 1</strong></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
</tr>
<tr>
<td><strong>Dismissal</strong></td>
</tr>
</tbody>
</table>
The daily and weekly schedules for grades 10 through 12 depicted above reflect a schedule that will enable all students, including those who opt into Literacy and Math Intensives in ninth or tenth grade, to earn all A-G requirements on time and to fulfill Collegiate’s graduation requirements.

The proposed daily and weekly schedule exceeds the state required minimum for all grades served by approximately 15%.

**Professional Development**

Research and practice confirm that teacher quality plays a paramount role in schools that are closing the achievement gap: “In a 1992 study, Stanford University education researcher Eric Hanushek PhD estimate[d] that the difference between having a good teacher and having a bad teacher can exceed one grad-level equivalent in annual achievement growth. Likewise, Sanders (1998) and Sanders & Rivers (1996) argued that the single most important factor affecting student achievement is teachers, and the effects of teachers on student achievement are both additive and cumulative. Furthermore, they contend that the lower achieving students are the most likely to benefit from increases in teacher effectiveness. Taken together, these multiple sources of evidence…all conclude that quality teachers are a critical determinant of student achievement.”

Our professional development framework is espoused by Paul Bambrick-Santoyo in *Leverage Leadership*, a work that “stem[s] from his ten years at Uncommon Schools, where he manages North Star Academy, seven public charter schools in Newark, N.J., where students are nearly all low-income and minority and outperform their white, affluent counterparts across the state.

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and country.” Bambrick names strong professional development and intentionally fostering strong adult professional culture as two of seven key levers in building and operating a high-performing school. Collegiate’s teacher professional development model borrows in equal parts from Bambrick’s framework, as well as from those of the Brooke Charter Schools Professional Development Model, as well as from Achievement First’s Teacher Career Pathway Model. Lead Petitioner and proposed Executive Director Vanessa Jackson has received extensive formal training and has undertaken extensive practice with both of these coaching and development approaches, having implemented these methods with her direct reports in helping build a high-performing college preparatory urban charter school in Crown Heights, Brooklyn, NY.

**Weekly professional development**
On Fridays throughout the school year, students will dismiss at 12:40 pm and the afternoon will be dedicated to teacher professional development. Three hours will be dedicated to working individually, in a school-wide group, in grade-level teams, and eventually in content teams to learn from each other’s successes, brainstorm solutions to challenges, and analyze what works and does not work in each teacher’s style and lesson plans. Led by the Executive Director and/or by the Academic Dean, these sessions will be oriented around clear learning goals that we set as a group at the outset of the year. Professional development topics will include, but are not limited to: school culture, character development, classroom management, state content standards and assessments, long-term lesson planning, daily lesson design, informal and formal assessment, data analysis, teaching ELA standards in a literature-based program, teaching ELA standards through non-fiction and informational texts, integrating reading and writing standards across the curriculum, effective strategies for vocabulary development and academic English effective feedback for students, teacher collaboration, differentiated instruction, student engagement techniques, communicating with and engaging parents and guardians, English Learner strategies and compliance, Special Education strategies and compliance, protocols for examining student work, integrating literacy in the content areas, and integrating technology.

**Collaboration and co-planning**
Collegiate teachers will work as a team to close the achievement gap for all students in the school, not just for the students in their classroom. The Collegiate daily schedule will afford common planning time for grade level teams. This configuration allows for daily common planning, ensuring that teachers new to Collegiate and/or new to teaching receive the support, guidance, and feedback of more seasoned veterans on their teams. Teacher desks will be strategically located in the Teacher Resource Room, a professional space where teachers will conduct their planning and co-planning to ensure high levels of peer-to-peer communication and support. Teachers will use daily dedicated co-planning time in this space during their students’ enrichment block to design lessons with their grade-level team. Teachers will upload their best curricula and lesson plans onto our internal server, enabling all Collegiate educators to learn from and adapt successful materials. Our “open door” policy will encourage teachers to view each other as teammates available for help and guidance throughout the school day.

**Coaching observation and feedback**
Teachers will be observed, formally and informally, throughout the year. Those observations will
result in immediate, real-time feedback on strengths and weaknesses. These observations will then feed into twice-yearly formal evaluations, which will be based on the teaching standards outlined in Collegiate’s Essentials of Effective Instruction. The evaluations also will consider scholar performance (as measured by state test scores and classroom outcomes) and contribution to school-wide professional development activities.\textsuperscript{95}

**Professional Development Calendar**

Figure 33: Year One Professional Development Scope & Sequence outlines the scope and sequence of Collegiate’s professional development priorities for Year One. In addition to the weekly professional development, staff will receive 23 days of summer training and development prior to the opening of school, as well as 4 days annually of guided assessment data analysis and instructional battle-planning on designated Data Days.

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Month:</th>
<th>Example aims:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%/Cycle of High Expectations</td>
<td>July</td>
<td>● Teachers will be able to (TWBAT) use the cycle of high expectations to ensure that 100% of students meet 100% of expectations 100% of the time.</td>
</tr>
<tr>
<td>Strong voice</td>
<td>July</td>
<td>● TWBAT use strong voice when giving directions and/or issuing a consequence.</td>
</tr>
<tr>
<td>What to do</td>
<td>July</td>
<td>● TWBAT to articulate clear, concise, observable directions.</td>
</tr>
<tr>
<td>Behavioral system</td>
<td>July</td>
<td>● TWBAT swiftly issue merits and deductions using rationale and the language of student choices.</td>
</tr>
<tr>
<td>Positive framing</td>
<td>July</td>
<td>● TWBAT use positive framing to cultivate positive and compliant classroom culture.</td>
</tr>
<tr>
<td>Pair-share</td>
<td>July</td>
<td>● TWBAT use precise directions to teach students the habits of great pair-share work.</td>
</tr>
<tr>
<td>Do It Again</td>
<td>July</td>
<td>● TWBAT execute re-do's 100% of the time when students fall short of meeting an expectation.</td>
</tr>
<tr>
<td>Three-part aims</td>
<td>July</td>
<td>● TWBAT write lesson objectives that define what students will know and be able to do, the work they will perform to demonstrate mastery, and the medium in which they will practice the work.</td>
</tr>
<tr>
<td>Control-the-Game</td>
<td>July</td>
<td>● TWBAT enhance student comprehension of a text and guide students toward practice of a discrete reading comprehension skill through leading a control-the-game reading of a passage.</td>
</tr>
<tr>
<td>Common Core</td>
<td>July</td>
<td>● Working in content teams, TWBAT break a Common Core standard into its component bite-sized learning objectives.</td>
</tr>
<tr>
<td>Common planning</td>
<td>July</td>
<td>● TWBAT use a common lesson planning process that results in clear, high quality plans and lesson materials that all teachers can implement.</td>
</tr>
<tr>
<td>Advisory</td>
<td>August</td>
<td>● TWBAT plan tight, joyful daily advisory routines that foster academic culture for all members of the advisory.</td>
</tr>
</tbody>
</table>

\textsuperscript{95} Ibid.
Mastery grading | September | ● TWBAT implement a grading policy across all core subjects that reflects students’ mastery of skills and content.

Parent phone calls | September | ● TWBAT build influence with parents by relating and relationship-building with families over the phone.

Family investment | September | ● TWBAT conduct positive family conferences that foster strong family-school relationships, unearth misunderstandings, and result in outcomes.

Think-alouds | September | ● TWBAT script think-alouds to model key skills.

Aligning time to priorities | September | ● TWBAT use a weekly priorities & tasks worksheet to track their deliverables and action items.

Data day preparation | October | ● TWBAT use the Collegiate’s Common Assessment Data Platform and the data analysis tool to create a data day pre-analysis presentation.

Aligning time to priorities | October | ● TWBAT use a weekly schedule in tandem with their weekly priorities & tasks worksheet to align time to priorities.

Right is right | October | ● TWBAT use right-is-right to maintain high levels of rigor in their classes.

No opt-out | November | ● TWBAT to no opt-out to ensure that 100% of students are learning and participating.

Rigorous questioning | December | ● TWBAT craft rigorous questions to push higher levels of rigor and critical thinking in their lessons.

Precise praise | January | ● TWBAT use precise praise to reinforce positive behavior.

Data day preparation | January | ● TWBAT use the Collegiate’s Common Assessment Data Platform and the data analysis tool to create a data day pre-analysis presentation.

Economy of language | February | ● TWBAT economy of language by scripting their questions and responses to push more heavy lifting by students.

Informal reading assessment | March | ● TWBAT use frequent checks for understanding to monitor student learning and quickly identify gaps or misunderstandings in real-time.

Data day preparation | April | ● TWBAT use the Collegiate’s Common Assessment Data Platform and the data analysis tool to create a data day pre-analysis presentation.

Cold call | May | ● TWBAT use cold-call to engage all students.

Meeting the Needs of All Students

College and Career Readiness for All
As a small school, Collegiate will be a safe and structured school where all students are well-known by their teachers. Collegiate will offer a rigorous academic program and differentiated academic and social-emotional support for every student regardless of a student’s incoming skill
level or ability. Complying with all federal, state and district laws, regulations and mandates, we will serve students of all abilities and with a wide variety of needs.

Accordingly, Collegiate’s instructional schedule is designed to meet students where they are intellectually, cognitively, and social-emotionally, and to provide the instructional opportunities, resources, and services to ensure that 100% of our students can meet the California State Common Core Standards in ELA and Math and that every student will graduate from Collegiate college and career ready.

**Identification and Selection**
Starting at the outset of grade 9, students will be recommended for specific intervention programs, strategies and supports based on: (1) diagnostic data in math and reading including the NWEA MAP assessment, home language survey data, and ELPAC data; (2) services and supported mandated by IEPS; (3) grades on progress reports and report cards; (4) homework completion data; (5) interim assessment data; (6) teacher or advisor recommendations; and (7) results from state-mandated and College Board exams.

**Differentiated Support and Intervention**
Students will arrive at Collegiate with a spectrum of different educational backgrounds, learning styles, and educational needs, and Collegiate seeks to meet the learning needs of every student. Collegiate therefore proposes to offer a robust and integrated system of supports and interventions that will help students develop strong cognitive and metacognitive skills. This system of supports has as its foundation the academic advising system, which will utilize a framework of personalized learning plans and series of targeted academic and social-emotional interventions to help each student reach their potential and Collegiate’s bar for academic achievement.

**Figure 34: Academic Advisory, Personalized Learning Plans, and Interventions**

![Diagram of academic advisory and personalized learning plans]

**Academic Advisory and Personalized Learning Plans**
Every student will have a faculty member who serves as their academic advisor for all four years of their high school journey toward college and career readiness. Academic advisors will meet with their advisories daily in grades 9 and 10 and weekly in grades 11 and 12, conferencing with students one-on-one and managing personalized learning plans for each student that are formally updated and discussed with the student’s other teachers and family.
members every five to six weeks.\textsuperscript{96} Successfully implemented at hundreds of district, charter and private college preparatory schools nationally, the advisory system will provide a clear link between the student’s family and the faculty, ensuring the family members have continuity in their relationships with individuals at the school and that there is an adult in the school for every child who knows that child’s educational profile well and is highly invested in that child’s academic progress and performance.

The personalized learning plan will provide a framework for advisors to track and enhance their students’ performance and progress and the framework will link to students’ grades through measuring their development of the core competencies outlined above. The personalized learning plan will determine the specific interventions and supports recommended to every student. This approach will enable Collegiate to strategically differentiate program, instruction and interventions for all students so that all students receive the appropriate support structures to meet Collegiate’s high expectations for academic performance. Each student’s personalized learning plan will present an updated snapshot of academic performance and progress and will make recommendations for interventions and supports. Each plan will reflect the guidance of students’ teachers, Academic Deans, and the SPED Coordinator, as appropriate, and will be formally approved by an Academic Dean or the Dean of Special Education & Academic Support.

**Targeted Interventions**

Based in the recommendations of each student’s personalized learning plan, students will access a variety of support and intervention structures. These include:

**Figure 35: Interventions for Entering Students Performing Below Grade Level**

<table>
<thead>
<tr>
<th>Intervention Strategy</th>
<th>Target Student</th>
<th>Schedule</th>
<th>Staffing</th>
<th>Grades offered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy Intensive</strong>\textsuperscript{97}</td>
<td>Recommended to any student scoring one or more grades below grade level on the August benchmark NWEA MAP assessment in ELA, this is a small-group guided reading class, during which students will read texts differentiated to students’ reading levels. Students will read texts in their proximal level of development, working to increase vocabulary, fluency, and comprehension strategies. ELD curriculum will be delivered to identified English Learners through this class structure.</td>
<td>60 minutes M-Th</td>
<td>Credentialed instructor</td>
<td>9\textsuperscript{th} and/or 10\textsuperscript{th}</td>
</tr>
<tr>
<td><strong>Math Intensive</strong>\textsuperscript{98}</td>
<td>Recommended to any student scoring one or more grades below grade level on the August benchmark NWEA MAP in math, this is a small-group math</td>
<td>Daily Monday-Thursday for 60 minutes</td>
<td>Credentialed instructor</td>
<td>9\textsuperscript{th} and/or 10\textsuperscript{th}</td>
</tr>
</tbody>
</table>

\textsuperscript{96} The Operations Manager will facilitate scheduling of all conferences for families and will schedule phone calls in instances where a family member cannot attend.

\textsuperscript{97} Literacy Intensives are not sequenced courses and are taken in addition to – not in lieu of – English IA/IB or English IIA/IIB. This intervention will be made accessible to students in grades 9 and 10 regardless of whether they enter Collegiate as 9\textsuperscript{th} or 10\textsuperscript{th} grade students and will have no bearing on their election into AP courses in ELA.

\textsuperscript{98} Math Intensives are not sequenced courses and are taken in addition to – not in lieu of – Math I or Math II. This intervention will be made accessible to students in grades 9 and 10 regardless of whether they enter Collegiate as 9\textsuperscript{th} or 10\textsuperscript{th} grade students and will have no bearing on their election into AP courses in math.
remediation studio, during which students will alternate between working independently in an online learner-adaptive math skills development program like Khan Academy and working one-on-one or two-on-one with a teacher on targeted math skills that they will need to be primed for in order to access the next day's content in the grade level math course.

| **Book Clubs** | Undertaken by all students in grades 9 and 10 to develop reading fluency, vocabulary, and reading comprehension skills. Book clubs will meet in small homogeneous groups of 5-6 students with texts selected just above their reading levels during Advisory. | 20 minutes daily M-Th | Credentialed instructor | 9th – 10th |
| **After School Homework & Tutoring Center** | Offered to all students and recommended for any students who are struggling to complete homework and/or are not in good academic standing. This support structure offers students 80 minutes of daily tutoring and/or homework support so that students have a focused place to get work done with the support of volunteer tutors. | 80 minutes daily M-Th directly following conclusion of the instructional day | Volunteer tutors⁹⁹ | 9th - 12th |
| **Summer Academy** | Offered to any student who achieves a final grade below 70% in an ELA, Math, Science or History/ Social Studies course, this is a series of credit-bearing mini-courses that students may complete in order to recoup missing credits and earn grade level promotion. | Daily for four hours, 16 days in June | Credentialed instructor | 9th - 12th |
| **Behavior Intervention Plans** | Required for any student who has earned a suspension or three overtimes in one week, this strategy will support students struggling to meet behavioral expectations with daily behavior check-ins and a written feedback plan to be signed by teachers at the conclusion of each class. | Week-long plans releasing students when ready | Dean of School Culture or Advisor | 9th – 11th |
| **Collaborative Team Teaching** | The Special Education Coordinator, Dean of Special Education & Academic Support or an RSP teacher will push into many core academic classes to work intensively with students with IEPs, ELs, and other students who may benefit from additional instructor support. | During core classes | Dean of Special Education & Academic Support or an RSP teacher | 9th – 12th |

⁹⁹ Volunteer tutors will be sourced through local colleges and programs. All tutors will undergo standard fingerprinting and background checks prior to working on the school’s premises. Collegiate plans to partner with a local college so that college-enrolled tutors who are eligible for Federal Work Study may earn compensation for their tutoring work the Collegiate.
Supplementary Special Education services

| In addition to all of the supports delineated above, students with IEPs will receive targeted support from the SPED Coordinator including occupational therapy, counseling, and other supports during pull-outs scheduled to be minimally invasive. | Pullouts during P.E., Writing Workshop, or Spanish class | Dean of Special Education & Academic Support or an RSP teacher | 9th – 12th |

Drawing from the intervention strategies successfully employed at top urban charter high schools, collectively this intervention and remediation program seeks to ensure that struggling students quickly progress toward grade level proficiency in reading and math and that they can successfully access the grade level standards-aligned content in their core courses in grades 9-12.

Additional strategies will target students who may have additional needs: students performing far above or below grade level, students with low socioeconomic status, English Learners (ELs), and Special Education students. These additional supports will be incorporated within the school day and/or offered during results, as needed.

Staffing & Implementation Ramifications

As detailed in our school organizational chart in Element 5, Collegiate’s staffing model reflects the required licensed and certificated staffing to implement supports and intervention, ensuring successful support of our students with disabilities, English Learners, students achieving above grade level, and students achieving far below grade level.

