A TK-8 school for Los Angeles

Petition Respectfully Submitted to Los Angeles Unified School District

April 18, 2017
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Assurances, Affirmations, and Declarations

Excelencia Charter Academy (also referred to herein as “Excelencia” and “Charter School”) shall:

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

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

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

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

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

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

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

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

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

Charter School hereby declares that Charter School, operated by or as its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. Charter School shall comply with all provisions of the 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.

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

“The educational program of the charter school, designed, among other things, to identify those whom the charter 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)).

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.
**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

**HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

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

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

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

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. 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 provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

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

**Special Education Program**
Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter 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 for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section
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 charter 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**
  
  The standard 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**

- **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**
  
  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**

- **Graduation roster from all charter schools with 12th grade students with disabilities**
The MCD requires charter schools to implement the District’s integrated student information system, which is currently 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 directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.
### GENERAL INFORMATION

- **The contact person for Charter School is:** Ruben Alonzo
- **The contact address for Charter School is:** TBD in East Los Angeles section of LAUSD
- **The contact phone number for Charter School is:** (213) 880-3904
- **The proposed address, or target community by Zip Code, of Charter School is:** 90022, 90023, and 90063
- **This location is in LAUSD Board District:** 2
- **This location is in LAUSD Local District:** East
- **The grade configuration of Charter School is:** TK-8
- **The number of students in the first year will be:** 120
- **The grade level(s) of the students in the first year will be:** TK-1
- **Charter School’s scheduled first day of instruction in 2018-2019 is:** August 9, 2018
- **The enrollment capacity is:**
  - Enrollment capacity is defined as the total number of students who can be enrolled in Charter School regardless of student residency.
  - 360 for this charter term and 540 when the school expands after this charter term
- **The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:** Extended day/year
- **The bell schedule for Charter School will be:** 7:30 am – 4:00 pm
- **The term of this Charter shall be from:** July 2018 to June 2023
Community Need for Proposed Charter School

2. Target Community to be Served

Los Angeles Unified School District (LAUSD) enrolls more than 640,000 students in Kindergarten through twelfth grade, making it the second largest school district in the country.\(^1\) There are over 900 schools and 187 charter schools operating across 720 square miles.\(^2\) According to the most recent California Assessment of Students Performance and Progress (CAASPP) results, LAUSD demonstrated improvements in the percentage of students meeting or surpassing English and math standards, with increases of four and six percentage points from the prior year, respectively.\(^3\) The district, however, performed significantly below the state average in both subjects, with 39% proficiency rates in English versus 48% statewide, and 29% proficiency rates in mathematics versus 37% statewide. Results decrease further when isolating the achievement of Latino students, with 37% of Latino students meeting proficiency standards in English and 24% meeting proficiency standards in math.\(^4\)

The target community for Excelencia Charter Academy (“Excelencia”) is East Los Angeles, outlined in Figure 1.

**Figure 1: Target Area**

East Los Angeles became a notable destination for immigrants during the 1890s and 1900s. Notable populations of Russians, Armenians, Jews, Chinese, Italians, Japanese, and Mexicans coalesced in Boyle Heights and East Los Angeles. By 1930, these neighborhoods had developed individual, well-recognized social, political and economic identities. After 1940, however, many of these ethnic groups began to disburse, and the ethnic composition of East Los Angeles and Boyle Heights shifted, taking on the predominantly Mexican-American character it reflects today.\(^5\)

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2 Ibid.
4 Ibid.
East Los Angeles is a unique environment, not just within context of the Southern California region, but as a national focus of growth, change, challenges and opportunities. Its history reflects the multi-cultural growth pattern of the City of Los Angeles. From its modern founding in the late 1880s to the present, it has been home to waves of immigration, and many different ethnic and cultural groups have at one time or another settled, lived, and moved through East Los Angeles.

Yet its present-day population also has been one of the most entrenched and stable communities of the greater Los Angeles area over the past 50 to 75 years. East Los Angeles is not only the single largest Chicano/Mexicano population in the country. It is the largest Hispanic community in the United States. Add to that the proximity of the U. S. Mexico border, and the constant entry of new waves of arrivals into the area, and it is safe to project that the character and overall cultural influence of the population will be in place in the community for years to come.\(^6\)

The regional territory, provided in Figure 2, consists of zip codes 90022, 90023, and 90063.

**Figure 2: Target Area (including Zip Codes)**

Zip codes 90023 and 90063 are split between East Los Angeles and Boyle Heights, with 90022 in East Los Angeles. **Figure 3** provides a comparison of poverty rates between these three zip codes. According to the 2011-2015 American Community Survey 5-Year Estimates, 15.5% of individuals nationwide live below the federal poverty line, compared to significantly higher rates in the zip codes comprising East Los Angeles. Further, 21.7% of individuals under the age of 18 in the U.S. live below the federal poverty line; as illustrated below, the rates of individuals under 18 years of age living below the federal poverty line is significantly higher in these areas (over double the national rate in zip code 90023).

**Figure 3: Poverty Rates for Target Zip Codes**\(^7\)

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<table>
<thead>
<tr>
<th>Income Comparison</th>
<th>90022</th>
<th>90063</th>
<th>90023</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>67,179</td>
<td>55,758</td>
<td>45,903</td>
<td>--</td>
</tr>
<tr>
<td>Percentage of total individuals living below the federal poverty line</td>
<td>26%</td>
<td>27.7%</td>
<td>31.1%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Percentage of individuals under 18 years living below the federal poverty line</td>
<td>35.1%</td>
<td>38.9%</td>
<td>44%</td>
<td>21.7%</td>
</tr>
</tbody>
</table>

East Los Angeles has a Hispanic population of 97.1% and population size of 126,496, making it the most densely populated area in the State of California.\(^8\) Within these communities, 88.1% of families speak a language other than English at home, with Spanish as the primary language.\(^9\) On average, 90% of students in surrounding public schools qualify for free or reduced price lunch. Approximately 40% of students are English Learners and 12% are Special Education students.\(^10\)

According to statewide 2016 SBAC results, 12% of English Learners are proficient in Math and 13% are proficient in ELA. In LAUSD, 6% of English Learners are proficient in Math and 3% are proficient in ELA. Analysis of the 10 local traditional public schools in East Los Angeles serving similar grade levels as our proposed model indicates poor English Learner performance in Math and ELA in our target community. Given the significant population size of English Learners, this translates to over 2,500 English Learners in the target community who are not meeting English and math standards.

**Figure 4: English Learner Proficiency Rates in Math and ELA On CAASPP (2016)**

<table>
<thead>
<tr>
<th>School Name</th>
<th>EL Proficiency Rate (Math)</th>
<th>EL Proficiency Rate (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harrison Street Elementary (K-6)</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Robert F. Kennedy Elementary (K-6)</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>William R. Anton Elementary (K-6)</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Belvedere Elementary (K-5)</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Belvedere Middle School (6-8)</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Marianna Avenue Elementary (K-6)</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>Rowan Avenue Elementary (K-5)</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Humphreys Avenue Elementary (K-5)</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Eastman Avenue Elementary (K-5)</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>Ford Boulevard Elementary (K-6)</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>LAUSD</td>
<td>6%</td>
<td>3%</td>
</tr>
</tbody>
</table>

\(^8\) Ibid.
\(^9\) Ibid.
The East Los Angeles high school graduation rate is 45.7% – compared to a 77% graduation rate (approximately) across LAUSD – and the percentage of adults ages 25 years or higher who possess a bachelor’s degree is 5.6%. A comparison of local education, income, and poverty levels to those of greater Los Angeles and national averages and as outlined in Figure 5 demonstrate the severity of the socioeconomic inequalities in this area.

**Figure 5: Socioeconomic Comparisons**

<table>
<thead>
<tr>
<th>Bachelor’s degree or higher (age 25 years+)</th>
<th>East Los Angeles</th>
<th>Los Angeles</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.6%</td>
<td>31.5%</td>
<td>29.3%</td>
</tr>
<tr>
<td>Median household income</td>
<td>$39,103</td>
<td>$49,682</td>
<td>$53,482</td>
</tr>
</tbody>
</table>

Low educational attainment and household income in East Los Angeles is inextricably linked to the quality of surrounding schools. Students who attend low-performing schools are less likely to demonstrate proficiency in core subjects and are more likely to enter high school multiple years behind grade level. “Inadequate education and increased dropout rates affect children’s academic achievement, perpetuating the low-SES status of the community.” Of the following 11 local public schools serving similar grade levels as our proposed school, 10 received lower proficiency scores in math than the LAUSD average (29%); 10 of the 11 local public schools also received lower proficiency scores in ELA than that of the LAUSD average (39%).

**Figure 6: 2016 CAASPP Proficiency Rates in Math & ELA**

<table>
<thead>
<tr>
<th>School Name</th>
<th>SBAC Proficiency Rate in Math</th>
<th>SBAC Proficiency Rate in ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harrison Street Elementary (K-6)</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>Robert F. Kennedy Elementary (K-6)</td>
<td>16%</td>
<td>28%</td>
</tr>
<tr>
<td>William R. Anton Elementary (K-6)</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td>Belvedere Elementary (K-5)</td>
<td>18%</td>
<td>16%</td>
</tr>
<tr>
<td>Belvedere Middle School (6-8)</td>
<td>16%</td>
<td>24%</td>
</tr>
<tr>
<td>Marianna Avenue Elementary (K-6)</td>
<td>27%</td>
<td>42%</td>
</tr>
</tbody>
</table>

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11 Ibid.
<table>
<thead>
<tr>
<th>School Name</th>
<th>K-5 Percentage</th>
<th>K-6 Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rowan Avenue Elementary (K-5)</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>Humphreys Avenue Elementary (K-5)</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Eastman Avenue Elementary (K-5)</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Ford Boulevard Elementary (K-6)</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Animo Ellen Ochoa Charter Middle (6-8)*</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td><strong>LAUSD Average</strong></td>
<td><strong>29%</strong></td>
<td><strong>39%</strong></td>
</tr>
</tbody>
</table>

*charter school

Based on surrounding school data, a need for a quality TK-8 school in East Los Angeles is undeniably clear. While high-performing charter schools certainly exist in East Los Angeles, such as those within the KIPP LA Schools network, there are not enough quality options to address the community need outlined above. To spur economic and educational opportunity in zip codes 90022, 90023, and 90063, the community requires more high-performing elementary and middle schools that will first and foremost, address the needs of all learners, and provide an education that will prepare all students for success in high school, college, and life.

Furthermore, through conversations with parents in East LA, we have learned that there is a demand for quality Transitional Kindergarten programs. Emblematic of the desires of so many families within the community, one parent stated, “[My daughter] started off in a TK program, but I unenrolled her because the school’s focus was largely on play time and not on learning. I want a program that will prepare my daughter for college and teach her how to read and write.” During our information sessions, our goal has been to learn from families in the community to inform the proposed model and design of our TK program.