Student Success Team

Upon the commencement of Collegiate’s school year each year, all students will be evaluated as a means of class placement. Students possibly in need of special education can be screened from already available data (i.e. assessments, teacher observations, grades, etc.) regarding the student’s progress or lack of progress within the general program. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty, the Academic Dean(s), and the Executive Director or Dean of Special Education and Academic Support, Collegiate will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Executive Director or the Dean of Special Education and Academic Support and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. assessments, teacher observations, grades, etc.) regarding the student’s progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Success Team composed of the student, the student’s parent or guardian, the Executive Director or Dean of Special Education and Academic Support, and an Collegiate faculty member will be responsible for identifying the student’s needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual support schedule, classroom modifications, strategies and techniques to enhance that student’s ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student’s needs, they will recommend that student for a formal special education assessment. Collegiate may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.
Parents will be informed that special education and related services are provided at no cost to them.

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

Collegiate will comply with the federal mandate of the “least restrictive environment,” meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Collegiate will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through Collegiate’s extended day and year. Each student’s IEP requires different kinds of modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

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

Anyone who has on-going concerns about a student’s achievement or social concerns can refer that student for SST consideration; anyone who is connected with that student can participate in the SST meeting. These people may include, but are not limited to, teachers, parents, counselors, doctors, administrators, social workers, and law enforcement representatives. The meeting is designed to allow all parties involved to work together to create the best possible plan of action to support the student’s unique needs.

Collegiate’s SST meetings will include the following steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and accommodations are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

The plans created by an SST will include additional instructional supports, a timeline for implementation, goals for the student, and means for assessment and re-evaluation.
**Professional Development for Collegiate Staff**
The Executive Director, Dean of Special Education and Academic Support, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

**Section 504 of the Rehabilitation Act**
Collegiate shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Collegiate recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Collegiate. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intellectual quotient
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the
evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The Executive Director or Dean of Special Education and Academic Support will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

**English Learners (ELs)**

Given the significant number of ELs that LAUSD serves and the demographics of our proposed community of Boyle Heights, Lincoln Heights, El Sereno and East Los Angeles, in particular, we anticipate serving significant numbers of classified EL students. Collegiate commits to providing these students with an exceptional education, transitioning them into English Proficiency by providing effective supports and teaching methodologies.

**General Assurances**

Collegiate Charter High School of Los Angeles will comply with all federal, state, and district mandates regarding English Learner (EL) education and re-designation of EL students. Further, the school will meet all requirements of federal and state law ensuring equal access to the curriculum for English language learners. Each year, Collegiate will implement an English Learner (EL) Master Plan which will document identification, services, program, and evaluation. On an annual basis, Collegiate will notify the District regarding the EL Master Plan.

**Identification & Parent Notification**

Each year as required, all students who are identified as ELs via the Home Language survey will take the English Language Proficiency Exam for California (ELPAC) within 30 days of identification through the Home Language Survey. The school will notify parents of the school’s responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results. Parents and guardians will be notified of their rights and encouraged to participate in the reclassification process.

**Supporting English Learners**

Collegiate will support ELs through a structured English immersion program, an approach that is research-proven as the most effective model for moving all students toward English proficiency. Structured English immersion will be implemented in every general education classroom. It is the goal of Collegiate that all of our students will leave the school at the conclusion of 12th grade highly proficient in the English language, properly re-designated.

Collegiate’s core content courses will use the California Department of Education’s English Language Development standards to inform curriculum and lesson planning. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will take place in English; on occasion, targeted language support may be provided to students by certificated teachers who are bilingual. Exposing students to experiences in a variety of learning modalities – kinesthetic, auditory, and visual – that correspond to the subject matter and grade level curriculum and that provide structured, explicit language instruction will enhance language acquisition.
Teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all of our students. Incorporating SDAIE strategies, teachers will develop and execute lesson plans that deliver grade level appropriate content and skills that fall within students’ zone of proximal development. SDAIE provides (1) access to the core curriculum, (2) English language development, and (3) opportunities for social integration into the multicultural classroom community.

Specific SDAIE strategies that Collegiate teachers will incorporate in daily lessons include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. In addition to employing these specific SDAIE strategies, teachers will also provide students with differentiated explicit language instruction. The school will use proven methodologies including increased time for reading and math and individualized instruction for EL students.

Beyond the structured English immersion modifications our teachers will make in their mainstream classes within Collegiate’s extended day schedule, ample time during Literacy Intensives each day will be used for additional English language instruction during this small group intervention time. The school will use proven methodologies including increased time for reading and math and individualized instruction for EL students. Examples of instructional models that may be employed to support our EL students include:

- Pre-teaching of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills
- Additional phonics, decoding, and fluency instruction during tutoring
- Use of native language, when necessary, to clarify words or concepts
- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Use of scaffolded instruction
- Use of culturally relevant materials
- Word Walls to reinforce academic vocabulary
- Labeling items in classrooms and school in different languages
- Books on tape
- In-school tutoring to meet students’ academic and developmental needs at each grade level
- Phonics, decoding, and fluency groups during Focus
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work in all content areas
Collegiate will use the English Language Content Standards to monitor the levels at which students are performing in reading, listening, speaking, and writing. This information will particularly guide teachers in differentiating instruction, such as the level of questioning for struggling ELs who are not progressing on pace through the English language development levels. To further support students who are not progressing through the English language development levels, the following instructional strategies may be used:

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

**Reclassification**

Based on the reclassification procedures developed by the California Department of Education (CDE) and set forth in Education Code Section 313(d), Collegiate will utilize multiple criteria in determining whether to reclassify an EL student as proficient in English, including, but not limited to, and as outlined in Figure 36: Process for English Learner Reclassification, all of the following:

<table>
<thead>
<tr>
<th>Form of evaluation</th>
<th>Criteria for reclassification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810 of the Education Code:</td>
<td>1. The student must demonstrate English proficiency on the annual ELPAC by achieving an overall performance level of 4 or 5 with skill area scores of 3 or higher.</td>
</tr>
</tbody>
</table>
**B. Comparison of the student’s performance in basic skills against an empirically established range of the performance of English proficient students of the same age in basic skills that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.**

<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
<td>A student’s score on the CAASPP for English Language Arts is basic or higher in English Language Arts. This score suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification.</td>
</tr>
<tr>
<td>2.</td>
<td>Students with scores above the cut point on the CAASPP selected by the school district should be considered for reclassification.</td>
</tr>
<tr>
<td>3.</td>
<td>For students scoring below the cut point, Collegiate, in accordance with criteria set by LAUSD, should attempt to determine whether factors other than English language proficiency are responsible for low performance on the CAASPP for English Language Arts and whether it is reasonable to reclassify the student.</td>
</tr>
</tbody>
</table>

**C. Teacher evaluation, including, but not limited to, a review of the pupil’s curriculum mastery:**

<p>| | |</p>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers will use student academic performance in core subjects to inform the reclassification process.</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers understand and note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.</td>
</tr>
</tbody>
</table>

**D. Parental opinion and consultation:**

<p>| | |</p>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Collegiate will provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.</td>
</tr>
<tr>
<td>2.</td>
<td>Collegiate will provide an opportunity for a face-to-face meeting with parents and guardians to discuss the reclassification process.</td>
</tr>
</tbody>
</table>

Collegiate will notify parents and guardians of reclassification, update the school and school district records, as well as monitor the student’s progress for two years. Students will be evaluated annually using the ELPAC to determine appropriate reclassification. If the school serves over 21 ELs, Collegiate will establish an English Learner Advisory Committee comprised of parents, staff and community members specifically designated to advise the school and the School Site Council on EL program services.  

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

Collegiate is committed to providing additional challenge for students who are performing above grade level. Collegiate will not identify students as highly gifted through an assessment process. Parents will be notified of their students’ high aptitude and/or high academic standing as evidenced by course performance and will be counseled regarding extension opportunities for their child during academic progress report conferences with advisors that will take place every 5 weeks. Students earning advanced scores on the NWEA MAP and/or Smarter Balanced Assessments in English Language Arts/Literacy and/or Mathematics, students earning GPAs of 3.0 or higher, and students otherwise identified by the staff as high-achieving, will benefit from

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100 A full description of the designated roles and responsibilities of the ELAC can be found at cde.ca.gov.
the following components of our school’s design:

- Opportunity to take Advanced Placement courses over the course of high school career
- Small school size and safe environment, where “it is cool to be smart”
- Opportunities to attend funded pre-college academic summer programs on college campuses where they will take college courses
- Extensive independent reading at each student’s level that allows each child to excel at his or her own pace in grades 9 and 10
- Opportunity to take Math II as a freshman and progress through AP Calculus by the end of grade 12
- Opportunities to build leadership skills through peer tutoring
- Opportunities to extend mastery of advanced academic content through weekly student clubs that are of a more academic nature (e.g. Robotics Club, Mock Trial, Creative Writing Club)

Teachers will be trained to differentiate lessons to meet the needs of advanced learners, and will provide learning experiences that meet the special needs of these students with regard to the pace of lessons, the depth of content presented, and the variety of processes used and products created.

**Students Achieving Below Grade Level**

Collegiate is committed to working with students who are achieving below grade level in order to help them achieve at expected levels. Our instructional program, as described above, is designed to address gaps and ensure that students are prepared for our rigorous college-preparatory curriculum in grades 10 through 12 and thereafter.

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

- Performing more than one grade level below his/her actual grade level on the NWEA MAP Literacy and/or Mathematics assessment in grades 9 through 12
- Scoring below Proficient on the CAASPP assessment in English Language Arts/Literacy and/or Mathematics in grade 11
- Students failing one or more classes at the conclusion of an academic progress report window throughout the year
- Students scoring below 500 on any section of the PSAT or SAT

Students achieving below grade level will benefit from the following supports at Collegiate:

- Bi-weekly academic advising check-ins with advisors
- Daily leveled guided reading in Literacy Intensives
- Daily math intervention and remediation course in Math Intensives
- Targeted tutoring interventions during Advisory as appropriate
- Homework Club
- Extended literacy and math blocks to increase time on task
- Collaborative team teaching model to enhance opportunity for differentiation of student support model in mainstream classes

Students’ progress will be monitored weekly by their core academic teachers; students who are not making progress toward grade-level standards will be referred to the Student Study Team,
described above, for further consideration.

**Socio-Economically Disadvantaged Students**

We strongly believe that poverty alone does not indicate the need for specific instructional techniques. Our instructional approaches will be based on each student's instructional needs, not their income level. Based on 2010 Census data and reports from the local schools, we anticipate that over 80% of our students will qualify for free and reduced lunch. Our school design is based on highly successful urban schools that serve a similar population of low-income students and offers a multitude of supports that meet the needs of potentially “at-risk” students, including:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Extended time for math (problem-solving and procedures) instruction
- Systematic reading fluency strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Academic support groups for all content areas held during Prep
- Frequent communication with and engagement of parents in supporting expectations

**Students in Other Subgroups**

Collegiate will serve all students, regardless of categorical profile by using academic achievement and psychometric data to drive the selection and implementation of appropriate interventions – supports, modifications, and accommodations.

**A Typical Day**

The following describes the experience of a visitor spending a day with a ninth grade class at Collegiate on a typical Tuesday. The master schedule is designed to meet the needs of all students. The A-G curriculum and the focus on California State Common Core Standards provide a rigorous and well-rounded school day for every student.

You arrive at Collegiate just as the Executive Director and the Operations Manager are welcoming students into the building. The student body reflects the diversity of the community, and the look and feel of the exterior of the building reflect the school’s focus on college and career readiness.

The Executive Director and Office Manager check each student for full uniform attire and send student in to visit their lockers, submit their homework, and then grab breakfast from the breakfast items line before heading into their classrooms to eat breakfast and visit with their
At 7:40 am the bell rings, indicating that all students must be physically inside their classrooms in the school building in order to be marked on time, and at this point the Executive Director transitions inside the building. The Operations Manager remains in front of the school to greet and check uniform for any students arriving late. The teacher in each classroom takes and submits attendance, which the Office Manager will shortly reconcile with late arrivers, in order to ensure that all students are accounted for. Students are seated at their desks in each classroom and teachers get their classes silent to indicate the start of the first period of the day and the start of the instructional day.\footnote{7:45 am marks the start of the instructional day.}

In each classroom, students are taught by a highly qualified teacher who uses a variety of instructional techniques to support student learning and mastery of course content. Teachers use an appropriate mix of direct instruction, group learning, hands-on learning, and individual practice to help students internalize material and build the skills they will need in order to become lifelong learners.

In Biology class, students get into four-student lab groups and begin to set up for their Unit 3 lab. They have read background texts and lab directions as homework and in class over the past two days and are now developing an investigation protocol to execute in the lab.

In World History I, students arrange themselves into seminar configuration, with their desks forming an inward-facing square around the perimeter of the classroom. The teacher asks the seminar guiding question: “Was the dropping of the atomic bomb just or unjust?” Students jump in one by one citing textual evidence from their already carefully annotated readings to support their assertions and making counter-arguments in response to peers’ assertions. All students take notes as the seminar progresses. The teacher intervenes minimally to redirect the discussion when it veers off topic.

At 9:15 am, students transition to Period 2, their next 95-minute block. Because students are on an alternating day schedule, each ninth grade student will have either Math and World History I or English I A/B and Biology on a Tuesday. Heterogeneously grouped English and science classes help students perform and learn in mixed ability groups.

During Period 2, you observe collaborative team teaching transpire in a Math I course. The Special Education Coordinator circulates among four students throughout the class, providing extra support during student independent work. Students are working in groups of three to solve systems of equations. One group has pushed ahead in the lesson and is practicing graphing systems of equations on a coordinate plane. A variety of instructional strategies, scaffolding, and explicit modeling are used consistently across classes.

Students transition again from 9:23 to 9:26 am. Students execute urgent and orderly three-minute transitions in order to maximize learning time. During transitions, all Deans, the Executive Director, and members of the operations staff monitor hallways in order to ensure safety and punctuality.

Period 3 is a 55-minute block, during which the Writing Workshop that is part of the 9\textsuperscript{th} grade English course, Physical Education I, and Spanish I/Spanish I for Native Speakers are offered for ninth grade. Students can elect into a Spanish class or Physical Education during their
freshman year and many students can choose both.

The lunch period commences at 11:56 am. All students have the opportunity to participate in the nutritional meal program, which is part of the federal meal program. Student eligibility for free and reduced-price meals is kept confidential and all students are encouraged to eat healthy meals.

Lunch ends at 12:26 pm and students transition to Period 4: Advisory. During Advisory, students read in small-group book clubs, facilitated by the advisor, a certificated teacher, who circulates from group to group. Advisors also use a portion of this time to conference individually with students about their grades, progress, academic habits, and goals for the day and week. It is Tuesday, and the teacher shares a PowerPoint slide with the class that depicts statistics and key facts about Pomona College. The students discuss the school with the teacher’s guidance: “Is this a private or public school?” “What is Pomona’s financial aid policy?” “Based on what you know about yourself, do you think Pomona is too far away, too close to home, or appropriately located?” “What is the average GPA of students who get admitted to Pomona College?”

Period 5 mirrors Period 3.

During Period 6, students may choose from a selection of Visual and Performing Arts courses, which will fulfill their one-year A-G arts requirement, or will alternatively participate in a Math Intensive or Literacy Intensive. Students requiring extra support in literacy will take the Literacy Intensive during this time and will have the option to fulfill their Visual and Performing Arts requirement as sophomores. Literacy Intensive develops the fluency and reading comprehension skills of students reading at least one year below grade level. Math Intensive, a daily math intervention for ninth grade students performing one or more years below grade level, is also offered during this block. During Math Intensive, students work in a learner-adaptive online math program to practice and build automaticity with key foundational skills and concepts.

During Period 7, the final required class period of the day, students will select from PE I, Team Sports, or Literacy or Math Intensives.

The instructional day at Collegiate is structured such that students can take five credit-bearing core, college-preparatory academic classes each year while still accessing key academic supports through the Literacy and Math Intensives. This schedule will enable students to complete four years each of English, Math, History and Social Sciences, and Lab Science over four years. It will also enable them to complete the one-year Visual and Performing Arts requirement, two years of Physical Education, at least two years of Spanish language, the four-year College Readiness sequence, and four years of Advisory over their four years at Collegiate, thereby completing the required course of study, which includes the A-G requirements. Students may also take three or four years of Spanish languages courses and/or multiple years of Visual and Performing Arts.

Formally, dismissal occurs at 4:20 pm.
Elements 2: Measurable Pupil Outcomes;  
Element 3: Method by which Pupil Progress toward Outcomes Will Be Measured

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

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

**Measurable Goals of the Educational Program**
Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

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

**Standardized Testing**
Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

**Measurable Goals of the Educational Program**
Collegiate’s measurable goals and objectives align to the State of California’s eight priorities, pursuant to California Education Code 52052, and frame key levers of improving school environment and instruction and thereby outcomes for developing skilled and competent life-long learners. Figure 7: Collegiate’s Annual School-Wide Goals for All Learners in **Element I** details our goals for all students and for all subgroups of students at Collegiate, which are to be reflected in and consistent with Collegiate’s Local Control Accountability Plan.

**Measuring Pupil Outcomes: Summative Assessment**

**Performance Targets**

**Performance Targets Aligned to State Priorities**
Figure 7: Collegiate's Annual School-Wide Goals for All Learners in **Element I** includes a chart “consistent with the way information is reported on a school accountability report card,” EC §
Other Performance Targets
Collegiate welcomes college and career readiness-aligned accountability measures that ensure high standards for student achievement. In addition to the goals and objectives set for charter schools by LAUSD through the LCF framework, Collegiate will also set ambitious goals and accompanying measures for our success that examine additional measures of college readiness. These are delineated in Figure 37: Additional Student Outcome Measures.

Figure 37: Additional Student Outcome Measures

<table>
<thead>
<tr>
<th>Area</th>
<th>Metric</th>
<th>Grades measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationally-Normed Assessments: NWEA MAP</td>
<td>Average national percentile: ELA</td>
<td>60&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Nationally-Normed Assessments: NWEA MAP</td>
<td>Average national percentile: Math</td>
<td>60&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Nationally-Normed Assessments: College Board PSAT &amp; SAT Exams</td>
<td>% of students scoring 45+ on the PSAT in Critical Reading</td>
<td>70%</td>
</tr>
<tr>
<td>Nationally-Normed Assessments: College Board PSAT &amp; SAT Exams</td>
<td>% of students scoring 50+ on the PSAT in Critical Reading</td>
<td>50%</td>
</tr>
<tr>
<td>Nationally-Normed Assessments: College Board PSAT &amp; SAT Exams</td>
<td>% of students scoring 60+ on the PSAT in Critical Reading</td>
<td>10%</td>
</tr>
<tr>
<td>Nationally-Normed Assessments: College Board PSAT &amp; SAT Exams</td>
<td>% of students scoring 45+ on the PSAT in Math</td>
<td>70%</td>
</tr>
<tr>
<td>Nationally-Normed Assessments: College Board PSAT &amp; SAT Exams</td>
<td>% of students scoring 50+ on the PSAT in Math</td>
<td>50%</td>
</tr>
<tr>
<td>Nationally-Normed Assessments: College Board PSAT &amp; SAT Exams</td>
<td>% of students scoring 60+ on the PSAT in Math</td>
<td>10%</td>
</tr>
<tr>
<td>Nationally-Normed Assessments: College Board PSAT &amp; SAT Exams</td>
<td>% of students scoring 500+ on the SAT in Critical Reading</td>
<td>75%</td>
</tr>
<tr>
<td>Nationally-Normed Assessments: College Board PSAT &amp; SAT Exams</td>
<td>% of students scoring 550+ on the SAT in Critical Reading</td>
<td>65%</td>
</tr>
<tr>
<td>Nationally-Normed Assessments: College Board PSAT &amp; SAT Exams</td>
<td>% of students scoring 600+ on the SAT in Critical Reading</td>
<td>25%</td>
</tr>
<tr>
<td>Nationally-Normed Assessments: College Board PSAT &amp; SAT Exams</td>
<td>% of students scoring 500+ on the SAT in Math</td>
<td>75%</td>
</tr>
</tbody>
</table>

<sup>102</sup> Metrics for NWEA MAP assessment performance for grades 9 are differentiated by number of years a student has attended Collegiate. For students who have attended the school for one year, the target is 60<sup>th</sup> percentile for end of grade 9 in both ELA and math; for students who have attended the school for two or more years the target is 70<sup>th</sup> percentile for end of grade 9.
<table>
<thead>
<tr>
<th>Nationally-Normed Assessments: College Board PSAT &amp; SAT Exams</th>
<th>% of students scoring 550+ on the SAT in Math</th>
<th>65%</th>
<th>75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationally-Normed Assessments: College Board PSAT &amp; SAT Exams</td>
<td>% of students scoring 600+ on the SAT in Math</td>
<td>25%</td>
<td>35%</td>
</tr>
<tr>
<td>Academic Achievement Profile</td>
<td>% of students in school with cumulative GPA &gt;2.0</td>
<td>85%</td>
<td>95%</td>
</tr>
<tr>
<td>Academic Achievement Profile</td>
<td>% of students in school with cumulative GPA &gt;2.5</td>
<td>80%</td>
<td>90%</td>
</tr>
<tr>
<td>Academic Achievement Profile</td>
<td>% of students in school with cumulative GPA &gt;3.0</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>Academic Achievement Profile</td>
<td>% of students in school with cumulative GPA &gt;3.5</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>College Admissions &amp; Matriculation</td>
<td>% of students who submitted 5+ applications to &quot;best-fit&quot; four-year colleges or universities</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>College Admissions &amp; Matriculation</td>
<td>% of eligible students who submitted complete FAFSAs</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>College Admissions &amp; Matriculation</td>
<td>% of students accepted to four-year colleges and universities</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>College Admissions &amp; Matriculation</td>
<td>% of students accepted to &quot;selective&quot; and &quot;highly selective&quot; 4-year colleges and universities</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>College Admissions &amp; Matriculation</td>
<td>Average % of need met in grants for best-fit college</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>College Admissions &amp; Matriculation</td>
<td>% of students self-reported as matriculated to 2-year or 4-year colleges/universities</td>
<td>95%</td>
<td></td>
</tr>
</tbody>
</table>

Each year, the Collegiate governing board will approve a school accountability plan that will set goals and measures for student achievement, in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition. Each year, the Board of Directors will elect members to an Academic Committee to work closely with the Executive Director to ensure that students are making progress toward all goals and with the Board will hold the Executive Director accountable for student achievement.

Throughout this process, the Executive Director will consult with members of the Academic Committee, teachers, and other school staff to select effective curricula, materials and instructional strategies. This process will use student achievement results and research-proven best practices as the basis for changes in the school’s educational program, always using the CSCCS and California State Content Standards as our foundation.

Collegiate may modify student outcome goals annually based on changes to State and/or Federal accountability goals. Such changes in student outcome measures will be approved by the school’s Board of Directors.
State-Wide Assessment
Collegiate will administers tests required by CALPADS program in each year and subject as required by the state in Education Code §60602.5. These tests will demonstrate students’ mastery of grade-level content standards in each tested content area. A testing coordinator is appointed each year to manage the assessment process.

Figure 38: Tests Required as Part of the CALPADS Program

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Type of Assessment</th>
<th>Purpose</th>
<th>Grades Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP</td>
<td>• Standards-based</td>
<td>• Measure proficiency with CSCC standards</td>
<td>• 11</td>
</tr>
<tr>
<td></td>
<td>• Multiple-choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Standards Test in Science (CST)</td>
<td>• Standards-based</td>
<td>• Measure proficiency with state content standards in Science</td>
<td>• 10</td>
</tr>
<tr>
<td></td>
<td>• Multiple-choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California English Language Development Test (CELDT)/English Language Proficiency Assessment for California (ELPAC)</td>
<td>• Standards-based</td>
<td>• Measure proficiency of English Language Learners and reclassify students as appropriate</td>
<td>• All—based on student’s EL status and repeated annually until student is reclassified</td>
</tr>
<tr>
<td></td>
<td>• Multiple-choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Performance assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAHSEE (California High School Graduation Exit Exam)</td>
<td>• Standards-based</td>
<td>• Measure achievement in ELA and math</td>
<td>• 10; 11 and 12 for students who do not pass in grade 10</td>
</tr>
<tr>
<td></td>
<td>• Performance assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Measuring Pupil Progress toward Outcomes: Formative Assessment

Collegiate’s school leaders, teachers and governing board members will constantly drive all key decisions using data to guide analysis and conclusions. We believe in the value of analysis of standardized assessment results as a powerfully instructive tool for guiding instruction and intervention. We also recognize that no single assessment provides a comprehensive picture of student progress. As a result, Collegiate will use a combination of assessments to gather valuable data about our students’ strengths and key areas for growth and allow us to make informed instructional decisions for grade level cohorts, classes, small groups, and individuals.

Collegiate will administer the NWEA MAP exam among all students in grade 9, 10 and 11 twice annually. This nationally normed assessment will yield critically important data on individual students’ literacy and math skills that will help teachers and school leaders make decisions around remediation and intervention grouping of our scholars as we work to help each student reach aggressive individual academic achievement growth goals.

Collegiate will use a system of quarterly interim assessments administered in English, writing, history/social sciences, math, and science courses at the conclusion of each academic quarter. Using a thorough understanding of grade level course content and skill standards and the
school’s scope and sequence, as well as in depth analysis of released test questions and other relevant assessments, content leaders will develop or obtain assessments.

The quality of these assessments will be evaluated annually vis-à-vis their authenticity and the extent to which they accurately predict end-of-year high-stakes exam performance in the corresponding class. Teachers will receive professional development and on-going feedback to improve quality of their informal and formal assessments and push them to consistently analyze and use data in ways that drive student achievement.

On a weekly basis, students will take a Show-What-You-Know quiz each Wednesday in English, writing, history/social sciences, math and science. These 30- to 45-minute assessments will assess students’ mastery of the specific skills and content taught across the previous week and will circulate back in cumulative review items to assess students’ retention of older skills and material.

Data Analysis and Reporting

Role of Data in Apprising Stakeholders

On a monthly basis, the Board of Directors will review the school dashboard of performance indicators. This data tool will enable the board to glean areas of strength and vulnerability in the school’s academic program and progress on an ongoing basis and to hold the Executive Director accountable for course-correction as needed. Working with the Executive Director, the Board will publish and post on the school’s website the school’s annual report, which will also be shared with the district and state.

Annually, Collegiate will create and publish a School Accountability Report Card (SARC) for submission to the California Department of Education, including the following components:

- **Demographic data**
- **School safety and climate for learning information**
- **Academic data**
- **School completion rates**
- **Class sizes**
- **Teacher and staff information**
- **Curriculum and instruction descriptions**
- **Postsecondary preparation information**
- **Fiscal and expenditure data**
- **Adequate yearly progress data**

The SARC will be updated annually by the Director of Operations. The SARC will also be made available to the public through our website.

Communication of Data with Students and Families

Students and their families will be consistently and proactively informed about student performance. Collegiate will involve students and their parents in the analysis of student work, noting progress, areas of strength, and plans to remediate any deficits through the Personalized Learning Plan data and conferencing cycle described in **Element I** under Meeting the Needs of All Students. Whereas Collegiate cannot require parent participation in these conferences, we
will strongly encourage and incentivize participation. The cycle reports shared with families will include all assessment and grade data, current and trending.

Teachers also will use interim assessment results to create and maintain mastery charts for each student that show progress toward mastery for each content standard taught each year. These mastery charts will be publically displayed in highly visible areas of the classrooms or campus, shared with students after each round of assessments, and reviewed with parents in attendance at each report card conference. State testing results, AP and SAT results, and results of the CAASPP and NWEA MAP assessment will also be sent to families and discussed during academic progress report conferences.

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

**Grading Policy**
College will implement mastery-based grading system across the school in all classes and at all grade levels. This will help to ensure that our students progress from grade level to grade level ready to take on the increasing levels of rigor of our course curriculum and that of the end-of-year high-stakes exams, many of which are important gatekeepers to competitive colleges. Figure 39: Collegiate Grading Scale displays Collegiate’s grading scale and GPA conversions. The grade of “Not Yet” will be assigned to any work that does not meet grade level standards. Students earn credit in a graded class by earning a grade of 70% or higher.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA</th>
<th>Percentage</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>98-100%</td>
<td>A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-97%</td>
<td>A student earning a B in a course is consistently demonstrating proficiency with the content standards.</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92%</td>
<td>A student earning a C in a course is consistently demonstrating basic competency with the content standards.</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>88-89%</td>
<td>A student earning a B in a course is consistently demonstrating proficiency with the content standards.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-87%</td>
<td>A student earning a C in a course is consistently demonstrating basic competency with the content standards.</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82%</td>
<td>A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards.</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>78-79%</td>
<td>A student earning a C in a course is consistently demonstrating basic competency with the content standards.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-77%</td>
<td>A student earning a C in a course is consistently demonstrating basic competency with the content standards.</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>70-72%</td>
<td>A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards.</td>
</tr>
<tr>
<td>NY(^{103})</td>
<td>0.0</td>
<td>Below 70%</td>
<td>A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards.</td>
</tr>
</tbody>
</table>

**Promotion Requirements**
Pursuant to Education Code Section 48070-48070.6, and as a Local Education Agency, Collegiate Charter High School of Los Angeles shall adopt a policy regarding student promotion and retention.

Collegiate will hold our students to rigorous promotion standards at each grade level. The purpose of holding students to clear grade-to-grade promotion requirements is to ensure that students are accumulating the course credits that they will need in order to ultimately graduate.

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\(^{103}\) The Not Yet grade is intended to require students to re-do work that does not yet meet the standard in order to demonstrate mastery before being assigned a grade. This grading philosophy is based on the work of William Glasser. Glasser, W. *Schools without failure.* New York: Random House, 1969.
from Collegiate and that we thereby prevent students from arriving in grade 12 substantially credit deficient with no viable plan for recouping missing credits.

Collegiate’s approach to grade level promotion standards seeks to prevent instances like these and to ensure that we are promoting students into the upper grades ready to take on the increasing rigor of our curriculum in the upper grades with the ultimate goal of ensuring that no Collegiate student reaches college needing to take (and pay for) remedial courses in college.

In order to earn promotion to the next grade level, a student at Collegiate Charter High School of Los Angeles must meet the following promotion requirements:

![Figure 40: Collegiate Grade Level Promotion Requirements](image)

<table>
<thead>
<tr>
<th>Promotion to…</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course credits</td>
<td>75*</td>
<td>150*</td>
<td>225</td>
</tr>
<tr>
<td>Exams</td>
<td>Beginning- and end-of-year NWEA MAP exams</td>
<td>Beginning- and end-of-year NWEA MAP exams</td>
<td>Beginning- and end-of-year NWEA MAP exams</td>
</tr>
</tbody>
</table>

Students who do not meet the promotion requirements within the course of the regular school year will have the opportunity to retake courses over the summer during three-week Summer Academy, as reflected in our proposed five-year budget.

**Attendance**

Habitual truancy is highly correlated with low academic performance. Collegiate will adopt an attendance policy that seeks to ensure that we strongly support students in achieving high levels of attendance and thereby high levels of academic performance. We will track daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any student’s academic progress. The school’s governing board will adopt a clear, objective promotion policy based on best practices of urban schools nationally that exhibit high levels of high school attendance and graduation and that succeed in preparing students for college. School leaders and staff will communicate this policy proactively to students and families and will uphold and implement the policy fairly and consistently.

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

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

Collegiate will communicate early, clearly, transparently and frequently with students and families around promotion/retention decisions. While we recognize, per state, federal and district statutes, that we cannot require parent participation or communication from our families, we will go to great lengths to invest our families in the communication structures and partnership practices that we know will best support our students’ success. Formal family communication around promotion decisions and progress toward graduation will happen through five key structures and routines throughout the year at Collegiate:

- August Family University and Family Chats
- Academic progress report conferences (every five weeks)
- Weekly/monthly advisor check-ins
- Five-six-week family-student-advisor conferences
- June retention meetings

**August Family University and Family Chats**
Each August on a Saturday before the first day of school, Collegiate will host a Family University, to which 100% of families – new and returning – will be invited but not required to attend. Members of the school’s leadership team will orchestrate and lead this event for different grade levels, and all teachers will be present to help facilitate. Students and their families will receive a formal presentation about promotion requirements for the grade level, during which the school leader will walk through each individual promotion requirement for the ensuing year and will make clear that falling short of meeting these promotion requirements will result in a retention decision. At this time, families will also receive the Family Handbook, which outlines all expectations including those around promotion and graduation requirements.

In the two weeks after Family University, Family Chats will be scheduled for all new-to-Collegiate students and families. At these individual meetings, invitational and not required, school leaders and advisors will meet with students and family members to review the Family Handbook and walk through the Collegiate Commitment to Excellence, which again lays out the school’s promotion and graduation requirements. During this meeting, the Executive Director, Dean of School Culture, Dean of College, or a teacher serving as an Advisor will take the opportunity to conference with the student and family individually to discuss the student’s academic and personal goals, their personal analysis of his/her academic and character strengths and areas for growth, and the school’s behavior expectations and discipline plan. The tone of this meeting will be both celebratory and serious: The school leader or advisor will joyfully congratulate the student and family on committing to the rigorous academic challenges of the ensuing year; they will also clearly describe the communication milestones and intensive support that the student and family will receive if the student is struggling.