3. Meeting the Needs of the Community and Serving the Intent of the Charter Schools Act

Los Angeles Unified School District believes in improving student outcomes for all learners. Increasing the level of college-preparedness and career-readiness is a focal point and a priority for improvement. In line with this philosophy, the District’s Charter Schools Division was established to create greater access to more high-quality schools. The Charter School Act institutes legislation that outlines guidelines and requirements for new charter schools to guarantee its students a quality education. The legislation outlines seven key tenets for successful charter schools:

1. Improve pupil learning
2. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving
3. Encourage the use of different and innovative teaching methods
4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
5. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system

14 Parent was quoted during one of our Family Outreach events at the Weingart East LA YMCA on January 28, 2017.
6. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

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

As previously demonstrated, East Los Angeles needs higher quality schools that are providing an excellent education to all of its students. Excelencia Charter Academy ("Excelencia") will meet the needs of East Los Angeles by adhering to The Charter School Act’s seven core principles and thus aligning our work to the District’s mission, vision, and goals.

1. Improve pupil learning. At the forefront of our work is improving pupil learning for all students. "Large numbers of disadvantaged students enter kindergarten behind in early reading and mathematics skills, oral language development, vocabulary, and general knowledge."15 Our educational program begins with Kindergarten (including TK) because a pathway to college- and career-readiness starts on the first day of school. Through rigorous curriculum and targeted supports, all students will achieve academic excellence and experience a seamless transition from elementary to middle school (TK-8). Our scholars will exit as ninth graders prepared to meet the demands and challenges of Los Angeles’ top-performing high schools. In order to improve pupil learning on an individual and collective basis, we will:

- Provide 150 minutes of literacy-based instruction (plus 30 minutes of technology-based literacy) daily for grades TK-5
- Provide strategic intervention support for our most struggling learners within our extended day and two-teacher model in ELA classes
- Provide 90 minutes of rigorous math instruction daily that focuses on quantitative reasoning and conceptual understanding
- Create an assessment system aligned to the Common Core State Standards and reflective of the rigor demonstrated on the California Assessment of Student Performance and Progress
- Deliver instruction grounded in both designated and integrated English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE) strategies

2. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving. Our curriculum is strategically built to prepare all students for a rigorous high school and college experience. Given the intensive focus on literacy and rigorous instruction provided to students at every grade level and in every subject, we will ensure proficiency for all learners. "When instruction and assessment are modified according to learners’ unique needs, the likelihood of success increases for all students, whether regular education students, students with learning difficulties, or those with limited English proficiency."16 We build into our educational program differentiated supports and intervention.

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opportunities for all students, especially for academically struggling students, to ensure equitable access to the curriculum for all learners.

We will start by assessing our students using a variety of standards-aligned assessments that allow us to target individual needs based on specific literacy and numeracy skills such as letter, sound, and word recognition and counting for our youngest students. Once we identify the unique learning needs of each student, we then create individualized learning goals so that our students continue their trajectory of grade level mastery. These goals are met through our small-group literacy rotations that occur daily. We also provide a full hour of daily intervention and enrichment support that allows our teachers to reteach objectives and provide immediate feedback to scholars who did not demonstrate mastery.

3. **Encourage the use of different and innovative teaching methods.** “Improving the practice of teaching—learning to teach better—does not necessarily come from teaching longer. Experience does not lead directly to better instruction. Enhancing skills, knowing strategies, and understanding content and how to unpack that content in ways that students can understand—these are aspects of teaching that can be learned and improved upon.”

We believe that a depth of pedagogical skills and knowledge and a wide range of instructional strategies are necessary to meet the needs of all students, particularly students entering behind on grade level. To meet this need, and with a focus on ensuring our instructional staff is prepared to effectively execute multiple teaching methods, including those innovative methods detailed below, our model begins with a four-week summer Professional Development (PD) session where teachers are introduced to the best practices and instructional strategies from our nation’s highest-performing schools. Teachers also receive ongoing coaching and development through (a) 60 minutes weekly of individual coaching and (b) 30 additional professional development days each year.

These innovative strategies include, but are not limited to:

- **Two-teacher model in literacy (grades TK-5).** Each grade level maintains a two-teacher model during literacy rotations to ensure a student-to-teacher ratio of approximately 10:1. This allows for more differentiated instruction and targeted support in areas of reading comprehension and essential literacy skills development. Our two-teacher model in ELA classes allows three small groups of students to engage with different learning material. One small group of students works with a teacher on reading comprehension while another group works with a second teacher on phonetic or word development. To ensure holistic literacy development, students rotate between literacy groups every 30 minutes.

- **Daily technological literacy block.** Technological literacy is an integral complement of our core educational program (grades TK-8). Through our 1:1 (student to Chromebook) technology model, students are exposed to a culture of learning rooted in technology. Students receive a daily 30-minute block of technological literacy where they learn to use technology as a means to communicate, solve problems, acquire information, and work efficiently. Our Technological Literacy program is designed to equip students with necessary skills and tools to succeed in a technologically-driven economy. Our framework begins with teaching students the fundamentals of

technology and its uses in our Intro to Technology module. Students then begin to acquire essentials such as research techniques and how to effectively communicate in our Communication and Information modules. Finally, students will expand their learning and understanding of technology through application in our Critical Thinking & Decision-making modules.

- **Personalized learning.** Our two-teacher model outlined above allows a third group of students to engage in a small-group personalized-learning rotation. These 10 students interact with online literacy software program Lexia Core 5 (“Lexia”). Lexia is an adaptive learning tool that increases a student’s level of proficiency in reading, writing, speaking, and listening. According to a student’s unique learning needs, Lexia identifies and creates a suitable learning pathway to develop fluency in these core domains. In a recent report analyzing the effects of Lexia, researchers found that “a blended learning program integrated into a strong ELA curriculum was shown to be more effective in bolstering the reading skills of low SES and [English Learner] students than the same ELA curriculum without the advantages of digital technology.”

- **Data-driven instruction.** Our data-driven instruction cycle is categorized into three components: assessment, analysis, and action. This three-step cycle repeats indefinitely throughout a student’s TK-8 experience at Excelencia. Teachers are provided ample opportunity to develop this strategy prior to the start of the school year during our four-week summer training. Our practiced-based professional development builds the individual capacity of teachers to implement this cycle using a variety of assessments such as exit tickets and interim assessments. Throughout the school year we also provide five full “data days” that occur immediately after the Northwest Education Association Measure of Academic Progress (NWEA MAP) and Strategic Teaching and Evaluation of Progress (STEP) assessments. “Using data systematically to ask questions and obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction to the needs of each student.”

- **Small-group intervention.** Our 60-minute daily enrichment and intervention block allows teachers to immediately target remediation efforts based on student learning outcomes. This strategy provides dedicated time and space to work with a small group of students to address specific skills and concepts.

- **Gradual release of learning.** This proven instructional practice, uniquely offered across all classrooms and supported through our robust professional development program, drives the majority of student learning. Lessons begin with modeled instruction and learning strategies. Teachers then provide collective learning
opportunities where the class engages in the process together. Finally, students practice independently to “lock in” the skill.

- **ELD and SDAIE strategies for all learners.** These effective learning strategies will be taught to teachers annually, including during our summer professional development. To ensure high rates of reclassification, we will deliver instruction grounded in research-proven strategies that allows all students, particularly English Learners, to fully access our rigorous curriculum as we purposefully track EL fluency levels in reading, writing, listening, and speaking from “limited to no functional” to “fully functional.”

4. **Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.** One of LAUSD’s core beliefs is that “all [employees] contribute unique talents, strengths and skills to create an environment of excellence and hold ourselves to the highest standards.” Excelencia will operationalize this belief through strategic and individualized professional development and support for all teachers. We will hire teachers who are mission-driven, focused on our accountability goals, and determined to constantly improve our learning program. Our instructional feedback cycle will ensure that teachers are always delivering success in the classroom and will provide an opportunity for teachers to reflect on the performance and support of the school leader. We firmly believe that teachers are one of the best resources to enact improved organizational change. “When teachers are included throughout the decisions-making process, they are more likely to implement and sustain change with fidelity to quality practice.” Therefore, we frequently ask teachers to identify areas of growth in our educational program so that we are constantly improving.

Furthermore, teachers will be given the opportunity to join our School Site Council (SSC). In order to promote shared responsibility for our learning program, we involve teachers in our decision-making process. By joining the SSC, teachers integrate their knowledge and feedback to further develop our program. In this space, teachers will get involved in school-level decisions, as we draft and approve accountability goals and the budget; they also will provide policy recommendations and establish a strong relationship with the Board to further increase student achievement.

5. **Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.** We understand that parents and pupils have many schools to choose from in East LA. Like these schools, we share in the belief of providing a quality education for all students. We seek to provide families with an option to attend a high-performing TK-8 charter school focused on college preparation and character development. Our school, aligned to District goals, aims to be an option for excellence. East LA currently presents an unmet need – a high percentage of low-income minority students, many of whom will be the first in their families to attend college, who, starting in the earliest grades, are currently not academically on track to meet college and career readiness goals. We will provide families the support students need to

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20 “ELPAC General Performance Level Descriptors.” ELPAC General Performance Level Descriptors - English Language Proficiency Assessments for California (ELPAC) (CA Dept of Education). Web. 16 Mar. 2017
close this academic gap so that they are placed on a direct pathway to college and professional careers a college education can provide.

6. **Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.** Another core pillar of school success is represented by LAUSD’s goal of “proficiency for all.” In order to achieve our goal of 100% of students meeting or exceeding English and math standards, we will build and implement a robust performance-based assessment system that reports proficiency levels of the essential knowledge and skills necessary for college-preparedness. “Research over the years has shown that how student learning is assessed can play an important role in a student’s overall learning.” Therefore, proficiency for all students will be monitored through daily, weekly, monthly, and annual formative and summative assessment systems aligned to state and national standards that enable students to “think critically and analytically, to independently draw inferences and conclusions, and to solve problems.”

Excelencia will prepare students for rigorous high school options, with the ultimate goal of guaranteed admission to the California State University (CSU) system. Our TK-8 assessment system will purposefully challenge all students to ensure college and career readiness.

7. **Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.** Excelencia is committed to the equal success of all students in Los Angeles. We recognize our role in the public school system as one of twofold purpose: (1) ensure the academic and personal success of our students through a college preparatory TK-8 educational program and (2) share practices and resources with the greater educational community that will stimulate improvement, growth, and influence for our city’s students. Excelencia has already partnered with Equitas Academy to collaborate on curriculum and assessments. We also aim to partner with local traditional schools and organizations to meet the greater needs of our community. These partnerships will include, but are not limited to, after-school programs, discussing best instructional practices, and co-hosting community events.

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**4. Surrounding Schools Demographic and Performance Data**

*Figure 7: Surrounding Schools Demographic and Performance Data*

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25 Ibid.
26 Through the Building Excellent Schools Fellowship, the Lead Founder and proposed Head of School Ruben Alonzo has visited and studied high performing urban charter schools that demonstrate the ability of typically underserved students to achieve at high levels. Mr. Alonzo also completed an extended school leadership residency at BES school, CA Distinguished School, and Blue Ribbon School Equitas Academy in Los Angeles, CA.
<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students [2015-2016]</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harrison Street Elementary (K-6)</td>
<td>545</td>
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<td>6%</td>
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<td>Asian 1%</td>
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<td>708</td>
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<td>1</td>
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<td>White 1%</td>
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<td>718</td>
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<td>725</td>
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<td>2</td>
<td>Service &amp; Support</td>
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<td>747</td>
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<td>744</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Belvedere Elementary (K-5)</td>
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<td>96%</td>
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<td>53%</td>
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<td></td>
<td>713</td>
<td>No</td>
<td>No</td>
<td>717</td>
<td>1</td>
<td>2</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Belvedere Middle School (6-8)</td>
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<td>14%</td>
<td>21%</td>
<td>Latino 99%</td>
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<td></td>
<td>733</td>
<td>Yes</td>
<td>No</td>
<td>713</td>
<td>3</td>
<td>6</td>
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<td>Marianna Avenue Elementary (K-6)</td>
<td>391</td>
<td>93%</td>
<td>10%</td>
<td>40%</td>
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<td>42%</td>
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<td>797</td>
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<td>794</td>
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<td>6</td>
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<td>Humphreys Avenue Elementary (K-5)</td>
<td>805</td>
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<td>8%</td>
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<td>50%</td>
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<td>Ford Boulevard</td>
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<td>No</td>
<td>776</td>
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</table>

## Student Population To Be Served

### 5. Target Student Population

Excelencia Charter Academy ("Excelencia") is a proposed TK-8 school at full enrollment. Using a slow growth model by which we propose to open with Kindergarten (including TK) and grade 1, and adding one grade per year, our proposed five-year charter term will allow us to serve students in grades TK-5.

Our targeted location is comprised of three zip codes: 90022, 90023, and 90063. These areas constitute a largely economically disadvantaged student population. Approximately 90% of the surrounding student population qualify for free or reduced-price lunch. Based on current enrollment figures at surrounding schools, we also anticipate the following student population:

### Table: Student Population

<table>
<thead>
<tr>
<th>Elementary (K-6)</th>
<th># of Students [2015-2016]</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIPP Raíces Academy (K-4)</td>
<td>515</td>
<td>84.5%</td>
<td>10.8%</td>
<td>54.6%</td>
<td>Latino 98%</td>
<td>Black 2%</td>
<td>969</td>
<td>Yes</td>
<td>Yes</td>
<td>964</td>
<td>10</td>
<td>10</td>
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</tr>
<tr>
<td>KIPP Promesa Academy (K)</td>
<td>117</td>
<td>95%</td>
<td>N/A</td>
<td>48%</td>
<td>Latino 98%</td>
<td>Asian 1%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>KIPP Illuminar Academy (K-3)</td>
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<td>88%</td>
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<td>N/A</td>
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<td>KIPP Academy of Innovation (5-6)</td>
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<td>Black 2%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
<tr>
<td>KIPP Sol Academy (5-7)</td>
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<tr>
<td>Animo Ellen Ochoa Charter Middle (6-8)</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Population To Be Served

5. Target Student Population

Excelencia Charter Academy ("Excelencia") is a proposed TK-8 school at full enrollment. Using a slow growth model by which we propose to open with Kindergarten (including TK) and grade 1, and adding one grade per year, our proposed five-year charter term will allow us to serve students in grades TK-5.

Our targeted location is comprised of three zip codes: 90022, 90023, and 90063. These areas constitute a largely economically disadvantaged student population. Approximately 90% of the surrounding student population qualify for free or reduced-price lunch. Based on current enrollment figures at surrounding schools, we also anticipate the following student population:
98% Latino, 1% Black, 1% White, 12% Special Education (SpEd), 40% English Learners (EL), and 5% Gifted and Talented.

As outlined above in **Community Need for Proposed Charter School**, the majority of English Learners in East Los Angeles are not meeting proficiency benchmarks in math or English as demonstrated by the 2016 CAASPP results. Recognizing the unique needs of our English Learners – most of whom will be Spanish speaking – we provide a highly structured and holistic approach to teaching English. Through our small-group literacy rotations model, we provide proven supports and strategies so that all students can fully access the curriculum. To quickly develop our students’ English Language proficiency, we also promote these strategies across all content areas, which include but are not limited to: using visuals to reinforce written or spoken words, making connection to students’ prior knowledge, modifying learning material, teaching effective study skills, stressing vocabulary, and clearly defining key points and objectives for every lesson.

Furthermore, one in four U.S. kindergarteners today is Latino. We anticipate a Latino student population closer to 95% – the majority coming from low-income households. A recent report from The Child Trends Hispanic Institute finds that at the start of kindergarten, “Latino children’s math skills trail those of white children by the equivalent of 3 months’ learning.” The longitudinal study shows that Latino students, on average, remain behind by the spring of their Kindergarten year. To account for these entering academic gaps, we provide a full-day TK and Kindergarten program that focuses on quickly improving children’s math skills. We do so by paying particular attention to these needs of each student, implementing a proven, structured math curriculum, and strengthening the preparation of our teachers so that they consistently provide high-quality math instruction.

We strongly believe that socioeconomic status or demographic profile do not determine a student’s ability to learn and succeed, nor should this information affect the quality of education a child should receive. Therefore, our educational program is built to address the unique needs of our entire community of learners. These needs include robust literacy supports, small-group, differentiated instruction to address low academic achievement, and a safe space to nurture the growth and development of students through our character education program.

### 6. Five-Year Enrollment Plan

Excelencia Charter Academy (“Excelencia”) will implement a slow growth model, described in **Figures 8 and 9** below.

We propose to open with 60 Kindergarten (including TK) and 60 first grade students in August 2018 and add one grade level each year, until we reach full capacity of 540 students in grades K-8 in 2026. This intentional growth model will allow us to fulfill the following: (1) grow a strong school culture and train staff strategically over time, (2) develop standards-driven curriculum strategically by year, and (3) build an effective assessment system to monitor student achievement at all grade levels. According to the Center for Research on Education Outcomes, elementary schools using the “Slow-Grow” approach “consistently and impressively outperformed

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schools with a Full-Grow model.”\textsuperscript{30} Further, schools that operate under a slow-growth enrollment model have proven “more likely over time to maintain their levels of performance.”\textsuperscript{31}

Figure 8: Five-Year Enrollment Roll-Out Plan

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Grade 1</td>
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<td>Grade 7</td>
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<tr>
<td>Grade 8</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>180</td>
<td>240</td>
<td>300</td>
<td>360</td>
</tr>
</tbody>
</table>

Plans for our 6th-8th grade instructional program would be implemented in years 2023-2026 during a second charter term. Our inaugural class of Kindergarteners (including TK) and first graders will be divided between four classes. Subsequent cohorts will also be divided between two classes. Our school will operate as three academies: early elementary (grades TK-2), upper-elementary (grades 3-5), and middle school (grades 6-8). When we reach full capacity, our elementary academies will serve 360 students and our middle school academy will serve 180 students.

Goals and Philosophy

7. Mission and Vision Matching Needs and Aligned with Proposed Program

Mission

Through rigorous curriculum, high-quality instruction, and positive character development, Excelencia Charter Academy prepares students in TK-8 for academic and personal excellence, leading to success in high school, college, and life.

Vision

Excelencia Charter Academy provides an academically rigorous, achievement-focused TK-8 education for the students of East Los Angeles.


\textsuperscript{31} Ibid.
“The effects of low literacy – dropping out of school, minimum wage jobs, and homelessness – are cyclical, continuing from one generation to the next.”32 Recognizing the priority of developing a strong foundation of literacy in the early grades in order to prevent the intergenerational impact that low literacy has on our children, our communities, our city, and our state, and ensuring a full curriculum across the core subjects that allows students to matriculate into high school, prepared to fully meet California’s A-G requirements, we provide targeted learning and development support to meet the individual needs of every learner and to reach ambitious and measurable academic standards aligned to Common Core requirements as adopted by the State of California.

Excelencia will hold scholars to high behavioral standards by intentionally teaching them the specific character skills necessary for success at each grade level, and which lay the character foundation necessary for future success in high school, college, and life. “While knowledge and skills may or may not be used in future jobs, character qualities will invariably be applicable to a wide range of professions.”33 Thus, our core values of Leadership, Enthusiasm, Ambition, Determination, and Excellence fuel our scholars to LEAD with Excellence.

Research shows the “achievement of U.S. students begins to plummet in middle school.”34 As a full TK-8 school, we provide a seamless transition from elementary school grades to and through the middle school grades to ensure students receive the maximum benefits of continuous high-quality instruction, individual intervention supports, and a culture of high academic and personal expectations. Our continuous strategy, structure, and culture allow students to learn at high levels and prepares them for the demands of high school, college, and life.

Excelencia is strategically designed to improve the outcomes of the city’s most underserved students – English Learners from low-income families. To fulfill the District’s promise of “educating all students to their maximum potential,”35 our mission is driven by eight core principles.

1. **High expectations** for all learners drives academic excellence.
2. **Positive character development** is directly correlated with academic achievement.
3. **An intensive literacy focus** in TK-8 prepares students for college and career success.
4. **Rigorous curriculum** is the bedrock of a college-going school.
5. **High-quality teaching** produces strong academic gains and results.
6. **Assessment, analysis, and action** enhance student learning.
7. **Extended learning time** translates to greater performance outcomes.
8. **Communication with families** creates an unwavering network of support.

In August 2018, we will open our school with 60 Kindergarten (including TK) and 60 first grade students. In 2027, our first eighth grade class will graduate from our middle school, prepared to meet the rigorous demands of Los Angeles’ most selective high schools and engage within a college preparatory course of study. Our vision is that students will continue their pursuit of an excellent education in our state’s outstanding university system or, should they choose, within our

35 LAUSD Mission Statement. [http://notebook.lausd.net/portal/page?_pageid=33,48254&_dad=ptl](http://notebook.lausd.net/portal/page?_pageid=33,48254&_dad=ptl).
nation’s most competitive colleges and, in 2035, our students will graduate from four-year universities equipped to lead with excellence and live a successful life.

Excelencia is a mission-driven school, and will operate with a clear vision for the students and families of East Los Angeles. We prepare all students to enter and graduate from college. This life-altering course begins with a high quality elementary and middle school education. Through our unwavering commitment to excellence, we will fulfill this vision for every student.

8. Characteristics of an “Educated Person” in the 21st Century

“We will build a culture of learning that engages students through high quality, innovative instruction, while holding ourselves accountable for strong performance; then every student will graduate college and career ready.”

– LAUSD College and Career Readiness Plan

The education provided in public schools must build students' knowledge and skill base, and it must challenge them to think critically and examine thoughtfully. An “educated person” in the 21st century should possess technical and higher order thinking skills that will "help [them] master the multi-dimensional abilities required of them in the 21st century.” To prepare our students for the world outside of the classroom, we will establish a powerful and life-sustaining literacy base - the ability to read, write, and speak fluently and clearly - and we will expand teaching beyond reading, writing, and arithmetic. We will provide an education that balances core academic understanding and 21st Century Skills so that our students are given the opportunity to think critically and lead independently.

The Partnership for 21st Century Learning organizes “21st Century Skills” into the following categories:

- Learning and Innovation
  - Creativity and Innovation
  - Critical Thinking and Problem-solving
  - Communication and Collaboration
- Life and Career
  - Flexibility and Adaptability
  - Initiative and Self-direction
  - Social and Cross-cultural Skills
  - Productivity and Accountability
  - Leadership and Responsibility
- Information & Technology
  - Information Literacy

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38 Ibid.
Excelencia Charter Academy’s educational program is grounded in maximizing student learning and stimulating innovation, for both teachers and students. Our curriculum is built using rigorous state content frameworks – Common Core State Standards (CSSS) and Next Generation Science Standards (NGSS). CSSS and NGSS provide an essential foundation of skills proven to stimulate learning, problem-solving, and college-readiness.