**Academic Progress Report Conferences**
Progress reports will be mailed home to families every 5-6 weeks. Progress reports will consist of an interim report card reflecting current grades, a short narrative summary of progress in the student’s home language from the student’s advisor, as well as a letter from the Executive Director designating the student’s current academic standing: (a) In Good Academic Standing (earning ≥70% for the year in all classes); (b) On Track for Summer Academy (earning ≤70% in one or two class); or (c) Promotion-in-Doubt (earning ≤70% in three or more classes). Families of students flagged as Promotion-in-Doubt will receive phone calls home scheduling in-person conferences with the student, a school leader, and a care-taking family member. Academic progress report conferences will be requested with all families of students whose promotion is in jeopardy, as laid out in the Collegiate Family-Student-School Commitment. The purpose of the conference is twofold: Foremost, the conference will provide an opportunity for the family and

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105 Academic advisors will check in monthly via phone or in person with all advisees in their advisory. Advisors will formalize a weekly communication structure with families of any students who are promotion-in-doubt.
106 We recognize that we cannot legally require family attendance at meetings but will endeavor through multiple modes of communication the importance of participation in this event for all families and students.
107 While of course not a legally binding contract, the Commitment to Excellence seeks to ensure that all families matriculate their students at Collegiate clear about the expectations for family communication that the school holds in order to support struggling students.
school leader to help the student diagnose causes of underperformance and formulate an improvement plan. In extenuating circumstances, the meeting may take place as a home visit or phone conversation. All families of students whose promotion is in doubt will receive explicit written notice in the form of a letter attached to the progress report that outlines the steps the student and school will take.

**Weekly Advisor Check-ins**
Any student whose promotion is in doubt will have a weekly check-in during advisory time with their advisor. The purpose of this time is to check in on the student's follow-through with his/her improvement plan and to ask for any additional support s/he may need from the advisor or the school. The advisor will log notes from this weekly check-ins in the student information system so that school leaders can ensure that weekly check-ins are happening consistently and review progress.

**Quarterly Report Cards**
Quarterly report cards will go home approximately three days after the close of each academic quarter to all families. These will reflect the student's grades for the year thus far and their current GPA, cumulative GPA, and their character report. The report card will include a progress note clearly delineating the student’s academic standing – as described above – and must be signed and returned by a caretaking family member.

**June Retention Meetings**
Upon the conclusion of quarter IV, final grades for the year will be calculated, and individual letters communicating promotion decisions for students in good academic standing and for those slated to attend Summer Academy will be mailed home. Students facing retention will be asked come into Collegiate with a caretaking family member to meet with the Academic Dean or Executive Director to discuss the plan for their grade level do-over year. We anticipate that, given the extensive communication that will have preceded this meeting around the student's academic status, families will be well-prepared for this decision. The tone and focus of the meeting will center around how best to support the student in the upcoming year, how the student can prepare to have a markedly more successful year, and how re-doing the grade level will better position the student on the climb up the mountain to college.
Element 4: Governance

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

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

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

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

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

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

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

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

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

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

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

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

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

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

Notification of the District
Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

Student Records
When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter
School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**Governance Structure**

Collegiate Charter High School of Los Angeles (“Collegiate”) is proposed as an independent charter school and will be governed by and operate as a 501c3 public benefit corporation within the State of California with an independent Board of Directors.

Collegiate’s Board of Directors will maintain active and effective governance of the school. The Board will hold the school accountable to its mission, ensure that it operates with fidelity to the beliefs and design described and ensured in the terms of the Charter, and oversee financial viability, regulatory compliance, and organizational health over time. The Board will establish and approve policies that dictate the execution of all management responsibilities, including but not limited to, fiscal, personnel, and student policies. Figure 41: Board Governance & Accountability Structure displays the corporate governance structure under which Collegiate will operate. The Executive Director will report directly to the Board of Directors and will manage the executive leadership team of the school.

*Figure 41: Board Governance & Accountability Structure*[^108]

As Collegiate’s fiduciary and as the governing body for the school, the Board will hold[^108]

[^108]: In year one, the school executive team will consist of the Executive Director and an Academic Dean. This team will grow over the term of the charter and the graphic reflects the executive team at full 9-12 grade configuration.
responsibility for providing oversight of the school’s financial, operational, and fiscal managements. The board will delegate management decisions to the school’s chief executive, the Executive Director, through the following three delegation and oversight protocols:

(1) **Hiring of the Executive Director:** The Board will set compensation for, hire, support, and evaluate the Executive Director and will delegate all day-to-day management decisions to the Executive Director. The Executive Director will report to the Board and will hire, support, and evaluate all school staff, oversee the instructional program, and report back through written management reports, financial dashboards, and academic dashboards provided to the Board at monthly Board meetings, publicly held in full accordance with the Brown Act. The Board will set evaluative measures in place to monitor and report on the effectiveness of the Executive Director in this capacity, will provide an annual written evaluation to the Executive Director, and will maintain this evaluation as part of the personnel file for the Executive Director.

(2) **Approval of all school policies:** The board, through its committee structure, will help develop and will hold responsibility for adopting any school policies including the Family Student Handbook and the Staff Handbook.

(3) **Ongoing monitoring of performance through dashboards:** The Board will review monthly data dashboards, quarterly school report cards, and an annual school report to gauge Collegiate’s performance and progress on an ongoing basis. The Board will hold the Executive Director responsible for providing data through this system of dashboard on key operational, fiscal, and academic measures.

As set forth in the bylaws, the Board of Directors will meet on a monthly basis at least ten times per year, in full accordance with the Brown Act.

The Board will consist of 7 to 15 Directors and will maintain an odd number of members for voting purposes. The Board will function in accordance with its approved Bylaws. The Board will operate under a structure of elected officers of Chair, Vice Chair, Secretary, and Treasurer, elected annually, and will utilize a committee structure.

The Board of Directors will include four elected officer positions to meet specific organizational needs per the organization’s bylaws:

**Board Chair Roles and Responsibilities**

**Title:** Chair of Board of Directors

**Purpose:**
The chair is the senior volunteer leader of Collegiate Charter High School of Los Angeles who presides at all meetings of the Board of Directors and other meetings as required. The Chair is an ex officio member of all committees of the organization. The Board Chair oversees implementation of corporate and local policies and ensures that appropriate administrative systems are established and maintained.

**Key Responsibilities:**
- Works with the Executive Director, board officers, and committee chair to develop the agendas for Board of Directors meetings, and presides at these meetings
• Appoints volunteers to key leadership positions, including positions as chair of board committees
• Works with the Board of Directors and paid and volunteer leadership, in accordance with Collegiate’s bylaws, to establish and maintain systems for:
  a. Planning the organization’s human and financial resources and setting priorities for future development
  b. Reviewing operational effectiveness and setting priorities for future development
  c. Controlling fiscal affairs
  d. Acquiring, maintaining, and disposing of property
  e. Maintaining a public relations program to ensure community involvement
  f. Ensuring the ethical standard

**Elected by:** Board of Directors

**Length of Term:** One year; renewable for three consecutive years

**Time Commitment:** Negotiable to meet the requirements of the organization

**Reports to:** Board of Directors

**Support:** Executive Director

**Qualifications:**
• Strong understanding of the role and mechanisms of charter school governance
• A commitment to Collegiate and its values; an understanding of Collegiate’s objectives, organization, and services, and the responsibilities and relationship of paid and volunteer staff
• Ability to understand nuanced concepts and articulate ideas
• Excellent facilitator

**Board Vice Chair Roles and Responsibilities**

**Title:** Vice Chair

**Purpose:** To preside in board chair’s absence

**Key Responsibilities:**
In Board Chair’s absence:
• Presides at meetings of Board of Directors
• Serves as member of standing committees

**Elected by:** Board of Directors

**Length of Term:** One year; renewable for three consecutive years

**Time Commitment:** Negotiable to meet the requirements of the organization

**Reports to:** Board of Directors

**Support:** Executive Director
Qualifications:
- Strong understanding of the role and mechanisms of charter school governance
- A commitment to Collegiate and its values; an understanding of Collegiate’s objectives, organization, and services, and the responsibilities and relationship of paid and volunteer staff
- Ability to understand nuanced concepts and articulate ideas

Board Treasurer Roles and Responsibilities

Title: Treasurer of the Board of Directors

Purpose:
The Treasurer, jointly with the Board Chair, ensures that current records are maintained, reflecting the financial condition of Collegiate Charter High School of Los Angeles. These records will include cash, outstanding advances, investments, accounts receivable and other assets, accounts payable, and fund balances (net assets).

Key Responsibilities:
- Control all Collegiate funds
- Participate in the preparation of the annual operating budget
- Serve as the chair of the Finance Committee
- Ensure that accurate books and records on financial condition are maintained
- Ensure that the assets are protected and invested according to corporate policy
- Ensure that Collegiate complies with corporate and statutory reporting requirements
- Ensure that comprehensive financial reports to the board are prepared in a timely and accurate manner
- Ensure that the complete records of the organization are available to the individual or individuals preparing the annual financial statements
- Performs all duties incident to the office of the treasurer
- Educate the full Board about the organization’s finances and ensure that full Board completely understands the financial picture

Elected by: Board of Directors

Length of Term: One year; renewable for three consecutive years

Time Commitment: Negotiable to meet the requirements of the organization

Reports to: Board chair and the board of directors

Support: The Treasurer is supported by the Vice-Chair, Finance Committee, and the Dean of Operations.

Qualifications:
The Treasurer must display a commitment to Collegiate and an understanding of the organization and its principles, mission, goals, services, and the responsibilities and relationships of governance and management and paid and volunteer staff.
The Treasurer must also display the following:

- An understanding of needs for the school's services, as well as the financial and human resources.
- An understanding of the record keeping, accounting systems, and financial reports.
- An ability to work with the Executive Director and Dean of Operations, controller, accountant or bookkeeper, and auditors as necessary.

**Board Secretary Roles and Responsibilities**

**Title:** Secretary

**Purpose:**
The Secretary shall ensure that Collegiate’s meetings and decision-making policies comply with the Brown Act: that all meetings are publically noticed, that minutes are kept, and that the school’s incorporating documents are up to date and available.

**Key Responsibilities:**
The Secretary shall:

- Certify and keep at the principal office of the corporation the original, or a copy of the bylaws as amended or otherwise altered to date.
- Keep at the principal office of the corporation or at such a place as the Board may determine a book of minutes of all meetings of the directors and meetings of committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting and the proceedings thereof.
- Ensure that all notices are duly given in accordance with the provisions of the bylaws or a required bylaw.
- In general, perform all duties incident to the office of the secretary and such other duties as may be required by law, by the Articles of Incorporation, or by bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

**Elected by:** Board of Directors

**Length of Term:** One year; renewable for three consecutive years

**Time Commitment:** Negotiable to meet the requirements of the organization

**Reports to:** Board of Directors

**Support:** The Secretary is supported by the Chair and the Executive Director.

**Qualifications:**

- Strong understanding of the role and mechanisms of charter school governance
- A commitment to Collegiate and its values; an understanding of Collegiate’s objectives, organization, and services, and the responsibilities and relationship of paid and volunteer staff
- Ability to understand nuanced concepts and articulate ideas
- Strong knowledge of the Brown Act
Governing Board Composition and Member Selection

Each member of the Founding Board was carefully selected for his/her involvement in the community, dedication to education and student achievement, professional skill sets that contribute to sound governance and oversight of a public charter school, and alignment with Collegiate’s mission and vision. Collectively, this committed group of individuals demonstrates a track record evidencing the skills and experiences necessary to guide Collegiate’s fiscal and academic health. Several members of the Founding Board have extensive teaching experience. Many are Los Angeles natives and attended Los Angeles Unified School District K-12 schools, and all have lived and worked in the city for several years. The Founding Board’s diverse expertise in a number of fields – education, community development, finance, law, non-profit organizations, and consulting for business and organizational development – will allow it to provide strong governance and oversight of Collegiate.

Board Member Service and Terms

The Board will consist of 7 to 15 Directors and will maintain an odd number of members for voting purposes. The Board will function in accordance with its Bylaws. The Board will operate under a structure of elected officers of Chair, Vice Chair, Secretary, and Treasurer, elected annually, and will utilize the committee structure outlined in Figure 41: Board Governance & Accountability Structure. Selection of additional Board members post-authorization will be the responsibility of the full Board. A stable, dedicated Board is essential for Collegiate’s success, and we are committed to a careful screening process in order to ensure additional Board members share the same core beliefs and values for student achievement. The Governance Committee will present board candidates to the Board, and the Board as a body will consider and vote on the candidate within a public meeting. Details of that process are outlined below.

Governance Procedures and Operations

Location and Frequency of Board Meetings

The Board of Directors will convene monthly during the organization’s planning year and through the end of the founding year of operations. Thereafter, the Board and its committees will meet monthly on an ongoing basis for two-hour regular board meetings and will convene for an annual all-day strategic planning retreat each May in advance of the impending school and fiscal year. Board meetings and committee meetings will take place in Los Angeles in a location convenient to the greatest extent for all Board Members and where the public’s attendance can also be accommodated during open sessions of the Board’s regularly scheduled meetings. All meetings will be publically noticed and conducted in accordance with the Brown Act.

Board Decision Making

For the Board to take action, a quorum of at least five members must be physically present and/or present by phone. The annual meeting schedule for the Board will be finalized each July, and meeting dates for each upcoming meeting will be advertised on the school’s website at least three weeks in advance of the meeting dates. All Board actions will be formalized either through simple majority vote during open meetings in accordance with the Brown Act. Members will receive board packets with relevant materials enclosed via email at least one week in advance for their review and consideration.
Stakeholder Involvement

Parent Involvement
Collegiate’s founders believe deeply in the power of family relationships and family engagement in transforming our school’s capacity to serve students well and get to great academic outcomes. Our platform for engaging families in myriad facets of the school community and in decision-making includes:

- Family University: August orientation for all new families
- Family Chats: one-on-ones to review family handbook with school leader
- Monthly Community Celebrations: Thanksgiving dinner, quarterly awards nights, family-staff soccer game, school performances, etc.
- Cafecitos: monthly coffee meetings with Executive Director for all parents to drop into to provide feedback
- School Site Council: Meets quarterly with Executive Director to provide programmatic input; holds and sponsors school events
- Academic Progress Report Conferences every five-six weeks

We know that we cannot require parent participation in any facet of the school. However, we will work fervently to engage our parents. Our core belief in the power of school choice and commitment stems from our founding team’s research of strong urban charter schools’ success in engaging families in their students’ academic achievement and social-emotional development. Collegiate will implement a multi-tiered approach to family engagement. By familiarizing families early on with our school’s expectations, values and standards; by communicating frequently and transparently with our families throughout the year; and by formally engaging families in key opportunities for programmatic feedback, we seek to build partnership with our families that we can leverage on behalf of each student.

In the spring prior to opening our doors, Collegiate plans to convene an informal founding family engagement group. Comprised of parents who demonstrate commitment to ensuring that the school’s development of programming incorporates strong parent voice, this group will be parent-led, will work closely with the Executive Director on a monthly basis to inform improvements to communication and program, and will present twice each year to the Board in order to ensure that the school’s governance and executive leadership have strong paths of communication with parents and families.

We will convene a School Site Council comprised of a combination of school administrators, parents and teachers to give input on the school’s accountability plan each year.

Teacher and Staff Involvement
Collegiate’s organizational structure will embed a number of opportunities for teachers and staff to take part in shaping the organization’s direction and quality of the school’s academic program. Teachers and staff will also participate in an annual Saturday Retreat, when the whole school adult team convenes to analyze data and identify strengths and areas for improvement in execution of the academic program.

Beyond these whole-staff measures, a number of our highest-capacity teachers will exercise significant decision-making around key elements of program implementation through the key roles they play as leaders of various functional teams within our school’s operating structure.
Through this structure, each year 9-13 teachers across the school’s faculty will access functional team leadership opportunities.

This structure will enable our school’s executive leadership team to develop our emerging leadership talent as well as to ensure that teachers are regularly accessing opportunities to help define the school’s approach to instructional excellence and culture-building. These team leaders will meet monthly with the executive leadership team to discuss key priorities for the school and will access additional professional development opportunities outside the school in order to ensure that they develop expertise and skills with which to support their teams.
Element 5: Employee Qualifications

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

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

ESEA/NCLB and Credentialing Requirements
Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

Background Checks
Collegiate Charter High School of Los Angeles will adhere to California laws, including fingerprinting and drug testing requirements and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

Prior to commencing their work in our school, all prospective employees must furnish or be able to provide medical clearance including proof of medical exam and tuberculosis (TB) testing and fingerprinting for a criminal record check. Our offer letters will include explicit verbiage that state that an offer of employment with Collegiate Charter High School of Los Angeles is contingent on the candidate’s providing the school with the results of a clean background check.

All applicants will be required to provide documents establishing legal working status. Collegiate’s Executive Director or Dean of Operations will provide all newly hired employees with the Live Scan Service Request form. The candidate will use this form at a live scan service provider and electronically submit their fingerprints to the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Prior to all new employees’ first day of work, Collegiate will process all background checks through the Department of Justice.

The Executive Director will remain the sole confidential employee of Collegiate who will retain access to the employee information furnished through the school’s background checks of applicants. The Dean of Operations will facilitate conducting the background checks, and the
Executive Director will review applicants’ full background check results and, so long as results indicate that no criminal history exists for the applicant, then he/she is considered eligible to continue in the hiring process. If the results indicate that a criminal history does exist for the applicant, then a determination as to whether there are any convictions that would disqualify the applicant from employment must be made by the Executive Director and reviewed by the Collegiate governing board.

Additionally, the Executive Director and applicants for employment will be required to provide full disclosure to the Collegiate governing Board regarding relationships that would be considered nepotism or would somehow present a conflict of interest prior to employment.