Beyond the scope of academic achievement, we also teach our students to be successful in life and career. Our LEAD with Excellence core values (Leadership, Enthusiasm, Accountability, Determination, and Excellence) are aligned to the habits and skills of an educated person in the 21st century. Our students receive weekly programmatic character education that is meaningfully relevant and respectful of their growth and development as maturing children through our elementary academies (TK-2 and 3-5) and as young adults in our middle school academy (6-8). During our character education course, students discuss the skills necessary for “Life and Career” success as outlined by the Partnership for 21st Century Learning. Our core values are both linked and driven by these technology-based skills.

To become college- and career-ready is one key component that allows students to keep pace with the growing demands of a person in the 21st century. Students also require a breadth of knowledge involving technology and the role it plays in the classroom, workplace, and life. Technology, therefore, is a necessary tool to help achieve a well-balanced education. Through our 1:1 (student to Chromebook) technology model, students are exposed to a culture of learning rooted in technology and technological literacy. Each student will have access to their own personal Chromebook during the personalized-learning literacy rotation and technological literacy block. We will also incorporate technology into our math and science courses. This digital approach to learning allows teachers and students to explore math and science concepts using effective and innovative teaching methods such as immediate feedback and adaptive learning paths, and provides teachers with ease of access to multiple high-impact cognitive activities. With free online access to programs such as Khan Academy or Code Academy, we will build a culture of learning that fully leverages and integrates technology.

Technological literacy is an integral complement of our core educational program. Students learn to use technology as a means to communicate, solve problems, acquire information, and work efficiently. Through our daily Technological Literacy block (outlined in the Instructional Design of this petition), we provide and assess the skills that define personal and professional success. During this daily 30-minute learning block, students receive instruction on information fluency and online ethical behavior, they demonstrate communication and collaboration through technology, and they attain an understanding of technology and its role in college and career.

9. How Learning Best Occurs

“Young experiences in classrooms today prepare you for the economy and society you will enter once you graduate. And those of us who work in education remain committed to making sure you have access to the tools and opportunities you need to succeed.”
We believe that learning best occurs when an environment that maximizes the potential of all learners is established – an environment that requires intentional inputs, actions, and evaluation. Our educational program is designed to academically and personally prepare each student for success in high school, college, and life. In order to fulfill our mission, we align our actions to proven practices from successful schools with similar student demographics.

Research conducted at the Center for Performance Assessment investigated the defining characteristics of “90/90/90” schools – schools where “90% or more of students were eligible for free and reduced lunch, 90% or more of the students were members of ethnic minority groups, and 90% or more of the students met the district or state academic standards in reading and another area.” Based on their analysis of these high-performing schools, the Center for Performance Assessment concluded that 90/90/90 schools demonstrated the following five common set of behaviors that led to their success:

- A focus on student achievement
- Clear curriculum choices
- Frequent assessment of student progress and multiple opportunities for improvement
- An emphasis on writing
- Collaborative scoring of student work

The common characteristics outlined above permeate across our instructional model. Excelencia Charter Academy (“Excelencia”) will also adopt best practices from the city’s and nation’s highest-performing schools not included in this research and in direct response to the needs our community. In order to meet our academic goals, promote lifelong learning, and equip our students with 21st century skills, our school design is centered on eight core principles that guide our attainment of academic and personal excellence.

1. **High expectations for all learners drives academic excellence.**

Students will rise to the level of expectations that are set for them. “Students’ perceptions of their capacity for success are key to their engagement in school and learning.” Thus, the academic and behavioral standards that a school sets will indicate academic standard mastery, student success, and overall school culture. “Teachers whom students see as supportive and who set clear, high, and consistent behavioral and academic expectations help create an atmosphere in which students feel in control and confident about their ability to succeed in future educational endeavors.” Based on research demonstrating that the creation and implementation of high expectations for students is paramount in creating a culture of excellence and high achievement, our school holds all students to high academic and behavioral expectations in order to establish a structured, safe, and challenging school environment.

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41 Schools included in this category are high achieving BES schools: Purpose Prep in Nashville, TN; Vista College Prep in Phoenix, AZ; Equitas Academy in Los Angeles, CA; and Great Lakes Academy in Chicago, IL.
43 Ibid.
Will Dobbie and Roland Fryer identify a school as having high expectations if “an administrator ranks ‘a relentless focus on academic goals and having students meet them’ and ‘very high expectations for student behavior and discipline’ as their top two priorities.”

Our culture of high achievement for all students is a vision shared by all stakeholders - board members, school leaders, teachers, and parents. We have constituted a founding board with the commitment, community ties, and skills sets that will allow them to oversee and ensure that we operate successfully – academically and organizationally. The leadership team, with the deep engagement of the community and the deep desire of all families to have strong and committed teachers for their children, will coach and develop teachers within an annual professional development scope and sequence and on a weekly basis to produce exceptional progress and growth. The leadership team will be comprised of the Head of School (Y1), Principal (Y1), Student Services Manager (Y3), and Dean of Curriculum & Instruction (Y3). Committed to the needs of the community and aligned with the mission and vision of Excelencia, teachers will provide high-quality instruction, rooted in proven practices from the highest performing schools in the country, and will provide the targeted supports to ensure the success of every student.

To maintain high expectations for student learning within and across grade levels, our instructional staff collaboratively scores student work, calibrates for uniformity of expectation to inform instruction and supports, and thereby collectively sets the level of mastery associated with every assignment and assessment. For example, ELA teachers in the same grade level will work together to norm exemplar written responses and use them to independently assess student mastery. During department meetings, all ELA teachers will convene to analyze student outcomes across grade levels to ensure vertical alignment to the CCSS. The Head of School (Y1), Principal (Y1), Student Services Manager (Y3), and Dean of Curriculum & Instruction (Y3) will frequently assess the quality of student work from TK-8 to identify gaps in instruction and constantly improve our educational program. On a weekly basis, the leadership team takes personal responsibility for evaluating student work. Through this external scoring of assessments and assignments, we ensure that our focus is on academic excellence and it remains our top instructional priority.

Furthermore, we have engaged parents throughout the development of the charter petition, and we will continue to be engaged throughout the full life of the charter in full support of Excelencia’s mission, vision, and educational program, and together we will encourage their children on a path to college starting in Kindergarten (to include TK) and seamlessly through grade 8, and together we will celebrate student achievement within the school during frequent community events (outlined in our Academic Calendar).

These collective efforts will foster an environment of high academic and behavioral expectations for all scholars and will support the success of our mission and the achievement of our students.

2. Positive character development is directly correlated with academic achievement.

The Partnership for 21st Century Skills was created to build a successful model of learning for a new generation of students. A large part of their model focuses on core-subject mastery, use of

45 Parents and community members will have the opportunity to collaborate with Excelencia Charter Academy through our School Site Council, Excelencia Family Ambassador program, and monthly Cafecitos. For more details on each, please see pages 137 and 138. For our Annual Calendar, please see 86.
21st century tools, and learning in a 21st century context. An important and isolated key element of 21st century learning highlighted by the Partnership is a student’s skill “to keep learning continually throughout their lives.”\textsuperscript{46} Specifically, the Partnership decodes this category as “interpersonal and self-directional skills.”\textsuperscript{47} Our students develop the habits to excel personally and academically because they will be explicitly taught these values through our character development program. Our \textit{LEAD with Excellence} character objectives outline for teachers and parents the behavioral expectations for each scholar, delineated broadly for the entire school community and then articulated more specifically at each grade level. Leadership, Enthusiasm, Ambition, Determination, and Excellence are the core values that will drive our school culture.

The demonstration of core values begins as soon as a student steps foot on campus. Every scholar is individually acknowledged and positively greeted by a staff member. In classrooms, teachers begin Morning Motivation by highlighting and discussing a specific core value. Students then have the opportunity to share their own examples and reflections. Our teachers take advantage of every opportunity to reinforce our core values through positive narration, discussion, and writing prompts. These values are not only modeled in the classroom, but also reinforced during our daily breakfast routines, weekly \textit{LEAD with Excellence} Community Meetings, and monthly Excelencia Scholar Awards. In order to achieve excellence in high school, college, and life in the 21st Century, scholars will form a foundation of successful skills and habits as outlined by P21.\textsuperscript{48}

3. An intensive literacy focus in TK-8 prepares students for college and career success.

The development of powerful literacy skills for all students within a small-group setting informs all of our curricular and cultural decisions. “Smaller classes are particularly effective at raising achievement levels of low-income and minority children.”\textsuperscript{49} Within our two-teacher model in our 90-minute literacy rotations, a student to teacher ratio of 10:1 in grades TK-5 allows teachers to target specific literacy needs of individual students. Furthermore, according to the National Research Council, “academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.”\textsuperscript{50} Beginning with phonetic development, teachers deliver intensive literacy instruction that progresses to reading fluency for all learners by the end of third grade.

Every student in grades TK-5 has 150 minutes of literacy-based instruction, plus 30 minutes of technology-based literacy. For TK-5 students, there are three 30-minute rotating literacy blocks, where students receive explicit reading lessons in groups of no more than 10 students. These blocks are labeled Phonics Instruction (Novel and Nonfiction Studies in grades 3-5), Guided Reading, and Essential Literacy Skills Review. During Phonics Instruction, students are practicing the phonetic pronunciation of letters, committing the spellings of words to memory through repetitive chants, and engaging in fluent reading practice in a structured and explicit manner.

\textsuperscript{47} Ibid.
\textsuperscript{50} National Research Council, 1998. Web. http://www.ed.gov/inits/americareads/ReadDiff/. In addition, in his review of high performing, high poverty schools, Samuel Casey Carter concludes that a laser focus on basic literacy and math in the early years was a central commonality among high-performing elementary schools (p. 21).
Guided Reading is an opportunity for students to practice using reading comprehension strategies in small, differentiated reading groups. With appropriately leveled reading materials selected for each group, the teacher establishes a particular objective or purpose for the reading, which is informed by the California Common Core State Standards and teacher analysis of students’ needs and data from the Strategic Teaching And Evaluation of Progress (STEP) Assessments. Teachers explicitly instruct a mini-lesson around the objective, which could include making reasonable predictions about a text, connecting text meaning with background knowledge, summarizing the most important details, and drawing conclusions from clues by the author of the story, and then model the strategy aloud to students. Students independently practice the skill, while the teacher intervenes when appropriate to provide live coaching through prompts and questions. Students have multiple opportunities to apply the reading strategy to their leveled text. Essential Literacy Skills Review incorporates a variety of independent activities for students to practice fundamental literacy skills in a way that targets their immediate needs. Listening centers, independent reading and writing tasks, and Lexia computer-based practice of literacy skills are incorporated within this block to reinforce taught skills and build students’ stamina around self-directed assignments. The Novel and Nonfiction Studies block involves direct instruction of reading standards through non-fiction and fiction grade level texts. Standards are sequentially aligned throughout the text.

Thirty minutes of daily instruction is dedicated to Read Aloud and Vocabulary Development, enabling students to learn Tier 2 vocabulary words, such as arduous, lethargic, and benevolent, in an authentic, text-based way through the read aloud structure of research-proven programs such as Reading Mastery that further allows students to develop fluent and expressive reading skill, reading comprehension strategies, and listening acuity. With a focus on Vocabulary Development during this 30-minute block, students expand their repertoire of robust words where they analyze parts of words in context to their meanings, spelling patterns, and language constructions, including Greek and Latin roots, prefixes, and suffixes, continuing to solidify their spelling and fluency foundation. To reinforce new vocabulary words and encourage students to demonstrate their thinking process in all core content areas, our curriculum incorporates writing as a strategy to accomplish both. Students are taught to inquire and explain using written integrative teaching tools. By prompting for meaningful student writing that emphasizes vocabulary, teachers can readily provide targeted feedback on student learning.

Vocabulary plays an integral role in high school and college success. State standardized assessments and college entrance exams, like the ACT, are designed to test a student’s ability to understand a question and respond appropriately. Accessing understanding of these questions requires a large vocabulary base. “According to The Take Care Net, by age 3, high socioeconomic status (SES) children have average vocabularies of 1,100 words, middle SES children have average vocabularies of 750 words, and low SES children have average vocabularies of 480 words. If we hope to close the achievement gap, all young children need rich language experiences to develop their receptive and expressive vocabularies.”51 We are determined to close this word-gap, and therefore invest significant time in building and enhancing students’ vocabularies.

An explicit writing block, with handwriting, grammar, and composition lessons, takes place daily across all grade levels. Each Writing and Composition block consists of 30 minutes or 55 minutes for grades TK-5 and 6-8, respectively. Lessons incorporate rules of grammar and writing conventions. The class then spends the bulk of time incorporating multiple writing methods,

included modeling, guided writing, and interactive writing, based on the Lucy Calkins Units of Study, to ensure prowess with narrative, persuasive, and expository writing.

Based on the necessary skills required for college readiness, we will take an interdisciplinary approach to literacy and also infuse reading, speaking, listening, and language in our math, science, social studies, and character development frameworks. “Extensive research [has established] the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas.”

4. **Rigorous curriculum is the bedrock of a college-going school.**

A rigorous curriculum in TK-12 classrooms is necessary to prepare college and career-ready students. Without it, students cannot meet these demands. “The ACT testing organization reported in 2008 that more than three-quarters of students who took and passed a core college-prep curriculum were nonetheless unprepared to do college-level work. Nearly half of ACT-tested 2005 high school graduates who earned a grade of A or B in high school Algebra II were not ready for college math, and more than half of those who earned a grade of A or B in high school physics were not ready for college science.”

To prepare our scholars for excellence in high school and college, we establish our TK-8 educational foundation using the Common Core State Standards. “California’s implementation of the CCSS renews its vision that all students graduating from our public school system be lifelong learners and have the skills and knowledge necessary to be ready to assume their position in the 21st century global economy.”

We operate using assessments that are fully aligned with and thus reflect these rigorous learning standards. Our curriculum supports academic achievement for all students and prepares them for success on national and state assessments, scoring at the 80th percentile or higher. Our curricular sequence and long-term plans are comprised of daily lessons that teach to mastery, rigorous weekly assessments that assess the level of mastery towards those taught and practiced standards, and daily intervention supports that target individual student needs. Every component of our curriculum is measurable, allowing staff to advance individual and collective academic progress and growth and ensure that we are measurably on track to meeting the clear and ambitious goals outlined in the charter petition.

High academic achievement for all learners drives adult actions and decisions. This environment motivates students to rise to expectations set for them. “Not only do student achievement outcomes support the idea of establishing high expectations for all students, but the learners themselves appreciate the effectiveness of setting equal, high expectations for both themselves and their peers.” Through daily homeroom culture, morning community meetings, and weekly scholar celebrations, joy for learning and achievement will be experienced by all students and will be evident throughout the school.

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53 Teaching for Rigor: A Call for a Critical Instructional Shift. [https://pdfs.semanticscholar.org/31b1/41ab875ed72e02dd8eab5bf578fac1f69527.pdf](https://pdfs.semanticscholar.org/31b1/41ab875ed72e02dd8eab5bf578fac1f69527.pdf).
High academic achievement sustained in elementary and middle school is the strongest lever for success in high school, college, and life.

“Achieving literacy by the third grade is correlated with reading and English language arts (ELA) proficiency on state assessments at the middle grades level. In the fifth and sixth grades, passing all ELA and mathematics courses is correlated with meeting benchmarks on assessments in future grades. ACT and SAT also have established college preparatory exam thresholds for middle grades students that correlate with high school academic success.”

We use rigorous learning standards aligned to national and state requirements to create a demanding TK-8 educational experience that translates to life-changing outcomes for our students, which includes achieving a “college-ready” score (17 out of 36) on the ACT by the end of 8th grade. In our pursuit of academic and personal excellence, our results are shared with the entire school community – the authorizer, board, school leaders, teachers, parents, and students.

5. **High-quality teaching produces strong academic gains and results.**

“When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership.” Teachers are the core drivers of academic excellence; therefore, we invest heavily in the recruitment, hiring, development, and retention of high-quality staff. Instruction is outcomes-oriented and rooted in proven practices from our nation’s highest achieving schools. Teacher development is operationalized through weekly classroom observations, data conversations, and practice-based coaching led by the Head of School (Y1), Principal (Y1), and Dean of Curriculum & Instruction (Y3). In order to eliminate the achievement-gap and ensure every student reads on grade level by the third grade, we provide 150 minutes of literacy-based instruction each day in our early elementary academy (grades TK-2). Our teachers will receive training on effective pedagogical practices that will further reinforce learning concepts and promote content mastery as students transition to our upper elementary academy and middle school.

“The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century.” Our professional development program trains and develops teachers to deliver instruction that is targeted, rigorous, and strategic. Teachers maximize every instructional minute through careful planning and collaboration. Our coaching cycle ensures every teacher receives weekly feedback for improvement and 30 professional days annually.

57. RAND Education. 2012. Teachers Matter: Understanding Teachers’ Impact on Student Achievement.
58. Schools in the BES Network informed our instructional model and design which include, but are not limited to, Equitas Academy, Excel Academy Charter School, Nashville Classical Charter School, Purpose Preparatory Academy, and Vista College Preparatory.
To ensure strong student performance outcomes, all of our teachers will follow a consistent and clear model of instruction known as the “Gradual Release of Responsibility Model.” This pedagogical strategy – commonly referred to as the “I do, We do, You do” instructional process – promotes the growing independence of students as they learn new behaviors and academic skills. Through this model of scaffolded instruction, students master new concepts through clear demonstration, prompt, and practice. All teachers will receive extensive training and practice using this effective model of teaching across all grade levels.

Furthermore, we promote high-quality teaching across all content areas and grade levels for all students by investing in training and resources to improve the English language skills of our EL students and ensure they attain a high level of proficiency in reading, writing, speaking, and listening. Teachers will receive extensive training throughout the year on ELD and SDAIE strategies, led by our Student Services Manager, to accelerate the academic progress and English proficiency for EL students. Our hiring strategies include prioritizing candidates that speak English and Spanish and who can demonstrate the ability to provide high-quality instruction.

6. **Assessment, analysis, and action enhance student learning.**

Our instruction and decision-making process is driven by data. We follow the recommendations set forth by the National Association of Elementary School Principals:

- Make data part of the ongoing cycle of instructional programming
- Establish a clear vision for schoolwide data use
- Provide support that foster data-driven culture within the school
- Develop and maintain a [school]wide data system

We begin by designing a curriculum aligned to Common Core State Standards and California Content Standards. These learning standards are used to build rigorous assessments that clearly define mastery for every grade level and subject. We closely examine and analyze the individual needs of every student. Using this information, we create actionable learning plans that target specific students and skills. These instructional and intervention decisions are driven by daily, weekly, and trimester assessment results so that every scholar can read fluently by third grade.

To best obtain an accurate snapshot of student learning, our assessments include multiple opportunities to demonstrate a student’s thinking process through writing. By placing a high emphasis on writing, we are able to receive more authentic artifacts of student work that will allow us to specifically diagnose student misunderstanding.

Furthermore, our robust assessment system includes frequent external scoring. We promote the use of collaborative scoring and norming outside of the individual classroom and the student’s teacher. In other words, multiple teachers and school leaders collectively define mastery, rather than an individual teacher tasked with their respective grade level and subject. This process begins during summer professional development where staff closely examine California Common Core Standards.

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State Standards to ensure our definition of mastery align with actual standards mastery, which will ultimately be measured on the annual state assessments. This examination and alignment allows for consistency of academic expectations across our TK-8 curriculum. The Head of School (Y1), Principal (Y1), and Dean of Curriculum & Instruction (Y3) also take a personal responsibility and analyze student work to ensure consistent, measurable outcomes aligned to the state standards.

7. **Extended learning time translates to greater performance outcomes.**

We believe that an extended school day and calendar year produces greater gains in learning because it provides more time to deliver high-quality instruction. A 2014 study conducted by Stanford University demonstrates that “the typical student in a Los Angeles charter school gains more learning in a year than his or her district school peer, amounting to about 50 more days of learning in reading and an additional 79 days of learning in math.” 62

Our extended calendar year is comprised of 184 days and students attend school from 7:30 am – 4:00 pm. On Fridays (abbreviated days), students attend school from 7:30 am – 2:00 pm. This allows staff to engage every week in two hours of specific professional development based on weekly student outcomes. Annually, this accumulates to 78 hours of targeted professional development for teachers. Our extended calendar year and school day are designed to provide 150 minutes of targeted literacy instruction, plus an additional 60 minutes of small-group intervention and enrichment per day. Students also receive a double dosage of mathematics targeted at developing quantitative reasoning and conceptual understanding for a total of 90 minutes per day. More time allows us to provide 30 professional development days for teachers annually and 160 daily minutes of planning and collaboration.

8. **Communication with families creates an unwavering network of support.**

According to the National Association for the Education of Young Children (NAEYC), “a growing body of research suggests that meaningful engagement of families in their children’s early learning supports school readiness and later academic success.”63 In alignment with this research, we will conduct and build early and meaningful engagement with families, beginning in the recruitment process. Before a student enrolls at our school, we will visit each family to learn more about their background in order to establish an early relationship built on trust and understanding.

Connected to NAEYC’s definition of family engagement, our family outreach and communication model adheres to their six-factor framework64 of achieving a strong family-school partnership. In order to promote meaningful family engagement and build a network of support, we will65:

1. Incorporate families into decision-making opportunities related to their child’s education.
2. Frequently and timely communicate student progress and achievement, tailored to family’s linguistic preference.

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64 Ibid.
65 Our six elements of family engagement are outlined in detail in *Element 4: Stakeholder Involvement.*
3. Host volunteer opportunities to integrate family knowledge and experiences into our program.
4. Extend our educational program and curriculum so learning can also be accessed at home.
5. Establish learning goals with families.
6. Train our dedicated teachers and staff on how to fully support families to promote meaningful engagement.

Through this framework, families and parents will help us achieve our high academic and behavioral expectations for each student as we work together to place all students on a path to college graduation.