Teaching Credential Verification
Prior to extending an offer of employment to any teacher candidate, Collegiate’s Dean of Operations will obtain and provide to the Executive Director verification of proper California credentialing for all teacher candidates. The credential document will be verified with the California Commission on Teacher Credentialing. The applicant’s credential subject authorization must meet state and NCLB requirements for the subject(s) for which s/he is under hiring consideration to teach. In the case that the school hires a candidate for an allowed alternative route to certification position who is working toward proper credentialing, the Executive Director or the Dean of Operations e school will monitor the individual’s progress toward credentialing.

Staffing Model & Organizational Charts
Collegiate’s staffing model will prioritize three key objectives that will best enable the school to be appropriately staffed to implement our mission and vision as we grow:

(1) All Collegiate students’ courses and classrooms are led by appropriately certificated, highly qualified, and highly effective instructors.

(2) All Collegiate students receive appropriately differentiated academic, behavioral, and social-emotional support and interventions in the course of their daily and weekly schedules.

(3) All Collegiate teachers have clear performance goals, a clear and sustainable set of professional roles and responsibilities, and appropriate operational support, instructional resources and professional development opportunities to enable them to successfully meet their goals and execute on their roles and responsibilities.

Accordingly, Collegiate’s fully staffed team will be comprised of an executive leadership team, teaching faculty, student advising and support staff, and operations personnel. As the primary school site administrator and reporting to the school’s governing board, the Executive Director will oversee the full team’s execution of key roles and responsibilities, will ensure that each student is taught by highly qualified teaches, and will ensure that each student is appropriately supported by appropriate personnel.

Collegiate’s organizational structure at full scale reflects the school’s leadership model with an executive team comprised of six specializing deans all reporting to the Executive Director. As reflected in the baselines for our teacher salary schedule provided in the proposed five-year budget model, we anticipate that the majority of our initial instructional hires will be teaching professionals entering their third or fourth year of teaching. In order to develop our young teachers’ classroom management skill sets and instructional planning and execution capacity,
we will therefore provide significant professional development as detailed in **Element 1**. Collegiate’s organizational structure allows for every teacher and support staff member to be coached by a member of the school’s executive leadership team. Each dean will inform the Executive Director regarding elements of specific teachers’ evaluations, and the Executive Director will be responsible for conducting that evaluation. Additionally, Figure 43: Collegiate Staffing Model, Years 1-5 details the hiring timeline for all school administrative, classified, instructional support, and certificated staff.

**Figure 42: Collegiate’s Organizational Staffing Model**

Collegiate’s staffing model features both an Executive Director, as well as an Academic Dean starting in year one, in order to ensure that the school’s instructional leadership is strong and supportive from the outset. As portrayed in Figure 43: Collegiate Staffing Model, Years 1-5, this leadership team will grow a staff over the five-year charter term that balances robust classroom staffing, as well as strong instructional coaching and operations support.
Figure 43: Collegiate Staffing Model, Years 1-5\textsuperscript{109}

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**Job Descriptions and Minimum Qualifications**

Collegiate will hire highly qualified, dedicated staff members per the qualifications and roles delineated as follows.

**Executive Director**

The Executive Director is formally the chief executive for the organization as a whole.

**Champion and Strategize toward Student Achievement**

- Lead and oversee the school’s instructional program
- Analyze data with other members of the school leadership team and with teachers directly and regularly to maximize student performance
- Ensure that every student shows dramatic achievement gains and that the school meets the ambitious performance goals set by Collegiate

**Demonstrate Exceptional Teacher Leadership**

- Directly coach a portfolio of teachers to help them master the instructional methodologies core to the school’s instructional model
- Train teachers to develop clear and consistent classroom expectations and routines
- Support teachers in building meaningful relationships with students and parents
- Observe lessons and provide targeted and actionable feedback to teachers
- Write thorough, thoughtful, actionable evaluations for all teachers
- Model great instruction in teaching

**Lead and Manage the School’s Executive Leadership Team**

- Plan and participate in regular leadership team meetings
- Lead staff trainings at start and end of school year and on professional development days
- Work closely with academic deans to support high-achievement academic culture
- Assist teacher leaders (e.g., instructional coaches, grade team leaders) in developing leadership skills
- Model the Collegiate professional and core values at all times; be a visible and highly engaged leader in the school community

**Teacher Selection, Development and Evaluation**

- Conduct all hiring activities and make final hiring decisions

\textsuperscript{109} For a comprehensive representation of staffing, please consult the proposed five-year budget and accompanying budget narrative in Tab 8.
• Plan appropriate professional development for all teachers
• Formally supervise, observe, and evaluate all school staff

School Leadership
• Model the Collegiate values and set the standard for professional behavior
• Coach and manage all school deans, in particular coach deans around their coaching and management of direct reports
• Create a data-centered and achievement-oriented school culture
• Cultivate positive relationships with parents and the local community
• Interview and select teachers
• Communicate regularly with teachers, parents, and students both informally and through weekly staff and parent memos

Resource Management
• Ensure that the Collegiate runs smoothly, efficiently, and on budget
• Lead and direct all fundraising activities
• Serve as direct contact and sole reporting agent to the Board of Directors
• Manage Collegiate’s relationship with third-party back-office provider
• Oversee annual budgeting process and management of monthly budget
• Manage facilities contracting and acquisition

Compliance and Reporting
• Monitor the school’s progress and performance against accountability goals set forth in the charter
• Report progress and performance against goals to the governing board on a monthly basis and externally through the school’s annual report

Skills, Characteristics and Minimum Qualifications
• Very, very strong classroom management and discipline skills
• Excellent communication skills, especially with students and parents
• Extremely high standards for student achievement
• Team player
• Belief in the Collegiate’s mission and educational model
• Maturity, humility, strong work ethic, sense of humor, and “roll-up-my-sleeves” attitude

Education, Skills, Experience, Characteristics and Minimum Requirements
• Three years of teaching and/or school leadership experience preferred with a proven record of high student achievement
• Experience managing a high-performing team toward measurable outcomes
• Bachelor’s degree; Master’s degree preferred
• A valid California teaching credential if Executive Director is to teach core course

Academic Dean
The role of the Academic Dean is to oversee the instructional program, collaborating with the

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110 Collegiate proposes to employ an Academic Dean for ELA and an Academic Dean for Math & Science. These team members’ roles and responsibilities will largely mirror one another’s and these two roles will report to the Executive Director and will work collaboratively to provide oversight of the educational program.
Executive Director to ensure that all levers and decisions are driving strong student achievement outcomes. This is a major leadership role within the school. Responsibilities of each Academic Dean will include but are not limited to:

**Champion and Strategize toward Student Achievement**
- Lead and oversee content areas’ instructional goal-setting and long-term planning
- Analyze data with other teachers and deans regularly to maximize student performance
- Ensure that every student shows dramatic achievement gains and that the school meets the ambitious performance goals set by Collegiate

**Demonstrate Exceptional Teacher Leadership**
- Directly coach a portfolio of teachers to help them master Collegiate’s proposed instructional methodologies
- Train teachers to develop clear and consistent classroom expectations and routines
- Support teachers in building meaningful relationships with students and parents
- Observe lessons and provide targeted and actionable feedback to teachers
- Model great instruction in teaching

**Serve as Active Member of School Leadership Team**
- Participate in regular leadership team meetings
- Lead staff trainings at start and end of school year and on professional development days
- Work closely with other academic deans to support high-achievement academic culture
- Assist teacher leaders (e.g., content team leaders, grade team leaders) in developing leadership skills
- Model the Collegiate professional and core values at all times; be a visible and highly engaged leader in the school community
- Model strong whole-group management and reinforce and uphold the school’s behavioral expectations during transitions, meals, and whole-group activities

**Teacher Development and Evaluation**
- Plan appropriate professional development for all teachers
- Formally supervise, observe, and evaluate\(^{111}\) all classroom teachers

**Curriculum Planning & Program Support:**
- Manage ELLs identification, service, and testing
- Design and develop scope and sequence documents and resources for academic interventions

**Education, Skills, Experience, Characteristics and Minimum Requirements**
- Very, very strong classroom management and discipline skills
- Excellent communication skills, especially with students and parents
- Extremely high standards for student achievement
- Team player
- Willingness to aggressively seek administrative certification
- Belief in the Collegiate mission and educational model

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\(^{111}\) While Deans will help conduct formal annual teacher evaluations, these evaluations will be formally written by the Executive Director.
- Maturity, humility, strong work ethic, sense of humor, and “roll-up-my-sleeves” attitude
- Four years of teaching experience preferred with a proven record of high student achievement
- Bachelor's degree; Master's degree preferred
- Minimum requirement: Single-subject or multi-subject teacher credential and administrative certification

Dean of Operations
The role of the Dean of Operations is to lead a high-performing team of operations staff whose chief function is to remove all non-instructional obligations and burdens from the plates of teachers and deans. Responsibilities of the Dean of Operations include but are not limited to:

Budget and Finance
- Work with the Executive Director to develop and manage the school’s budget
- Maintain accurate records of all financial transactions and submit them to a third-party back-officer services provider for processing
- Participate in monthly meetings to review/account for budget variances; monitor usage of the school credit card
- Ensure adherence to school’s fiscal policies and procedures; participate in annual financial audit process by providing documentation as needed to auditors
- Manage school purchasing process by placing orders with vendors, tracking delivery, and maintaining inventory

School Operations
- Each year, prepare the campus for start-up/new school year by ordering furniture, equipment, and classroom supplies as well as ensuring that school services (i.e., student food services, student transportation services) are lined up and ready for action
- Process new hires and maintain employee records to prepare the facility for occupation
- Manage the tracking and follow up regarding teacher certification and employee benefits
- Ensure compliance with all state, federal, and local employment laws and policies
- Ensure the maintenance of campus facilities by managing custodial personnel and third-party contracts for trash removal, recycling, and security
- Manage the school's food and transportation services by coordinating with service providers and overseeing deliveries
- Manage the school's supply and asset inventory

School Administration
- Ensure the timely implementation of all items on Collegiate’s monthly administrative calendar
- Ensure that Collegiate is adhering to all local compliance and reporting requirements, as per calendars and guidelines provided by the Executive Director and any third-party back office provider
- Provide oversight of the planning and execution of school special events, such as field lessons, parent conferences, and graduation
- Oversee the administration of all student assessments
- Disseminate progress reports to school staff and ensure the timely production of student report cards
- Ensure that student records are properly maintained and updated at the school
Management and Leadership
- Directly supervise the Operations Manager and Operations Assistant(s)
- Actively serve on the school’s leadership team
- Model strong whole-group management and reinforce and uphold the Collegiate’s behavioral expectations during transitions, meals, and whole-group activities

Education, Skills, Experience, Characteristics and Minimum Requirements
- At least 2 years of operations management experience in a fast-paced, entrepreneurial environment
- Demonstrated passion for and commitment to Collegiate’s mission and educational model
- Comfort level with financial oversight and budgetary tracking to support strategic growth
- Experience managing cross-functional teams to develop and implement systems and processes to increase the effectiveness and efficiency of a growing organization
- Willingness to work autonomously, collaboratively, and/or under as needed
- Acute attention to detail coupled with the ability to think and act strategically
- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Personal qualities of maturity, humility, strong work ethic, sense of humor, and a “roll-up-my-sleeves attitude”
- Bachelor’s degree

Dean of Special Education and Academic Support
Responsibilities of Dean of Special Education and Academic Support include but are not limited to:

Special Education Program Implementation
- Ensure all students, including students with IEPs, make ambitious and achievable academic progress each year
- Lead systematic building, improvement, and expansion of Collegiate’s continuum of special education services, including building the knowledge, skills, and mindsets of colleagues and staff
- Serve as instructional coach for RSP Teacher and for small portfolio of teachers implementing an inclusion model in general education classrooms
- Serve as “owner” and “facilitator” of all aspects of the special education and 504 processes (i.e. writing and implementing rigorous, standards-driven IEPs, managing legal documents and files related to students’ IEPs and 504 plans, ensuring all services are in compliance with mandates, coordinating annual IEP review process and initial IEPs, collaborating with and leading team of related service providers at the school, etc.)
- Manage a strong, professional relationship with the local district and act as the school administrator when meeting with the district
- Manage the Response to Intervention (RTI) process (i.e. determining which scholars need intervention, assigning them to specific interventions, tracking progress within interventions, etc.) and SST process
- Manage the “Child Find” process for incoming students with IEPs
- Manage the initial referral process, conscientiously identifying students with special needs while actively working against the mis- and over-referral of students frequent in low income areas
- Build and maintain strong family partnerships, including but not limited to, providing all families with robust information about the special education process and services
- Collect and analyze special education data trends and proactively problem solve ways to better serve all students
- Coach a team of learning specialists and interventionists
- Design and deliver high impact professional development for special education team and all teachers
- Coordinate IEP program services and ensure all teachers know their special education responsibilities
- Partner with other school leaders to coordinate testing accommodations
- Contract, coordinate, and oversee all related services

**Student Achievement & Character Development**
- Ensure all staff hold all students to high academic and behavioral standards
- Relentlessly demonstrate and embody the character skills and actively teach, reinforce, and celebrate character skills; collaborate with the team to ensure behavior intervention plans are well designed and well implemented
- Deliver measurable student academic growth and increase each individual student's achievement; collaborate with the Academic Deans to ensure the assessment of every student's mastery of the content and support teachers and coaches in diagnosing and responding to areas of student misunderstanding

**Core Instructional Excellence**
- Ensure strategic scaffolding of instruction that maintains high rigor for all students
- Coach and support pedagogical skills that result in all students being supported to reach high academic and behavioral outcomes
- Deep content knowledge in reading development is an asset at all levels, though not required
- Collaborate with teachers, school support staff, and school leadership to provide professional development as needed

**Classroom Culture**
- Ensure that the positive, achievement-oriented, and structured learning environment invests all students their own achievement
- Embrace and use school culture systems, while seamlessly integrating individual student accommodations and modifications
- Identify students who are struggling behaviorally and provide proactive support
- Understand guidelines for suspension and expulsion of students with IEPs and ensure procedural rights are upheld

**Planning and Data Analysis**
- Set measurable, ambitious yet attainable goals for the year and for each interim assessment cycle
- Internalize standards and scope and sequence (for own grade/subject and the grades one year before and one year after) and know how standards build and are assessed
• Thoughtfully review and plan lessons and develop and implement specific strategies to ensure that each student achieves dramatic gains

• Coordinate the collection and analysis of RTI data to ensure that all below grade level scholars are receiving high quality interventions

Student and Family Relationships
• Build rapport with students outside of class (e.g. lunches with students, special events) so students understand unambiguously that teachers care about them

• Invest parents and families in their children’s academic success through regular communication of success and challenges; communicate and engage regularly with parents about student progress and IEPs

• Provide school-site support for families with children with disabilities

Education, Skills, Experience, Characteristics and Minimum Requirements
• Strong instructional and classroom management skills

• Record of success in developing teachers

• Strong problem analysis and problem resolution at both a strategic and functional level

• Knowledge of child development and different learning styles

• Demonstrated mastery of subject matter

• Unyielding commitment to students, self, and school’s constant learning and development

• Team player

• Excellent communication skills

• Highly organized

• Belief in Collegiate’s mission that the charter movement must embrace and serve students with disabilities

• Maturity, humility, strong work ethic, sense of humor, and “roll-up-my-sleeves” attitude; flexible, able to work autonomously as well as take direction as needed

• Experience and familiarity with IEP process, behavior modifications, and special education law

• Belief in and alignment with Collegiate’s core believes and educational philosophy is non-negotiable

• Three or more years of teaching experience in a special education setting with a record of high student achievement

• Master’s degree preferred

• Minimum requirement: Special Education certification

Dean of School Culture
The Dean of School Culture will model how to build strong, mutually respectful relationships with students and families and supports teachers to do the same. In addition to serving on the school’s Executive Leadership team, s/he coaches a portfolio of teachers, takes leadership of a particular subject or grade level, teaches one to two sections of students, and facilitates high-impact professional development for staff. This position requires a creative and inspiring educator with adult leadership experience, high energy, excellent organizational abilities and a talent for creating a warm and supportive environment for students.

Essential responsibilities of the Dean of School Culture include but are not limited to:
Establish Structured, Positive, and Inspiring School Culture

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

Demonstrate Exceptional Teacher Leadership

- Directly coach a portfolio of teachers to help them master Collegiate’s proposed instructional methodologies within the realm of classroom management and student engagement
- Train teachers to develop clear and consistent classroom expectations and routines
- Support teachers in building meaningful relationships with students and parents
- Observe lessons and provide targeted and actionable feedback to teachers
- Write thorough, thoughtful, actionable formal evaluations for portfolio of teachers
- Model great instruction

Serve as an Active Member of the School Leadership Team

- Participate in regular leadership team meetings
- Lead staff trainings at start and end of school year and on professional development days
- Work closely with Academic Dean to support high-achievement academic culture
- Assist teacher leaders (e.g., deans, grade team leaders) in developing leadership skills
- Model the Collegiate professional and core values at all times
- Be a visible and highly engaged leader in the school community

Education, Skills, Experience, Characteristics and Minimum Requirements

- Exemplary instructional and classroom management skills
- Proven track record of meeting extremely high standards for student achievement
- High level of personal organization and planning
- Excellent communication skills with diverse constituents (teachers, parents, children, board members); clear writer, facilitator and public speaker
- Proven ability to proactively lead by example, effectively manage adults, and respond positively to feedback
- Team player; maturity, humility, strong work ethic, follow-through, sense of humor, and
“roll-up-my-sleeves” attitude
- Strong belief in the Collegiate mission and educational model
- A bachelor’s degree; master’s degree preferred
- At least 3 years of urban teaching experience with a record of high student achievement
- Experience leading and managing adults
- A valid California teaching credential if Dean is to teach core course

Classroom Teacher
Pursuant to Education Code 47605 (l) all core content teachers at Collegiate Charter High School will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility will be granted only in accordance with Education Code Section 47605 (l) for teachers in non-core courses.