10. Creating Life-long Learners

“The [California Common Core State Standards] develop the foundation for creative and purposeful expression in language—fulfilling California’s vision that all students graduate from our public school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy”

– A Message from the State Board of Education and the State Superintendent of Public Instruction

At its core, the purpose of schooling is to equip students with the skills and knowledge necessary to learn how to learn, which include the development of logical reasoning and critical reading, life and career skills, problem-solving skills, as well as mastery of knowledge in the core academic subjects. Learning how to learn denotes the capability of the mind to question and research continuously flowing information. It is the foundation of excellence that the families of East Los Angeles desire, and to which we as a school community are committed.

Preparing students for academic and personal excellence is our mission. Excelencia Charter Academy (“Excelencia”) believes that these elements are necessary for success in high school, college, and life. By fostering a nurturing and challenging environment where student achievement is the top priority and within which every student’s needs are identified and supported, our scholars will become independent thinkers and lifelong learners. Over the course of a TK-8 quality education, students will be supported, challenged, and most importantly, empowered to take ownership over their education and future.

Lifelong learning is not only tied to academics. This self-motivated, pursuit of knowledge is applicable in professional spheres. In the 21st century, workers must be responsive to the changing demands of their jobs. Indeed, “workers need the learning capacity to become lifelong learners, updating their knowledge and skills continually and independently.”

Further, due to the ever-evolving requirements of the workplace, we believe that technological literacy is an integral part of building a strong foundation for lifelong learning. Through our daily 30-minute technological literacy block, students will acquire the skills that will allow them to navigate their own learning. Studies conducted by the Pew Research Center demonstrate that individuals from low-income households are less likely to engage in personal and professional learning. Hispanics are also “less likely to say they have pursued personal learning activities in the past year by margins that differ significantly from white adults.” Our anticipated student population (97% Hispanic and 90% FRL) is highly reflective of these two demographics and, therefore, it is imperative that we close the gaps of access and opportunity through our intentionally- and uniquely-designed technological literacy course.

11. LCFF State Priorities

Student academic and personal progress is the highest priority at Excelencia Charter Academy (“Excelencia”). Thus, our state priorities will reflect activities that align with this priority and ensure student success. The following chart details the school’s goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code §52052, for each of the eight (8) state priorities identified in California Education Code §52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, Excelencia’s stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions Excelencia anticipates at this point in time.

<table>
<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
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| TEACHER ASSIGNMENTS AND CREDENTIALING |
| State Priority #1: Basic Services |

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Method for Measuring: Hiring Process and Annual Review</td>
<td></td>
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68 [http://www.pewinternet.org/files/2016/03/PI_2016.03.22_Educational-Ecosystems_FINAL.pdf](http://www.pewinternet.org/files/2016/03/PI_2016.03.22_Educational-Ecosystems_FINAL.pdf).

69 See Curriculum and Instruction for a detailed description of our Technological Literacy Course.
100% of teachers 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 to specific subjects and grade levels.

<table>
<thead>
<tr>
<th>ACCESS TO INSTRUCTIONAL MATERIALS</th>
<th>Measurable Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>State Priority #1: Basic Services</strong></td>
<td><strong>Method for Measuring:</strong> Annual inventory and review; Monthly observations verifying student access to instructional materials</td>
</tr>
<tr>
<td><strong>Annual Goals</strong></td>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td>Each student will have access to instructional materials and support as outlined in our petition. All subgroups of students will receive access to resources and services that equally allow them to fully engage in our academic model.</td>
<td>Head of School and Operations Manager will conduct annual inventory of instructional materials and immediate purchase of necessary resources. Head of School/Principals will conduct annual review of our educational program and analysis of instructional impact on learning. Board Finance Committee and SSC will conduct annual budget review process to ensure purchase of materials. Head of School/Principals and Dean of Curriculum &amp; Instruction will conduct weekly observations to ensure implementation of materials and</td>
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All teacher credentials will be thoroughly checked and reviewed by the Head of School during the interview process and before officially hiring.
### FACILITIES MAINTENANCE
#### State Priority #1: Basic Services

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Monthly Review and Inspections</th>
</tr>
</thead>
<tbody>
<tr>
<td>School facilities will be adequately maintained, routinely cleaned, and repaired as necessary. School facilities will be maintained in good repair and safe operating condition.</td>
<td>Head of School will conduct monthly reviews of the facility and property. Head of School will ensure all issues are addressed in a specified window. Operations Manager will log all maintenance records and track completion of projects. Custodial staff will clean the facility daily.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
#### State Priority #2

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: BOY and Weekly Review of Lessons and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will fully implement CCSS in ELA, Math, and History-Social Science and NGSS for all students, including all statistically significant student subgroups.</td>
<td>Head of School/Principals will conduct beginning of Year (BOY) review of year-long scope and sequence and assessments ensuring 100% alignment to CCSS.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
100% of lesson plans and assessments will be aligned to the CCSS and NGSS.

CCSS and NGSS.

Principals and Dean of Curriculum & Instruction will review and provide feedback of lesson plans weekly.

Teachers will attend weekly professional development (including four weeks of summer PD) to improve lessons and assessments.

<table>
<thead>
<tr>
<th>PARENT INVOLVEMENT</th>
<th>STATE PRIORITY #3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong></td>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
</tr>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
</tr>
<tr>
<td>Parents at Excelencia Charter Academy will be actively involved in our community.</td>
<td>School staff will communicate our vision for parent involvement during the student recruitment process.</td>
</tr>
<tr>
<td>At least 90% of parents will attend new-family orientation.</td>
<td>Operations Manager will track attendance at family events.</td>
</tr>
<tr>
<td>At least 90% of families will score our school as “satisfactory” on family surveys.</td>
<td>Families will complete surveys twice per year that measure level of parent satisfaction with our educational program.</td>
</tr>
<tr>
<td>100% of new families will receive a home-visit before the start of the school year.</td>
<td>Operations Manager will track progress of home visits conducted by the Head of School.</td>
</tr>
</tbody>
</table>

**STATEWIDE ASSESSMENTS**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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<tbody>
<tr>
<td>(Identify schoolwide and and NGSS)</td>
<td>and NGSS and NGSS and NGSS and NGSS</td>
<td>Method for Measuring: CAASPP score reports</td>
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<tbody>
<tr>
<td>100% of interested families will receive this message</td>
<td>100% of interested families will receive this message</td>
<td>100% of interested families will receive this message</td>
<td>100% of interested families will receive this message</td>
<td>100% of interested families will receive this message</td>
<td>100% of interested families will receive this message</td>
</tr>
<tr>
<td>At least 90% attendance at annual Family Orientation</td>
<td>At least 90% attendance at annual Family Orientation</td>
<td>At least 90% attendance at annual Family Orientation</td>
<td>At least 90% attendance at annual Family Orientation</td>
<td>At least 90% attendance at annual Family Orientation</td>
<td>At least 90% attendance at annual Family Orientation</td>
</tr>
<tr>
<td>Parent satisfaction: 90% or more</td>
<td>Parent satisfaction: 90% or more</td>
<td>Parent satisfaction: 90% or more</td>
<td>Parent satisfaction: 90% or more</td>
<td>Parent satisfaction: 90% or more</td>
<td>Parent satisfaction: 90% or more</td>
</tr>
<tr>
<td>Home-visits: 100%</td>
<td>Home-visits: 100%</td>
<td>Home-visits: 100%</td>
<td>Home-visits: 100%</td>
<td>Home-visits: 100%</td>
<td>Home-visits: 100%</td>
</tr>
</tbody>
</table>
Students at every applicable grade level, including all subgroups, will meet state academic performance targets and will score at a higher proficiency rate by at least 10% on the CAASPP in the areas of ELA and Mathematics than local schools; and 5% above the CAASPP statewide assessment results in the areas of ELA and Mathematics.

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</thead>
<tbody>
<tr>
<td>Students, including all subgroups, will meet state academic performance targets</td>
<td>N/A (only have grades K-1)</td>
<td>Students, including all subgroups, will meet state academic performance targets</td>
<td>Differential in proficiency rate for all subgroups over local schools: 10% or more</td>
<td>Increase over CAASPP benchmark: 5% or more</td>
<td>Students, including all subgroups, will meet state academic performance targets</td>
<td>Differential in proficiency rate for all subgroups over local schools: 10% or more</td>
</tr>
</tbody>
</table>

Head of School/Principals and Dean of Curriculum & Instruction will conduct a monthly review of assessment results (internal interims, weekly quizzes, unit tests, and EOY assessments) to determine academic progress in ELA and math. Based on areas of growth, school will provide necessary intervention at the individual and collective levels.

Head of School/Principals and Dean of Curriculum & Instruction will conduct weekly review of lesson plans and curriculum to ensure alignment to California State Standards. Weekly observations of teachers to ensure delivery and implementation matches curricular alignment.

Head of School/Principals and Dean of Curriculum & Instruction will provide ongoing, weekly professional development for teachers and staff to improve instruction and curriculum.

### ACADEMIC PERFORMANCE INDEX (API)

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: API (CDE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
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</tbody>
</table>
All students (including statistically significant subgroups) will meet or exceed growth targets set by the state on the CAASPP for English Language Arts and mathematics.

Head of School/Principals and Dean of Curriculum & Instruction will provide weekly professional development to further build our quality of teaching and instruction.

Head of School/Principals and Dean of Curriculum & Instruction will review lesson plans and assessments weekly.

Head of School/Principals and Dean of Curriculum & Instruction will review student data and progress toward goals weekly.

Meet or exceed growth targets set by the state on the CAASPP for English Language Arts and mathematics school wide and for all subgroups.

**A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N/A</td>
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</tbody>
</table>

**ENGLISH LEARNER ADEQUATE PROGRESS RATE**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>100%</td>
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</tbody>
</table>
## ENGLISH LEARNER RECLASSIFICATION RATE
### STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Reclassification documents, CELDT / ELPAC Reports</td>
</tr>
<tr>
<td>Excelencia Charter Academy’s reclassification rate will exceed the District’s reclassification rate by at least 5%.</td>
<td>Head of School/Principals and Dean of Curriculum &amp; Instruction will train 100% of teachers on EL instructional support. Teachers will provide daily small-group instruction for ELs. Head of School/Principals and Student Services Manager will closely monitor the progress and performance of EL through assessments.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## AP EXAMINATION PASSAGE RATE [High Schools Only]
### STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## EAP COLLEGE PREPAREDNESS RATE [High Schools Only]
### STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: N/A</td>
</tr>
</tbody>
</table>
### SCHOOL ATTENDANCE RATE

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
</tr>
</thead>
</table>
| School averages 95% or more daily student attendance annually. | Office Manager will make daily (morning) calls home to families of absent students.  
Office Manager will schedule a family conference with HOS/Principals after three student absences. Student is placed on individual attendance plan.  
Teachers will deliver monthly and trimester positive incentives for students with 100% attendance. |

| MEASURABLE OUTCOMES Method for Measuring: **Average Daily Attendance Rates** |
|---|---|---|---|---|---|---|
| N/A | N/A | N/A | N/A | N/A | N/A |

### CHRONIC ABSENTEEISM RATE

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
</tr>
</thead>
</table>
| At least 90% of students will maintain an attendance rate of 95% or higher.  
Fewer than 3% of students will be demonstrate chronic absenteeism. | Office Manager will make daily (morning) calls home to families of absent students.  
Office Manager will schedule a family conference with HOS/Principals after three student absences. Student is placed on individual attendance plan. |

| MEASURABLE OUTCOMES Method for Measuring: **Attendance Rates** |
|---|---|---|---|---|---|---|
| N/A | 90+% of students have attendance rate of 95+%  
Fewer than 3% of students are chronic  
90+% of students have attendance rate of 95+%  
Fewer than 3% of students are chronic | 90+% of students have attendance rate of 95+%  
Fewer than 3% of students are chronic | 90+% of students have attendance rate of 95+%  
Fewer than 3% of students are chronic | 90+% of students have attendance rate of 95+%  
Fewer than 3% of students are chronic | 90+% of students have attendance rate of 95+%  
Fewer than 3% of students are chronic |
Teachers will deliver monthly and trimester positive incentives for students with 100% attendance.

### Dropout Rate [Middle and High Schools Only]

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of our 8th grade students will matriculate to high school. 0% drop-out rate.</td>
<td>Our Student Services Manager will ensure all students receive adequate academic and personal support. Excelencia Charter Academy will provide summer instruction and recovery opportunities for low-performing middle school students. Excelencia Charter Academy will establish a student transition system that helps enroll students in high schools.</td>
<td>N/A (grades K-1)</td>
</tr>
</tbody>
</table>

### Graduation Rate [High Schools Only]

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</table>

### Student Suspension Rate

**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

**Method for Measuring:**

- Dropout Rates
- N/A
- Suspension Rates
- N/A
School will minimize the use of suspension.
School will average 5% suspension rate or lower annually.

Head of School/Principals and Dean of Curriculum & Instruction will provide professional development targeting effective classroom management techniques.

Head of School/Principals and Student Services Manager will actively involve and engage parents when student misbehavior persists.

Ongoing student misbehavior will result in an individualized behavior improvement plan created by the Student Services Manager.

<table>
<thead>
<tr>
<th>STUDENT EXPULSION RATE</th>
<th>STATE PRIORITY #6: SCHOOL CLIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
</tr>
<tr>
<td>School will minimize the use of expulsion.</td>
<td>Head of School/Principals and Dean of Curriculum &amp; Instruction will provide professional development targeting effective classroom management techniques.</td>
</tr>
<tr>
<td>School will average 1% expulsion rate or lower annually.</td>
<td>Head of School/Principals and Student Services Manager will actively involve and engage parents when student misbehavior persists.</td>
</tr>
</tbody>
</table>
### [OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]
#### STATE PRIORITY #6: SCHOOL CLIMATE

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: <strong>Satisfaction Survey score report</strong></td>
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<tbody>
<tr>
<td>On our annual teacher/parent/student surveys, 90% or more will rate the school as “strong” or higher (based on a 1-5 scale: very weak, weak, neutral, strong, and very strong).</td>
<td>Excelencia Charter Academy will provide professional development and coaching of every teacher. We will host daily student morning meetings to foster community. We will send home daily skills and progress reports and host multiple family events to build community and support.</td>
<td>Approvals rating: 90% or more rate the school “strong” or higher Participation rate: 100% of teachers, 90% of students, and 75% of parents</td>
<td>Approvals rating: 90% or more rate the school “strong” or higher Participation rate: 100% of teachers, 90% of students, and 75% of parents</td>
<td>Approvals rating: 90% or more rate the school “strong” or higher Participation rate: 100% of teachers, 90% of students, and 75% of parents</td>
<td>Approvals rating: 90% or more rate the school “strong” or higher Participation rate: 100% of teachers, 90% of students, and 75% of parents</td>
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### BROAD COURSE OF STUDY
#### STATE PRIORITY #7

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring:</td>
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<tbody>
<tr>
<td>100% of students, including all significant subgroups, will have access to a broad course of study in mathematics, ELA, history/social sciences, science, physical education, and technological literacy.</td>
<td>Excelencia Charter Academy will plan and provide strategic course offerings and curriculum that allows all student to access a broad course of study.</td>
<td>N/A</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</tbody>
</table>

### [OTHER STUDENT OUTCOMES]
#### STATE PRIORITY #8

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: <strong>NWEA MAP (Reading and Math)</strong></td>
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</table>
### Instructional Design

**12. Curricular and Instructional Design of the Educational Program**

Our curricular and instructional design draws upon proven practices from schools that have demonstrated strong results. As outlined above in *How Learning Best Occurs*, research from high-poverty, high-performing schools demonstrate five common elements:

- Focus on student achievement
- Clear curriculum choices
- Frequent assessment of student progress and multiple opportunities for improvement
- Emphasis on writing
- Collaborative scoring of student work

These practices inform our instructional strategies, shape our educational scope and sequence, and guide our process of using data to drive instruction. Our instructional and curricular design, underpinned by our own eight core principles (outlined in *How Learning Best Occurs*), will reflect these five core instructional elements.

**Focus on student achievement**

Through an intensive focus on performance outcomes and the implementation of strategic academic supports, we ensure mastery of core content knowledge and essential literacy and numeracy skills for all learners and all subgroups. Our unwavering focus on student achievement is crucial for our target student population in order to provide the strong learning foundation for their success in high school, college, and life.

Our focus on student achievement is shaped by effective practices from high performing schools that educate students with similar demographics and on current research on effective practices with our target community. In order to meets the needs of our students and maximize the potential for
learning, we emphasize key practices that are proven to complement our data-driven cycle of assessment, analysis, and action.

- **Differentiated Instruction**: Our small student to teacher ratio during our literacy blocks (10:1) allows for a high level of differentiation to reach all student needs. This focus on individualization within small homogeneous groups lets teachers identify and close gaps in learning. Our two-teacher model in grades TK-5 creates three small groups of 10 students and allows for two groups to receive tailored literacy instruction, each with a highly qualified and certificated teacher. This level of differentiation will support the academic growth and acceleration of all students, particularly our English Learners. A third group of students works on adaptive learning software that further promotes effective differentiation, critical for students below and above grade level, students with special needs, and English Learners. Groupings of students will remain flexible throughout the year to ensure all student needs are met.

- **Standards-Based Curriculum and Instruction**: Our curriculum is based on and fully aligned with the national Common Core Standards as adopted by the State of California. Under the leadership of the Head of School (Y1), Principal (Y1), and Dean of Curriculum and Instruction (Y3), all teachers begin each school year by closely examining state content standards and interim assessment that correspond to their respective grade level and content area. To ensure mastery of these standards, teachers then structure their lessons to align with the topic of study and deliver instruction based on specific standards-aligned objectives. Instructional methods will be chosen in the manner best suited to meet the needs of all learners. Our emphasis on assessments and analysis will ensure our academic program is occurring at the appropriate pace, as determined by the state standards.

- **Systematic Checks for Understanding**: Our focus on student achievement is witnessed at all levels of our academic program. Assessing student learning on a regular basis during lesson delivery is critical for ensuring student mastery. Engagement, knowledge, conceptual understanding, questions, and mastery are all assessed or identified through frequent checks for understanding. Effective checks for understanding are both intentional and purposeful. Teachers will routinely measure student achievement through direct questioning and paraphrasing, written responses, Think-Pair-Share, white boards, small group discussions, specific signs or cues, and choral responses. These tools to measure student learning will be taught to teachers during ongoing professional development opportunities.

- **Gradual Release of Learning**: As outlined above in How Learning Best Occurs, our “I Do – We Do – You Do” approach to instructional delivery allows teachers to closely monitor and measure student learning as they progress through every lesson. Student achievement is tracked at every step in the process, beginning with precise modeling by the teacher. After this explanation occurs, teachers will then provide opportunities for the class or group to practice together. With multiple points to assess the level of learning, teachers can gradually shift the practice to the individual student level, while providing feedback on individual attempts to demonstrate mastery.

- **Cognitively Guided Instruction (CGI)**: This instructional approach to teaching math allows students to draw on their intuitive understanding of grouping and numbers to solve real world problems and learn new strategies from their peers. In a CGI lesson, students are presented with a word problem or “Number Story” and given paper, pencil, and manipulatives to solve the problem and represent their work with pictures and the standard
algorithm. CGI is effective at increasing students’ conceptual understanding of math and their standardized test scores and is a critical component of a Common Core-aligned math program. TK-5 students have CGI lessons four times per week, for a total of 180 minutes each week.

- **Strategic Planning:** Beginning with summer professional development, teachers will receive ongoing weekly support and coaching to build their lesson planning skills so they are able to lesson plan independently by the second trimester. Once teachers have mastered delivery, beginning with the second trimester, the lesson planning process will continue as following: Teachers will complete daily and weekly lesson planning templates using end-of-year assessments at least two weeks before delivery, the Head of School (Y1), Principal (Y1), and Dean of Curriculum & Instruction (Y3) will review these lessons and provide feedback no later than two days from submission, and teachers will make necessary edits and changes at least a week before the day of the lesson. This lesson planning cycle places a priority on student learning outcomes and specific supports to promote mastery.

- **A focus on improvement:** Underpinning our strategies to increase student achievement is our belief of continuous organizational and individual improvement. Through our laser-like focus on student performance, we use data to improve our educational programming and instructional capacity of each teacher. We remain responsive to the needs of all learners in the school building – children and adults. The Head of School and Principals will routinely analyze data using multiple metrics to assess the academic and organizational performance of the school and identify areas for improvement to further increase student achievement.

### Clear curriculum choices

Our educational program propels students to perform at high performance levels to help them achieve proficiency or greater on the state’s standards. Beginning in Kindergarten (to include TK), students are provided a clear and meaningful curricular pathway and framework that will develop the elementary and middle school foundation for college- and career-readiness mandated by the State of California and prioritized within LAUSD’s priorities and plans.

Each year, students receive a double dosage of math and literacy instruction (90 minutes and 150 minutes daily, respectively), a full instructional block of science/social studies (60 minutes daily), technological literacy (30 minutes daily), and an intervention/enrichment block (60 minutes daily). Our schedules and daily content blocks are aligned to the California Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). Our curriculum is strategically created to prepare students for success in high school, college, and life.

- **ELA:** Literacy is the key academic skill on which all future skill and knowledge acquisition is based. One of the greatest barriers that hinder students’ academic success is a weak foundation in literacy. Studies confirm that success or failure in building a foundation of fundamental literacy in the primary grades is a compelling gauge of future academic success.

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70 High performing schools such as Success Academies in NY, NY, North Star in Newark, NJ, and BES schools Nashville Classical in Nashville, TN and Vista College Prep in Phoenix, AZ use CGI.

The language arts program at Excelencia is aligned fully with The California Content Standards. While our pedagogical approach is student-centered and we individualize instruction as much as possible, our general scope and sequence follows that of the Common Core State Standards. The Common Core’s “College and Career Readiness Anchor Standards” dictate the broad goals for what all students should be able to do prior to graduating high school in order to be ready for higher education and a range of career options, while the K-8 standards inform the more grade-specific expectations. Our language arts curriculum utilizes state adopted textbooks, teacher-created curriculum, and a variety of supplementary resources to enhance student learning including leveled libraries and guided reading.