Classroom teachers at Collegiate will hold the following critical responsibilities and will meet the following specified minimum qualifications:

Outstanding Academic Achievement and Student Character Development
- Create a positive, achievement-oriented, and structured learning environment that excites and invests students
- Motivate students to realize high academic and behavioral standards
- Build classroom community by investing families in students’ academic success and development of strong character and leadership traits
- Utilize data from Collegiate’s interim assessments to drive instructional planning and to target interventions and supports
- Design and implement unit and lesson plans in collaboration with grade or content team
- Hold all students accountable through implementing school’s code of conduct and behavior management systems during transitions, meals, trips, and school events
- Exemplify Collegiate’s core values in all interactions with students, families, and colleagues

Professional Learning, Development, and Growth
- Collaborate with Executive Director and Academic Deans to improve instructional, culture-building, and leadership skills
- Attend all professional development, team planning, and data analysis meetings
- Participate enthusiastically in structured and informal learning and development opportunities

Education, Skills, Experience, Characteristics and Minimum Requirements
- Strong instructional and classroom management skills
- High level of personal organization and planning
- Team player: maturity, humility, strong work ethic, follow-through, sense of humor, willingness to respond positively to feedback and a “roll-up-my-sleeves” attitude
- Strong belief in the Collegiate mission and educational model
- Mastery of and enthusiasm for subject matter
- Two years of teaching experience preferred with a proven record of high student achievement as evidenced by measureable growth on assessments or other valid
measures of academic achievement

- Bachelor’s degree; Master’s degree preferred
- Minimum requirement: Single-subject California teaching credential in the pertinent content area(s)\textsuperscript{112}
- Highly qualified as defined by No Child Left Behind

Special Education Coordinator/Resource Specialist Program Teacher\textsuperscript{113}
The Resource Specialist Program (RSP) Teacher will work with the Executive Director initially and eventually with the Dean of Special Education and Academic Support to ensure high-quality special education services for students as we work to fulfill our mission for all students. The RSP Teacher will report to the Executive Director until the time that a Dean of Special Education and Academic Support is brought on, at which point the RSP Teacher will report to the latter. The RSP Teacher’s responsibilities and qualifications include but are not limited to:

Roles and Responsibilities

- Providing pull-out and push-in RSP services for students with Individualized Education Programs (IEPs)
- Drafting IEPs and ensuring compliance with all components of the IEP
- Ensuring that all service minutes are provided and appropriately documented through special education records
- Monitoring progress toward IEP goals and providing parents with frequent progress reports
- Scheduling, preparing for, and facilitating IEP meetings
- Meeting regularly with other members of the special education to collaborate and share best practices
- Collaborating with general education teachers to ensure academic success of special education students within the classroom
- Coordinating with the general education team to ensure students are provided an effective Student Success Team (SST) process
- Completing other tasks as directed by the Executive Director or Dean of Special Education and Academic Support

Education, Skills, Experience, Characteristics and Minimum Requirements

- Valid Resource Specialist Program credential through the CA Commission on Teacher Credentialing, including authorization to work with English language learners
- Working knowledge of special education law, documentation, and best practices
- Effective communication with parents
- Successful teaching and/or special education experience, ideally with urban youth, as evidenced by strong achievement data that demonstrates a track record of student growth on academic measures and strong classroom relationships, preferred
- Working knowledge of content standards and curricular materials for the grade span for which he/she will be responsible, preferred
- Bachelor’s degree required; Master’s degree preferred
- Certified Special Education teacher

\textsuperscript{112} Any teacher teaching a core course at Collegiate will hold valid California teaching certification in that content area. For example, if a teacher teaches both Biology and Drama, the teacher will hold single subject certification in both Biology and VAPA.

\textsuperscript{113} In years one and two of Collegiate’s operations, the Special Education Coordinator will be a certificated RSP Teacher and will report directly to the Executive Director who will participate in all IEP meetings. In years three and onward, the RSP Teacher will report to the Dean of Special Education and Academic Support who will oversee all IEPs.
College Counselor

Reporting to the Executive Director, the College Counselor will work with the Leadership Team and school-based college staff to build and sustain highly effective college initiatives including: early college awareness and skill building for students and their families; enrichment and summer opportunities access; college entrance exam management; college advising and financial aid application processes; matriculation and transition to college; and alumni support. The College Counselor’s responsibilities will include but are not limited to:

College Process

- Execute and monitor systems that ensure an efficient and effective college application process including implementation of Naviance and yearly transcript audit with the Executive Director and Dean of Operations for all students at all grade levels
- Codify and institutionalize all processes, procedures, and supporting documents for the college application process
- Provide one-on-one college counseling to seniors through the admissions cycle including, but not limited to, creating a college list, support the writing and revising of the personal statement, advising on financial aid, and supporting final matriculation decisions
- Arrange strategic college representative visits to the high school during the fall application season and market and brand Collegiate to all national colleges and universities
- Build and maintain relationships with colleges and universities to create partnerships benefiting both the school and students

College Readiness Curriculum and Courses

- Oversee and manage the College Readiness curriculum
- Instructional coaching and management of all College Readiness teachers
- Track progress of all college initiatives

College Entrance Exams

- Manage and maintain a relationship with the College Board including but not limited to test dates, score reporting, PSAT and SAT and Advanced Placement tests
- Oversee and evaluate SAT prep programs both in-house and those offered through external partnerships
- Ensure timely uploading and sharing of test data to inform both college and school practices
- Evaluate test results to identify possible school-wide intervention strategies

College Going Culture

- Co-plan and co-lead school-wide advisory program with the Dean of School Culture
- Accountable for all college initiatives and the success of those initiatives
- Attend and participate in leadership meetings to ensure college and alumni perspective on school-wide decisions
- Coordinate with advisory and grade level teams to ensure collaboration and support of college initiatives in the school
- Ensure operations and academic teams are informed, aligned, and supporting the data needs of the college team, i.e., transcripts, data imports from student information systems
Plan and execute targeted, strategic college visits

Education, Skills, Experience, Characteristics and Minimum Requirements

- Excellent organizational skills and acute attention to detail
- Ability to see multiple projects with many moving parts through from beginning to end
- Strong analytical and writing skills
- Two or more years of teaching and/or instructional coaching experience
- Strong focus on results and the flexibility and willingness to do “whatever it takes”
- Ability to thrive in a fast-paced, entrepreneurial environment
- Ability to work autonomously, as well as to take direction
- Exceptionally skilled at analysis, communication, persuasion, and negotiation
- Belief in the Collegiate mission and educational model
- Maturity, humility, strong work-ethic, sense of humor, and “roll-up-my-sleeves” attitude
- Solid skills and experience with Microsoft Word, Excel, PowerPoint and Naviance
- Track-record of developing early college awareness programs
- Wide knowledge of California and national colleges including degree programs, opportunity programs, diversity programs, admissions criteria, defining “fit” for first-generation low income students, as well as familiarity with admissions personnel
- Track record of participation in and presentation at local, state, and national college admissions counseling events and professional organizations
- Successfully managed a team to performance metrics
- Bachelor’s degree required; Master’s degree preferred

Operations Support Staff

Led by the Dean of Operations, the operations support team will share critical work in achieving Collegiate’s mission by taking important non-instructional tasks off of the plates of teachers and enabling the entire faculty and leadership team to function more efficiently. Operations support staff will ensure that teachers and deans stay focused on daily priorities that most directly drive greater achievement outcomes. Examples of key roles and responsibilities of members of the operations support team include:

Instructional Support

- Coordinate dissemination and collection of exams during internal and external assessment windows
- Help proctor exams to free up teachers for extra grading time
- Manage academic progress report and report card dissemination to families
- Schedule families for academic progress report conferences
- Manage all bulletin boards displaying academic content (design and data updates)
- Event-plan quarterly awards assemblies

Attendance

- Manage daily attendance including late student intake
- Follow up with parents via phone regarding absences/lateness
- Schedule parents for attendance follow-up conferences with Dean of School Culture
- Manage attendance incentives planning and marketing to students

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114 Operations support staff include the Operations Manager, Operations Assistants, the School Culture Assistant, and the College Readiness Assistant.
Meals
- Manage daily interactions with food services vendors
- Set up and break down breakfast and lunch
- Help supervise breakfast and lunch with leadership team members
- Manage invoicing for families non-F/R-eligible

Behavior Management and School Culture
- Produce daily Dean’s Report using data from merit tracking system\textsuperscript{115}
- Manage student incentives tracking system
- Own and update all school culture bulletin boards and web content
- Help supervise Overtime/Extended Overtime
- Plan any college trips and events and manage permission slip dissemination and collection for any off-campus trips
- Schedule parent/guardian conferences with the Dean of School Culture
- Serve as advisors to 17-member advisories of students
- Manage uniform sales and uniform fundraising\textsuperscript{116}
- Support as an English/Spanish translator during staff-parent/guardian meetings

Student Recruitment and Enrollment:
- Manage recruitment marketing (mailings, flyering in the community, etc.)
- Co-lead prospective family information meetings
- Support the Family Outreach Coordinator with new student enrollment
- Field calls from prospective families
- Schedule families for family chats each August
- Serve as translator during family chats as necessary

College Access and Readiness:
- Coordinate summer programs matriculation details for students in pre-college programs (travel, invoicing, etc.)
- Support College Counselor with information/document management in Naviance
- Support event-planning and own event preparation and follow-up for all college access and college readiness programming for students and families

Skills, Education, Characteristics, and Minimum Qualifications
- Strong belief in the Collegiate mission and educational model
- Fluent in Spanish
- High level of personal organization and planning
- Team player: maturity, humility, strong work ethic, follow-through, sense of humor, willingness to respond positively to feedback and a “roll-up-my-sleeves” attitude
- Mastery of and enthusiasm for subject matter
- Strong command of Microsoft Office products (Word, Excel, PowerPoint, Outlook)

\textsuperscript{115} Depending on available finances, Collegiate may elect to implement a system that uses Excel, KickBoard, Illuminate, or another product that can efficiently manage behavioral data including merits, demerits, referrals, and Overtime.
\textsuperscript{116} Students will all receive a free uniform upon matriculating at Collegiate; families may elect to purchase additional uniform items should they so choose. Families may apply for a uniform scholarship if they need their uniforms replenished. The board’s annual giving drive will fund the uniform scholarships.
- Desire to work closely with students in an academic support role
- Bachelor's degree required
Element 6: Health and Safety Procedures

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

Health, Safety and Emergency Plan
Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and blood-borne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

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

Criminal Background Checks and Fingerprinting
Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Immunization and Health Screening Requirements
Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.
Safe Place to Learn Act
Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.
Element 7: Means to Achieve Racial and Ethnic Balance

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

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

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

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

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

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

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

**Student Recruitment and Outreach Efforts**

Collegiate seeks to open with approximately 132 grade 9 students in August 2015. The school will develop and maintain a waitlist to ensure a filled grade level throughout the year. Student recruitment during the first year will be a key focus and will remain a priority year to year, in order to maintain the forecasted student enrollment throughout the life of the school. The Executive Director, Collegiate governing board members, and Collegiate staff and parents will be encouraged to continuously seek students who are of the age at which they can enter Collegiate accessing a path to and through college.

The founding leadership of Collegiate believes that exposure to peers from diverse backgrounds fosters the learning experiences of all. Students and families will learn from others how to respect different viewpoints and cultures, to recognize common ground, and to respect differences. Collegiate commits to ensuring that all students and families with whom we interface during recruitment outreach are made to feel welcome and respected.
The geographic area within a two-mile radius surrounding the proposed school site in Boyle Heights, Lincoln Heights, and surrounding communities will be the area chiefly targeted in outreach efforts. Census 2000 data for the zip codes encompassed by Boyle Heights indicates that the area’s population is approximately 94% Latino, 1% African American, 2.4% Asian, and 2% White. The LAUSD’s Court-Ordered Integration Program ethnic goal is 70:30 or 60:40 (this ratio represents the percentage of predominantly Hispanic, Black, Asian or other – PHBAO – students as compared to other White). Because we are committed to siting the school in the neighborhood of Boyle Heights, Lincoln Heights, El Sereno and East Los Angeles, in order to maximize local families’ access to the school, we anticipate that the vast majority of students we serve will mirror the immediate neighborhood with respect to racial demographics.

Further, we are committed to upholding the District’s ethnic balance goal of a 70:30 or 60:40 ratio, which we will ensure through pursuing student recruitment and outreach that attracts a diverse student body. Recruitment materials and presentations will be offered in both English and Spanish. Our outreach volunteers will speak the languages shared by families and community members. In addition, flyers and mass mailer postcards will be created and distributed throughout the target community. More detailed mailings with a letter about the school will also be sent out to targeted local Boyle Heights middle schools, homes, businesses, homeless shelters, churches, community centers, area medical clinics, community housing partnerships, and other community-based organizations. Collegiate will avoid causing disruption at local area schools by ensuring that our recruitment efforts take place after school hours and/or on weekends. Collegiate will recruit broadly among the projected 12,000 high school-aged students in the proposed target community. With 528 students at full capacity, Collegiate will eventually serve 3.5% of this student population.

Throughout the student recruitment outreach process, interested families and parents will receive lottery interest forms and later, applications for enrollment. These materials will clearly explain that any student – regardless of special learning needs, home language, or family socioeconomic status – can attend the school for free. Our recruitment brochures and presentation materials will also explain the goals and expectations of Collegiate to families, parents and students so that they understand the school’s culture and vision of academic rigor and are prepared to matriculate smoothly and stay at the school for their complete 9 through 12 or 9 through 12 education.

Collegiate’s prospective family outreach strategy entails canvassing the proposed catchment zone annually to ensure that all families have information regarding the opportunity to attend Collegiate. Collegiate will disseminate information and request opportunities to hold prospective family information meetings at community schools and organizations including:

- East Los Angeles Community Corporation’s housing development community rooms
- The Boyle Heights Sunday farmers market
- The Franklin Branch and Lincoln Heights libraries
- Variety Boys and Girls Club
- Weingart East Los Angeles YMCA
- Salesian Boys & Girls Club
- Endeavor College Prep

- KIPP through College’s fall high school fair
  Canvassing at local community events and celebrations
Element 8: Admission Requirements

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

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

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

Admission Requirements

Specific Admissions Requirements
Collegiate Charter High School of Los Angeles is an open enrollment, tuition-free public school with no specific requirements for admission. We will admit all pupils who wish to attend the school as outlined in Education Code, Section 47605(d)(2)(A). To be included in the admissions process, families must submit a complete intent-to-enroll form, which will include the student’s name, grade, birthdate, and contact information. This form must be time-stamped by 5:00 pm on the third Friday in January.

In accordance with California Education Code 47605(d)(2)(B), Collegiate Charter High School of Los Angeles will hold a random public drawing (lottery) should the number of students applying for school admission exceed the number of spaces available in any given grade. Currently enrolled students shall be exempt from this lottery.

Preference for available spaces will be given in order of the following:
1. Students who reside within the boundaries of the Los Angeles Unified School District
2. Siblings of currently enrolled students

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

**Recruiting Academically Low-Achieving, Economically Disadvantaged Students, and Students with Disabilities**

At Collegiate Charter High School of Los Angeles, we serve all children. We are open to all students; however, as described in our recruitment plan (Element 7), Collegiate Charter High School of Los Angeles is committed to recruiting English Learners (ELs), low-achieving students, economically disadvantaged students, and students with disabilities and we have targeted our recruitment efforts in the Eastside zip codes of 90023, 90031, and 90012, which encompass Boyle Heights and Lincoln Heights.

**Random Public Lottery**

In the event that the number of interested applicants exceeds the number of seats available, and in accordance with California Education Code 47605(d)(2)(B), a random public lottery will be held.

**Method to Communicate to All Interested Parties the Rules to Be Followed during the Lottery Process**

In the event that a lottery must be held because there are more applicants than seats available, all interested families will receive a comprehensive letter detailing the lottery process in English and Spanish and any other language needed to serve the interested families.

To ensure the inclusion of all stakeholders and community residents who wish to attend, the random public lottery will be conducted in both English and Spanish in a location that is widely accessible and at a time that allows the greatest number of interested individuals and parties to attend. Families who submitted a completed application by the close of the enrollment period will be notified in writing of the lottery's date, time, location and rules. The date and time of the lottery will also be published on Collegiate Charter High School of Los Angeles' website. Parents are invited but not required to attend.

Method Used to Verify Lottery Procedures are Fairly Executed

In the event that a lottery needs to be held, it will be conducted on the last Saturday in January at 10:00 am. The lottery will be conducted at the Charter School. If the lottery is held prior to the identification of a school site before the first year of Charter School's operation, Collegiate Charter High School of Los Angeles will ensure that the location is reasonably accessible to all interested stakeholders who wish to attend.

Prior to the start of the lottery, the rules will be explained in both English and Spanish. The proposed neighborhoods of Boyle Heights and Lincoln Heights have a significant Hispanic population and as such, translation services will be provided. The rules of the lottery, including

118 During any period of funding to the school under the Public Charter Schools Grant Program, this preference for in-district students will be assigned a 2:1 ratio for the single random drawing, or as otherwise agreed by LAUSD and Collegiate.
any preferences that will be given, will be distributed in writing in both English and Spanish and with other languages as needed.

The lottery will begin by identifying students given preference under the terms of California Law and the Collegiate Charter High School of Los Angeles charter petition. When attending students and families arrive, they will be provided with a copy of Collegiate’s Random Public Lottery policy and with a confirmation card acknowledging their child’s intent-to-enroll form, day and time of the form’s time-stamp., and any preferences that the student is eligible for.

The Executive Director or Dean of Operations will introduce the lottery and explain the process to all stakeholders. The Executive Director will begin the lottery by explaining the terms of this charter petition under which students who are given preference: (1) students residing within the boundaries of the Los Angeles Unified School District; and (2) siblings of currently enrolled Collegiate students.

Following the introduction and outline of the lottery process and rules from the Executive Director or Dean of Operations, a neutral third party will draw student names until all openings are filled. Names will be drawn until all openings are filled; all remaining names will be then be drawn to populate the waitlist. At the conclusion of the lottery, all applicants will have a space in the school or an ordered place on the waiting list, informed by the first and second order lottery preferences stated above and by the chronological selection of students’ names during the single random drawing.

Should there not be more applicants than seats available by the close of the enrollment period, all applicants will be notified in writing that they have a seat in the school, and all families will have three weeks to confirm their acceptance of the seat by returning a signed enrollment form. We will continue to accept intent-to-enroll forms admitting students on a rolling and first come, first-served basis. After all seats have been accepted, we will continue populate our waiting list on a first-come, first-served basis, as we receive intent-to-enroll forms, prioritizing students with designated preferences in first order and second order.

The table below describes the admissions and enrollment process and key dates.

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Timeline</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Enrollment Period</td>
<td>First business day after August 1, 8:00 am through 5:00 pm on the third Friday in January</td>
<td>• Families complete and submit intent-to-enroll forms</td>
</tr>
<tr>
<td>Random Public Lottery</td>
<td>Last Saturday in January, 10:00 am</td>
<td>• Held if the number of applicants exceed available seats</td>
</tr>
<tr>
<td>Notification of Enrollment Status</td>
<td>Within five business days of the lottery</td>
<td>• Families will receive written notice via U.S. mail either of acceptance or place on waiting list</td>
</tr>
<tr>
<td>Enrollment Acceptance</td>
<td>Within two weeks of the lottery</td>
<td>• Families return completed enrollment form</td>
</tr>
<tr>
<td>(Optional) Family Orientation Meetings</td>
<td>Held in May, June, and August</td>
<td>• Families receive additional information about start of school year, bring completed enrollment paperwork</td>
</tr>
</tbody>
</table>
Location for the Lottery and Efforts to Ensure that All Interested Parties May Observe the Lottery
In the event that the lottery cannot be held at the Charter School, Collegiate Charter High School of Los Angeles will ensure that an alternate location is available. The alternate location will be accessible to all interested stakeholders, parents, and families and be within the target communities of Boyle Heights and Lincoln Heights. Collegiate Charter High School of Los Angeles will make the public aware of any changes in location via our website, posting the notice in Collegiate’s main office and on Collegiate’s website and by calling all interested parties.

Date and Time Lotteries Will Occur so that Interested Parties Can Attend
The public lottery will be held on the first Saturday in February at 10:00 am, so that most interested parties and stakeholders can attend.

Preference to Be Granted, If Any, to Potential Students and Basis upon Which Those Preferences Shall Be Granted
In accordance with California Education Code 47605(d)(2)(B), Collegiate Charter High School will hold a random public drawing should the number of students applying for school admission exceed the number of spaces available in any given grade.

Preference for available spaces will be given in order of the following:

1. Students who reside within the boundaries of the Los Angeles Unified school district
2. Siblings of currently enrolled students

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

Procedures to Determine Waiting List Priorities Based Upon Lottery Results
The waiting list will be established from the pool of applicants that do not receive admission to Collegiate Charter High School of Los Angeles through the random public lottery or, if no lottery is necessary, from applicants once all seats have been accepted.

Separate lotteries for each grade level will be held only for those grade levels for which student applicants exceed open seats. During the lottery, all applicants’ names will be called. Once the number has exceeded the number of seats available within each grade level, the waiting list for that grade level will be established. The waiting list will be used to fill student vacancies before and during the school year.

In-district preference and sibling preference will also apply when students are enrolled off of the waitlist. If a student moves from the waitlist to being an enrolled student, priority on the waitlist will be given to his or her sibling. In that instance, the sibling would move to the top of the waitlist due to sibling preference. In instances in which there are multiple siblings in the same

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119 During any period of funding to the school under the Public Charter Schools Grant Program, this preference for in-district students will be assigned a 2:1 ratio for the single random drawing, or as otherwise agreed by LAUSD and Collegiate.
grade, the sibling preference will be exercised in the order in which the siblings enrolled according to the previous lottery records.

Means by Which the School will Contact the Parents/Guardians of Students Who Have Been Promoted off the Waiting List and Timelines under Which Parents/Guardians Must Respond to Secure Admission

At the time of the lottery or close of enrollment period if no lottery is needed, families will receive written notice within three days sent through the US Mail by the Dean of Operations or Executive Director if they have an enrollment seat or if they are on the waitlist, and if on the waitlist, their specific spot on that list. All applications that are submitted after the open enrollment period will be added to the grade level waitlist in the order they are received.

If a seat becomes available during the school year, the Dean of Operations will contact the first family on the waiting list through telephone contact and via U.S. mail and offer them a seat at Collegiate. Should the family formally decline the seat by noting on the acceptance letter that they will no longer take the seat or by verbally declining the seat or fail to respond to communication within two weeks, the next family on the waitlist will be contacted until the seat is filled.

Figure 45: Mid-Year Enrollment & Matriculation Process

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Timeline</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification of Available Seat</td>
<td>Within five business days of the seat becoming available</td>
<td>• Families will be notified, through phone contact and via U.S. mail, of acceptance</td>
</tr>
<tr>
<td>Enrollment Acceptance</td>
<td>Within two weeks of the seat becoming available (Acceptance Letter will be time-stamped with clearly marked dates for the end of the three week period when the Acceptance Letter must be post marked or at the school office)</td>
<td>• Families return completed acceptance form by the clearly marked date for the end of the three week period. If mailed, letter must be post marked by this date, or it must be submitted in person by the date.</td>
</tr>
<tr>
<td>Family Orientation Meetings</td>
<td>Ongoing for new family throughout the school year</td>
<td>• Families receive additional information about start of school year, bring completed enrollment paperwork</td>
</tr>
</tbody>
</table>

Waitlists will not be rolled over from year to year and all additional applicants will be added to the pre-existing waitlists through the random public lottery. All families reserve the right to ask to be removed from the waitlist. The waitlist gets refreshed each February. Families will be notified that the list will be refreshed and they will be given the opportunity to submit a new application for the upcoming lottery.

Records School Shall Keep on File Documenting Fair Execution of Lottery Procedures

All records of the lottery are made available, upon request, for public viewing. The school shall keep meticulous records of specific policies and procedures outlined for the lottery as well as a list of attendees, enrollment forms, established enrollment lists and waitlists. The lists will be kept in a binder in the front office and will be accessible for public review and inspection upon request in order to protect student and parent privacy rights, student identification numbers will be used instead of student names.
All incoming enrollment forms will be date and time stamped to ensure accuracy and equity across all applicants.
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 Ed. Code section 47605(b)(5)(l) as it is amended from time to time.

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

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

In addition:
- P1, first week of January
- P2, first week of April

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

Annual Audit Procedure

Collegiate will develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The Executive Director, Dean of Operations, and Finance Committee of the Board will be knowledgeable about the California Department of Education’s audit guide (“Standards and Procedures for Audits of California K-12 Local Education Agency”) and, as required under California Education Code §47605 (b)(5)(l), the school will hire an independent auditor to complete a comprehensive, annual fiscal audit of the books and records of Collegiate Charter High School of Los Angeles. The Dean of Operations in concert with the Finance Committee will make all documents available for the auditor. The Board Treasurer and the Finance Committee will oversee the independent audit and share out findings to the rest of the board.

An ad hoc Audit Committee will select an appropriate auditor through a Request for Proposal format. The auditor will have, at minimum, a CPA and experience working with educational institutions, preferably charter schools. The auditor will be approved by the State Controller on its published list as an educational audit provider.

ExED, the Dean of Operations, and the Executive Director will work in concert to ensure the auditor has full access to the school’s financial statements, attendance and enrollment accounting practices, and internal controls.

The audit may include, but is not limited to, the following areas:

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

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit.

The audit, expected to be completed within four months of the close of the fiscal year, will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that the independent auditor plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. The audit will also include assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. The independent auditor and Collegiate will prepare a financial report to be submitted to the LAUSD, the county office of education, the State Controller's Office, and the California Department of Education.

At the conclusion of the annual audit, the auditor will report directly to the Audit Committee who will review the audit. The Executive Director and the Dean of Operations, along with the Finance Committee and the back office business support provider, will then review any audit exceptions or deficiencies, and resolve them in conference with the auditor to the satisfaction of the auditing agency prior to the completion of the auditor's final report. Audit findings and exceptions will be reported to the Collegiate board with any relevant explanations and the Executive Director's plan to resolve these issues. The board will approve the plan, and at the next regular board meeting, the Executive Director will present each of the issues or findings and if or how it was resolved. Audit exceptions and deficiencies will be resolved to the satisfaction of LAUSD within four weeks of notice from the auditor unless otherwise agreed upon with LAUSD.

The annual audit should be completed within four months of the close of the fiscal year, and a copy of the auditor’s findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, the California Department of Education, and any other required agencies by the 15th of December.

Collegiate’s independent fiscal audit is public record, and a copy of each year’s audit will be maintained in the school’s office and provided to the public upon request.
Element 10: Suspension and Expulsion Procedures

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

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

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

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

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

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

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

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

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

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

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

Outcome Data
Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.
Rehabilitation Plans
Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to 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.

Discipline Foundation Policy
Collegiate will implement a discipline foundation policy that conforms to LAUSD’s discipline foundation policy per the modified consent decree. This plan includes a well-codified system of positive behavior supports and interventions, as well as alternatives to suspension, especially for behavior issues related to low academic achievement and attendance-related concerns.

Collegiate’s discipline foundation policy borrows from several high-performing urban charter high schools nationally that have successfully fostered strong, safe, positive and achievement-oriented school culture among students in grades 9 through 12. These schools employ these developmentally appropriate practices in order to develop the decision-making habits and mindsets that college-bound students will need in order to fully access a rigorous high school academic program and reach college prepared for increased independence. This plan consists of (a) Collegiate’s Student Code of Conduct, (b) our positive behavior approach, and (c) our behavior intervention ladder of consequences, supports, and interventions. All three pieces of policy will be detailed in the student-family handbook and reviewed during Family University and family chats each year.

Student Code of Conduct
Collegiate will adopt a Student Code of Conduct that will define expected behaviors so that students and families are clear on the manner in which all students are expected to behave and so that students are clear on what choices are acceptable versus unacceptable. The code will also provide clear rationale for each rule and expectation, so that our students – adolescents who are learning what constitutes strong, positive professional behavior – have context and clear reasons for the expectations they are being asked to meet. The code will also make transparent the positive behavior ladder of incentives for consistently meeting these expectations, as well as the ladder of supports, and interventions, and consequences in place for not meeting these expectations. Further the code will reflect Collegiate’s student uniform policy.\textsuperscript{120}

\textit{Positive behavior incentives}

Collegiate will foster school-wide positive, achievement-oriented culture by recognizing and rewarding positive behavior that contributes to a safer, more focused and more academically successful learning environment. At Collegiate, students earn increasing levels of independence and privilege for consistently demonstrating that they can meet behavioral expectations. All students will start their ninth grade year held to the same high behavioral expectations and supported by uniform structures and supports for meeting those expectations. Students may earn increasing independence and privilege in the area of professional attire by consistently meeting this expectation. Students who come to school in full uniform every day for the month will earn a dress-down pass and the opportunity to wear jeans and other school-appropriate casual wear on the last Friday of the month. In this way, students can earn opportunities for increased independence and decision-making by showing their mastery of the expectations around basic academic and professional habits that we know will set them up for greater college success.

\textit{Consequences, supports, and interventions}

Students will invariably occasionally make mistakes and poor choices as they learn to navigate school and their social worlds. Collegiate’s discipline foundation plan incorporates a clear system of consequences, supports and interventions for students who choose to not meet expectations. The purpose of these structures is to develop students’ positive habits and the social-emotional skills and executive function they will need to exhibit in order to fully access Collegiate’s academic program and reach college prepared to live and learn as independent thinkers and decision-makers.

Collegiate’s ladder of consequences, supports and interventions seeks to preserve a safe and focused learning environment for all students through making clear the consequences for students choosing to not meet expectations while simultaneously recognizing and supporting the needs of students who struggle to meet our behavioral expectations and need additional interventions in order to develop stronger decision-making habits. These structures seek to ensure that Collegiate maintains focused classrooms and a safe, positive school while minimizing the use of highly invasive strategies like suspension that deter from academic learning time and predict attrition. Collegiate will combine consequences with a reflection and in-class recovery process when students slip up. In this way, students’ actions will not simply be consequence, which can begin to feel punitive and ineffective; instead, students will be accountable for processing with a staff member around why the choice they made was

\textsuperscript{120} Collegiate will adopt a uniform policy as part of the Family Student Handbook and will consistently enforce the policy in accordance with all Federal, State and local laws and statutes Students will be provided with a uniform, as reflected in the Five-Year budget. Families may opt to purchase additional uniform items or may apply for uniform scholarships from Collegiate, which will be funded through the Board’s annual giving campaign.
detrimental, will be supported by the staff member to recognize and practice how to make a better choice next time in a similar situation, and will apologize to community members when and where appropriate to restore trust.

Collegiate proposes to employ the following sets of consequences, supports, and interventions:

- **Referrals out of class and formal reflection with Executive Director or Dean of School Culture** for any students not able to meet behavioral expectations

- **Homework Club** for any student missing homework or submitting incomplete homework (as an opportunity to do or re-do the assignment)

- **Friday extended character reflection** for any student who has failed to meet expectations during Overtime or who has earned two or more Overtimes in one week

- **In-class Recovery** day for any student who has engaged in substantially disrespectful behavior toward a peer or toward any member of the school’s staff where the student loses social opportunities and completes an extended character reflection in order to prepare to return to class ready to learn and participate positively in the school’s community; this process will be facilitated by the Dean of School Culture or by the Executive Director

- **Highly recommended parent meetings** for any students assigned to Recovery

- **In-school, out-of-class suspension** for any student who is unable to meet expectations during recovery

- **Out-of-school suspension** for any student who has engaged in behavior that is unsafe to him/herself, a peer, of a staff member

- **Community restoration process** for any student subsequent to serving an in-school or out-of-school suspension to recognize choice, apologize for impact on community, and request reentry into the community’s support system

- **Intensive individualized behavioral support plan** for students with frequent and/or persistent struggles to meet behavioral expectations; plan may include morning advisor or Dean of School Culture check-ins, special seating, step-out breaks, cool-down cards, counseling, or a written plan on desk to be signed by each teacher at the conclusion of class

**Grounds for Suspension and Expulsion**

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

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121 Substantially disrespectful behavior includes an action or statement that communicates disregard and/or negativity toward the school community’s values and that erodes the professionalism and/or learning culture of the school environment and thereby undermines students’ learning.
- While on school grounds
- While going to or leaving from school
- During, or while traveling or from, a school-sponsored activity

To protect the rights of students and to ensure that students are not inappropriately disciplined, Charter School will adhere to California Education Code 48900 through 48900.7, which states that a pupil shall not be suspended from school or recommended for expulsion, unless the Executive Director in which the pupil is enrolled determines that the pupil has:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil has obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (applicable to first offense only).
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault or committed a sexual battery.

- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. Unlawfully offered arranged to sell, negotiated to sell, or sold the prescription drug Soma (applicable to first offense only).

- Engaged in, or attempted to engage in, hazing as defined in Section 32050.

- Engaged in an act of bullying as defined by Ed Code 48900 (r), and as amended by the legislature.

- Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

- Committed sexual harassment (grades 4-12).

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).

- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-12).

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

Also to be included are inappropriate acts related to electronic communications.

Collegiate prioritizes a safe and secure learning environment for all students. The Executive Director or designee will determine whether a student has committed an offense(s) which is (are) grounds for expulsion in accordance with the California EC Section 48915. Figure 46: Grounds for Suspension or Expulsion delineates whether an offense is grounds for mandatory suspension or expulsion or whether the Executive Director exercises discretion in the case.
## Figure 46: Grounds for Suspension or Expulsion

<table>
<thead>
<tr>
<th>Administrator Recommendation of Expulsion</th>
<th>Expellable Offenses</th>
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</thead>
<tbody>
<tr>
<td>May Recommend Expulsion</td>
<td>Acts committed at school or school activity or on the way to and from school or school activity.</td>
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<tr>
<td></td>
<td>a. Inflicted physical injury&lt;sup&gt;122&lt;/sup&gt;</td>
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<td></td>
<td>b. Possessed dangerous objects, firearms, needles, or knives of any kind</td>
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<td></td>
<td>c. Possessed drugs or alcohol (policy determines which offense)</td>
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<td></td>
<td>d. Sold look alike substance representing drugs or alcohol</td>
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<td></td>
<td>e. Committed robbery/extortion</td>
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<td></td>
<td>f. Caused damage to property&lt;sup&gt;123&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>g. Committed theft</td>
</tr>
<tr>
<td></td>
<td>h. Used tobacco (policy determines which offense)</td>
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<td></td>
<td>i. Committed obscenity/profanity/vulgarity</td>
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<td></td>
<td>j. Possessed or sold drug paraphernalia</td>
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<td></td>
<td>k. Received stolen property</td>
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<td></td>
<td>l. Possessed imitation firearm</td>
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<td></td>
<td>m. Committed sexual harassment</td>
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<td></td>
<td>n. Harassed, threatened or intimidated a student witness</td>
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<td></td>
<td>o. Sold prescription drug Soma</td>
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<td></td>
<td>p. Committed hazing</td>
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<tr>
<td></td>
<td>q. 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.</td>
</tr>
</tbody>
</table>

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

<table>
<thead>
<tr>
<th>Shall Recommend Expulsion Unless Particular Circumstances Render</th>
<th>Act must be committed at school or school activity.</th>
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<tbody>
<tr>
<td><strong>EC Section 48915 (a)</strong> states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular</td>
<td></td>
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</table>

<sup>122</sup> Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp

<sup>123</sup> Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.

http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp
## Inappropriate (Expulsion Expected)

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<tbody>
<tr>
<td>1.</td>
<td>Causing serious physical injury to another person, except in self-defense. <em>EC Section 48915 (a)(1).</em></td>
</tr>
<tr>
<td>2.</td>
<td>Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. <em>EC Section 48915 (a)(2).</em></td>
</tr>
<tr>
<td>3.</td>
<td>Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <em>Health and Safety Code</em>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</td>
</tr>
<tr>
<td>4.</td>
<td>Robbery or extortion. <em>EC Section 48915 (a)(4).</em></td>
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<td>5.</td>
<td>Assault or battery, or threat of, on a school employee.</td>
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The recommendation for expulsion shall be based on one or both of the following:

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<tbody>
<tr>
<td>1.</td>
<td>Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</td>
</tr>
<tr>
<td>2.</td>
<td>Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</td>
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</table>

## Must Recommend Expulsion (Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Education Code (EC) 48915(c)</th>
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<tbody>
<tr>
<td>Act <strong>must</strong> be committed at school or school activity.</td>
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<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Firearm</td>
</tr>
<tr>
<td>a.</td>
<td>Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.</td>
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<tr>
<td>b.</td>
<td>Selling or otherwise furnishing a firearm.</td>
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<tr>
<td>Brandishing a knife at another person.</td>
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</tr>
<tr>
<td>Unlawfully selling a controlled substance listed in <em>Health and Safety Code</em> Section 11053 et. seq.</td>
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</tr>
<tr>
<td>Committing or attempting to commit a sexual assault as defined in subdivision (n) of <em>EC 48900</em> or committing sexual battery as defined in subdivision (n) of 48900.</td>
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<tr>
<td>Possession of an explosive.(^{124})</td>
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</tbody>
</table>

Students are subject to mandatory expulsion from Charter School for any of the reasons as specified in the *Education Code Section 48915(c)* and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

\(^{124}\) [http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp](http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp).
Suspension Procedures

As detailed at the beginning of this Element, Collegiate commits to establishing a school culture in which all students are safe and able to learn. We believe that learning time is sacred and that many misbehaviors can be corrected in class. However, behavior that continually disrupts the school environment or those behaviors detailed above may warrant suspension or expulsion, which will occur through the following steps.

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

Step 1 – Informal Family Conference: Suspension shall be preceded by an in-person conference conducted by the Executive Director with the student and the student’s parent or guardian to provide an opportunity for the student and parent(s) to be heard. The conference may be omitted if the Executive Director determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as possible.

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

Collegiate believes that a student should not be removed from the general class environment unless his or her presence is a continual distraction to others or they are at risk of harming themselves or others.

If a student poses a risk to self or others, that student may be suspended. The length of suspension for students may not exceed a period of five consecutive days. A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

Students who have been suspended may not appear on campus nor attend any school functions while suspended. They may enter the school to take or prepare for state assessments. Students who are suspended must be assigned homework and given the opportunity to make-up missed assignments, quizzes or tests. The Dean of School Culture will work with the student’s teachers to collect all materials and assignments to ensure that the student can access instruction and learning through the term of the suspension. In the case of a long-term suspension, the student will be provided with an appropriately credentialed tutor to ensure that the student continues to receive instruction throughout the term of the suspension.

Step 3 – Notice to Parents: Parents and students have due process rights with regards to suspensions and expulsions. At the time of the student’s suspension, the Dean of School Culture or the Executive Director shall make a reasonable effort to contact the student’s parents by telephone or in person. Initial contact will be followed by a written notice sent by US Mail,
which will state the specific offense(s) committed by the student, as well as the date and time the student may return to school. If the Dean of School Culture or Executive Director wishes to confer with the parents regarding matters pertinent to the suspension, Charter School may require that parents must respond without delay and that a violation of school rules can result in expulsion from school. This expectation will be communicated to all parents in the Family Student Handbook and will be reiterated by phone, during Step 1: the conference, and in the written notice that the school sends to the family upon reaching the determination to suspend or expel.

The number of days a student must serve a suspension will be aligned with the severity of the behavior, but will not exceed five consecutive days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period suspension exceeding five consecutive days, a second conference will be scheduled between the parent/guardian and the Executive Director or the Dean of School Culture to discuss the progress of the suspension upon the completion of the fifth day of suspension.

Students serving suspension will complete all academic work in order to continue to access their education during the term of the suspension. Arrangements shall be made to provide the student with access to instruction, classroom materials and resources, and current assignments to be completed during the length of the suspension. The Dean of School Culture will coordinate with the suspended student’s teachers to arrange for the student’s access to appropriate instructional materials, resources, and assignments during the term of the suspension and will formulate a plan to ensure that the student makes appropriate daily learning progress. In extreme cases of a long-term suspension exceeding five consecutive days of suspension, the school may provide a tutor or other aide to support the student’s continued education during their required absence from school.

A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. Pending an expulsion, the student may be suspended until the conclusion of the expulsion hearing when a decision to expel or to not expel has been reached and communicated to the student’s parents.

**Expulsion Procedures**

**Step 4 – Recommendation for Expulsion:** If the Executive Director recommends expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Executive Director upon either of the following findings:

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

Upon this determination, the student’s suspension will be extended by the Executive Director or Dean of School Culture pending the results of an expulsion hearing. Students will be recommended for expulsion if the Executive Director or Dean of School Culture finds that at least one of the following findings may be substantiated:
Other means of correction are not feasible, or have repeatedly failed to bring about proper student conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

**Step 5 – Expulsion Hearing:** Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled and the parent may request that a hearing be held. If a hearing is requested, the hearing will be held within 30 days after the Executive Director determines and communicates to the student and family involved that an act subject to expulsion has occurred. The hearing will be presided over by the Board of Directors (or a designated committee thereof). Written notice of the hearing will be forwarded to the student and the student’s parents at least 10 calendar days before the date of the hearing. This notice will include:

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

During the hearing, Charter School will present evidence to justify its request to expel. The student and family or representative is allowed to ask the Charter School questions about its evidence. The student and/or the student’s counsel is allowed to present his or her own evidence, whether written, in person testimony, or both. Charter School can ask questions about the student evidence. Both sides present a closing statement. The board will deliberate and announce its decision.

If the decision is to expel the student, written notice will be sent by the Executive Director to the parents/guardians of any student who is expelled. This notice will be sent within three days of the hearing through certified over-night postal delivery, and will include:

- The specific offense(s) committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion”
- Whether the student has been expelled, and if not, their right to immediately return to their education program at Collegiate.
- Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student’s status with Collegiate
- A copy of the rehabilitation plan which typically includes one or more of the following categories: (1) academic performance (i.e. maintaining a certain grade), (2) satisfactory behavior expectations (i.e. no suspensions or related disciplinary referrals), (3) other factors including counseling or other social services that will have a direct impact on remedying the identified issue.
- The type of educational placement during the period of expulsion.
Notice of appeal rights and procedures.
In the event of a decision to expel a student, the Charter School will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If the decision is not to expel, the student will return to classes at Collegiate.

Appeal of Suspension or Expulsion: Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion.

The suspension of a student will be at the discretion of the Executive Director or the Executive Director’s designee. Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion by providing a written appeal to the Executive Director stating the request to appeal. A suspension or expulsion may be appealed within ten business days of the dated letter to the family communicating the expulsion determination and must be submitted in writing to the Executive Director; the appeal may be sent via the United States Postal Service or brought, in-person, to the school. The student will be considered suspended until a meeting is convened to hear the appeal (within 30 business days), at which time the parents must attend to present their appeal. Per California Education Code 48918, a student may be represented by legal counsel or a non-attorney advisor.

In accordance Education Code 48919.5, the appeal will be heard by an Expulsions Appeal Panel appointed by the Board. The panel thus appointed will consist of three public school employees not employed by Collegiate. Neither the hearing officer, nor any member of the administrative panel, hearing the appeal shall have been the hearing officer or a member of the Board that conducted the pupil’s expulsion hearing.

The appeal hearing will be conducted in a closed session unless otherwise requested by the appellant. An appeal before the administrative hearing panel determines whether the student received a fair expulsion hearing and whether due process was followed. The panel shall consider whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. This is to ensure impartiality and fairness.

The Expulsion Appeals Hearing will follow set procedures. If there are any new information submitted by the parents to inform the hearing, they will be reviewed by the Expulsions Appeal Panel. The student and parents will have the right to counsel and may be asked to give a statement. The impartial panel will question the pupil and the Charter School. The impartial administrative panel shall prepare a recommended decision, including any findings or conclusions required for that decision. Parents shall receive written notification by U.S. Mail of the recommended decision and summary of findings and conclusions within 24 hours of the conclusion of the Expulsion Appeals Hearing.

The appeals panel can decide to reinstate the student or uphold the expulsion from Collegiate. The Expulsion Appeals Panel’s final decision shall be delivered by the most expedient means of communication identified by the parent/guardian and student at the hearing (telephone, e-mail, etc.) and shall also be delivered, in writing, by certified US mail. For a student who is not reinstated upon appeal, the family will be sent written notification by the administrative panel of such within two business days of the hearing, including specific reasons why reinstatement was
denied. In the event that the Expulsion Appeal Panel reverses the expulsion decision, the student shall be immediately reinstated.

The decision of the impartial appeals panel will be final.

Collegiate shall be responsible for the appropriate interim placement of students during and pending the completion of the student expulsion or appeals process. During suspensions, suspension appeals, and expulsion hearings, students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed during the expulsion hearings. The Executive Director or Dean of School Culture will direct each teacher to create a packet of missed assignments from each class once a week, including all classwork, homework, and assessments. The Executive Director or Dean of School Culture will deliver these assignments to the suspended or expelled student, by mail, by email or in person.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. If a student is recommended for expulsion and the student receives or is eligible for special education, Collegiate 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 event of an expulsion appeal, the student will remain at the alternative placement until the expulsion is overturned and the student is reinstated at Collegiate.

**Rehabilitation:** Students who are expelled from Collegiate shall be given a rehabilitation plan upon expulsion as developed by the 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 year from the date of expulsion when the student may reapply to the Charter School for readmission.

**Readmission:** Collegiate’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 students for readmission. Upon completion of the readmission process, Collegiate’s governing Board shall readmit the student, unless Collegiate’s governing Board makes a finding that the student 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 student and the student’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 student and the student’s parent/guardian within a reasonable time.
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).

Certificated, Classified and Other Staff Members
All employees at Collegiate are at-will employees. The terms and conditions for employment at Collegiate will be reviewed in detail during the hiring process and offer of employment.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and Social Security will be provided by Collegiate and the charter school will make the required contributions. Life, health, dental, vision, and related benefits will also be provided to all full-time employees subject to the personnel policy of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the terms of their employment with Collegiate.

Full-time, salaried employees of Collegiate may elect to participate in a 403b retirement contribution plan. Collegiate will not participate in CalSTRS or PERS. Positions to be covered by Social Security and a 403b plan include all full-time certificated teaching and non-certificated positions. Collegiate’s Executive Director will be responsible for ensuring that appropriate and timely arrangements for coverage have been made. Collegiate accepts and understands its obligations to comply with specific sections of the Education Code Section 47611. Collegiate will determine the process by which salaries, benefits, working conditions, and items, i.e., calendars, holidays, vacations, work day and year on an annual basis and communicate this to Collegiate staff.
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.

Collegiate Charter High School of Los Angeles is a school of choice and no student will be required to attend. The parent/guardian of each student enrolled in the charter school will be informed in the Family Student Handbook that enrollment in the charter provides no right to enrollment in any other school in the district, except to the extent that such right is extended by existing policy.
Element 13: Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14: Mandatory Dispute Resolution

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

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

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

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

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

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

Director/Principal
Charter School
TBD

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

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

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15: Exclusive Public School Employer

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

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

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

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

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

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

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

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

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

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

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

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

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

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

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

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

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

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

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

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

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

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

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

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

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

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.
For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Facilities

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

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

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

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

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

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

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

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

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

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

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - 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:**
  - **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
  - **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 charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

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

Insurance

Insurance Requirements

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

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

The following insurance policies are required:

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

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

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

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

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

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

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs. Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

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

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

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

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

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

Fiscal Matters

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

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

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

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

- Charter School is subject to District oversight.

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

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

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

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

Assurances and Affirmations

Collegiate Charter High School of Los Angeles (also referred to herein as “[short form of school name]” and “Charter School”) shall:

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


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

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


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

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

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

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

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates
efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605(b)(5)(A)(i).

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

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

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

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**

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

**Special Education Program**

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

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

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

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

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

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

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

- CBEDS (Including Charter Schools)

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

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

- Monthly SESAC and Suspension data (Including Charter Schools)

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

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605(b)(5)(B).

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

**Element 4 – Governance**

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

**GENERAL PROVISIONS**

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

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.
Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

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

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

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

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

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

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

**Legal and Policy Compliance**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.
Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

**RESPONDING TO INQUIRIES**

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

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

**NOTIFICATION OF THE DISTRICT**

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

**STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
**Element 5 – Employee Qualifications**

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**Element 6 – Health and Safety Procedures**

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

**HEALTH, SAFETY AND EMERGENCY PLAN**

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.
**Criminal Background Checks and Fingerprinting**

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**Immunization and Health Screening Requirements**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**Safe Place to Learn Act**

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

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

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

**Court-Ordered Integration**

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

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

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

**FEDERAL PROGRAM COMPLIANCE**

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

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

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

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

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

Element 8 – Admission Requirements

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

McKinney-Vento Homeless Assistance Act

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

Non-Discrimination

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

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

Element 9 – Annual Financial Audits

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

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.
The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

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 school’s Calendar of Reports
r. Statistical Report – monthly according to school’s Calendar of Reports
   In addition:
   • P1, first week of January
   • P2, first week of April
s. Instructional Calendar – annually five weeks prior to first day of instruction
t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

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

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

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 Ed. Code section 49068 (a) and (b).

**OUTCOME DATA**

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

**REHABILITATION PLANS**

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

**READMISSION**

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

**REINSTATEMENT**

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

**GUN-FREE SCHOOLS ACT**

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

**Element 11 – Employee Retirement Systems**

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

[NOTE: No District Required Language is being provided for inclusion in this element.]
Element 12 – Public School Attendance Alternatives

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.
**Element 13 – Rights of District Employees**

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

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

**Element 14 – Mandatory Dispute Resolution**

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

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

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

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

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

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

Director/Principal
Charter School
[See Element 14]

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

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

8) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

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

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

Element 16 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

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

**CLOSURE ACTION**

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

**CLOSURE PROCEDURES**

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

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:
9. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

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 the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the notification to the CSD.

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

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 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 school closure

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 school closure
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 school closure, by which Charter School shall provide employees with written verification of employment

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

**School and Student Records Retention and Transfer**

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

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

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

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

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

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 the charter school.

This audit may serve as the school’s annual audit.

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

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

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

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

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

**Disposition of Liabilities and Assets**

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

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

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

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
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 the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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

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

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.

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

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

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

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

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

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:
- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

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

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

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - 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 charter school facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

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

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

**INSURANCE**

**Insurance Requirements**

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

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

The following insurance policies are required:

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 school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

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

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

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

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

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

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

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

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

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

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

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

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