We introduce in Kindergarten (including TK) the basics of reading, exposing students to a range of literature (stories, drama, and poetry) and informational texts (historical, scientific, and technical texts, and literary nonfiction). Students learn to ask and answer questions about key details in a text with prompting and support. They also learn to retell familiar stories, demonstrating their ability to identify characters, settings, and major events. They begin to understand the mechanics of reading as well, learning to follow words from left to right and recognize uppercase and lowercase letters along with the corresponding sounds. In terms of writing, Kindergarten students combine drawing, dictating, and writing to express ideas and narrate events. They begin to show a command of the English language regarding grammar and usage when writing and speaking. They hone their speaking skills by participating in collaborative discussions with different partners about the texts or key topics covered in class.

Each subsequent grade builds upon the reading, writing, speaking, listening and language skills introduced in Kindergarten. The instruction at each grade level includes increasingly complex reading materials and as the students develop stronger skills, they assume more independence in their work assignments. Students will be able to apply grade-level phonics and word analysis in decoding words. By 4th grade, the students will have developed their critical thinking skills to the point that they will be able to compare and contrast using quotes and evidence from a text.

To achieve mastery of the Common Core literacy standards, we employ a balanced literacy program as outlined by the federal government: (phonemic awareness and phonics, fluency, vocabulary, comprehension and writing), that includes a significant focus on phonics.72 Students in kindergarten through third grade receive intensive phonics and phonemic awareness instruction using SRA Reading Mastery to ensure they have a solid foundation in fundamental reading skills. If there still is a need for extensive phonics instruction in reading and writing after the third grade, students receive one-on-one tutoring with a teacher to improve their skills. A foundation of strong literacy skills developed in the primary years through the instruction of a balanced literacy program allows literacy instruction in the upper grades to focus powerfully on deep comprehension of a variety of fiction and non-fiction texts. We recognize that reading proficiency is essential to the

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72 Reading Mastery, a reading instruction programs published by The McGraw-Hill Company, SRA designed to produce fluent, independent, and highly skilled readers. Curriculum is utilized by thousands of schools. More information can be found at https://www.sraonline.com.
mastery of all other academic subjects; therefore, students must graduate from Excelencia reading at or above grade level in order to be successful in college.

The language arts program at Excelencia is divided into multiple literacy blocks outlined in Figures 14-16. These blocks are not taught in isolation, but rather are integrated to allow for application of skills in context.

- **Math:** Similar to our ELA program, our math program is entirely aligned with the new Common Core standards, and includes a multi-disciplinary approach to ensure we connect mathematics instruction to science learning. From Kindergarten (including TK) through third grade, Excelencia students will have a daily mathematics block that focuses on numerical computation and a second daily math block that focuses on conceptual understanding and quantitative reasoning. In Kindergarten we introduce counting skills and the concepts of addition and subtraction. To create a basic foundation for place values, we expand students’ number knowledge to include 11-19. Our teachers help students grasp a basic understanding of measurement by comparing “measurable characteristics.” They also introduce problem-solving skills and other mathematical practices in grade level appropriate ways.

For each subsequent grade, teachers use scaffolding techniques to build students’ math skills focusing on the following categories: 1) operations and algebraic thinking, 2) number and operations in base ten (and beginning in third grade to include fractions), 3) measurement and data, and 4) geometry. In fourth grade, math classes include mathematics operations (focusing on math computation) and mathematics problem solving (focusing on math application). Our comprehensive math program also gives the school an opportunity to provide remediation as needed as well as provide advanced and expansive mathematics instruction.

The curriculum recognizes that students need both basic fact knowledge and “automaticity” with procedural computation as well as deep understanding of conceptual concepts and the ability to solve complex mathematical problems. All Excelencia students will know their addition and subtraction facts by the end of second grade and their times tables by the end of third grade. Students are expected to complete basic addition, subtraction, multiplication, and division computations to 95 percent accuracy. Teachers will require students to apply this strong basic skills knowledge in challenging problem-solving situations. Specifically, students are expected to: use basic symbols to solve simple and complex problems, gather and interpret data using graphs and charts, predict outcomes of probability experiments, and solve problems involving proportional relationships.

Math lessons follow a structured lesson plan designed for maximum success. The beginning of class will include a review of all homework assignments and will include cumulative review. There will also be daily sections for basic facts review and problem solving. Concepts are introduced in a set sequence, emphasizing both step-by-step approaches and explanations for each mathematical process.

- **Science:** Our science curriculum is based on the Next Generation Science Standards (NGSS) and provides a holistic and integrated approach to science education. Our
An integrated approach begins in Kindergarten (to include TK) and extends throughout eighth grade. In each grade level, students receive instruction on multiple disciplines in order to establish relationships across key science domains (the physical sciences, life sciences, earth and space sciences, and engineering, technology, and applications of science). Our scope and sequence ensures students are equipped with necessary tools, skills, and understanding of science as an interdisciplinary study that can be applied to other content areas, such as an inquiry-based approach in mathematics or drawing evidence from informational text to support a claim in reading.

- **History & Social Studies:** Our history and social studies curriculum is aligned to the CCSS. We will implement the curricular framework recommended by the California Department of Education. This progression of knowledge complements student development and understanding of society. In each grade level, core literacy practices, such as reading and writing, are embedded in the curriculum.

- **Technological Literacy:** Recognizing the need to increase exposure and use of technology in our students’ lives, we will offer a daily course (30 minutes) on technological literacy. In these courses, we will begin by teaching students the fundamentals of technology as a learning tool, including how to adequately access information and effectively communicate. Our technological literacy program teaches students how to produce well-reasoned conclusions based on analysis of acquired information using technology. As our students progress through our scope and sequence, we begin building their abilities to use technology to problem-solve and think critically.

- **Physical Education:** Physical education is core to the physical development of our students. We will provide daily physical education and exercise (20 minutes) for students because we recognize the important of growing our bodies as well as our brains. Our physical education curriculum will reflect the California State Standards and teach students about a fit and healthy lifestyle. The curriculum will prepare students for the California FitnessGram Physical Education test.

- **Elective(s):** We will provide a range of electives that students may choose from throughout the year. In our middle school, elective courses will rotate on a trimester basis so that students have the opportunity to take up to three different elective courses in a year. Elective courses, taught by our Enrichment teachers, will include, but are limited to, speech & debate, robotics, yoga, photography, coding, journalism, graphic design, and public speaking. In our elementary academies, students will have the opportunity to participate in multiple Enrichment activities during our daily Enrichment and Intervention block.

**Frequent assessment of student progress and multiple opportunities for improvement**

Placing all of our students on a clear, college-bound path is our mission. To meet this goal, we will backwards map student achievement and establish measurable learning benchmarks for each grade level. We define student achievement using a variety of tools, platforms, and resources. Through this approach, we will concentrate our efforts to maximize the learning potential of all students, including significant subgroups.
• **CCSS and NGSS:** Excelencia’s long-term scope and sequence is driven by and aligned to the Common Core State Standards of California and the Next-Generation Science Standards. These comprehensive sets of standards successfully establish the learning goals aligned to our educational program. Using these standards, the Head of School (Y1), Principal (Y1), and Dean of Curriculum & Instruction (Y3) will ensure annually that all curriculum is vertically aligned and creates a clear TK-8 learning pathway that is rigorous, grounded in literacy, and college-preparatory.

• **Strategic Teaching and Evaluation of Progress (STEP) Literacy Assessment System:** Reading is fundamental to future learning and academic success. “Failure to read proficiently by the end of third grade is linked to ongoing difficulties in school and failure to graduate.” Therefore, we will adopt the STEP Literacy Assessment system to closely monitor and track reading levels of every student. “STEP is a research-based formative assessment, data management, and professional development system that has been proven to significantly improve student achievement in literacy. STEP assesses children’s literacy skills, provides key data to educators, and trains teachers how to interpret that data in a way that moves children reliably through a 13-level system toward reading proficiency.” The STEP schedule outlined in Figure 10 demonstrates our advancement of reading levels. This schedule ensures students are reading on grade level by the third-grade and that our upper-elementary school students (grades 3-5) are equally accessing rigorous material to independently drive their own learning. Excelencia will provide the necessary assessment accommodations and modifications for English Learners so we can accurately reveal individual students’ language and literacy skills. Additionally, our educational program will provide extended support and literacy instruction for English Learners to ensure their success. Our STEP schedule is aligned to the decisions of high-performing charter schools serving similar student demographics. Our Academic Calendar outlines the dates of our STEP benchmarks. Students who are not on progressing along this schedule will receive additional supports and intervention.

**Figure 10: Schedule of STEP Levels and Corresponding Grade Levels**

<table>
<thead>
<tr>
<th>STEP Level</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-</td>
<td>Beginning K</td>
</tr>
<tr>
<td>1</td>
<td>Mid K</td>
</tr>
<tr>
<td>2</td>
<td>End of K</td>
</tr>
<tr>
<td>3</td>
<td>End of K / Beginning of 1st</td>
</tr>
<tr>
<td>4</td>
<td>Early / Mid 1st</td>
</tr>
<tr>
<td>5</td>
<td>Mid / End of 1st</td>
</tr>
<tr>
<td>6</td>
<td>End of 1st / Beginning of 2nd</td>
</tr>
<tr>
<td>7</td>
<td>Beginning of 2nd</td>
</tr>
<tr>
<td>8</td>
<td>Mid 2nd</td>
</tr>
<tr>
<td>9</td>
<td>End of 2nd / Beginning of 3rd</td>
</tr>
</tbody>
</table>


75 BES schools: Purpose Prep in Nashville, TN; Vista College Prep in Phoenix, AZ; Great Lakes Charter Academy in Chicago, IL.
• **Northwest Education Association Measure of Academic Progress (NWEA MAP):** A powerful learning complement to our achievement-driven focus and operation is the nationally-normed NWEA MAP assessment. The MAP will be administered in reading and mathematics at all grade levels, three times per year (start-of-year, mid-year, and end-of-year), and will additionally help us monitor and track reading and math proficiency levels within the course of one year and progress across years for individual students, cohorts, grade levels, and whole school. The assessment is strongly linked to the CCSS and a proven tool for academic measurement. “MAP assessments give students, parents, and educators more than just a score—these assessments deliver actionable data that can actually be used in real time to make a difference in education.”

• **ACT:** Students will take the ACT in the spring of their eighth-grade year. To ensure every student takes this important assessment, Excelencia will cover registration fees for all students who demonstrate financial hardship. This national assessment ensures our scholars possess the necessary skills for a rigorous high school experience and educational foundation for a successful college matriculation. We will establish a minimum college-readiness goal of 17 for eighth graders so that students can gradually achieve a 21 by their senior year of high school. This college readiness benchmark represents the minimum average score required for high school students to “have a high probability of success in credit-bearing college courses – English Composition, social sciences courses, College Algebra, or Biology.”

We will consistently use data to drive our instruction and actions. Data is gathered from multiple sources: state assessments in all tested areas at all grades required; CELDT/ELPAC; national assessments in reading and mathematics, including NWEA MAP, STEP, and ACT; and school-created, standards-based assessments such as our interim assessments and daily exit tickets in all content areas in all grades. We believe in frequent and multiple assessments in order to identify and target specific skill-gaps tailored to each student.

Based on results, we will respond quickly to analyze information and trends, identify individual students and gaps in learning, and create action plans that offer opportunities for improvement and mastery.

• **STEP, MAP, & ACT:** These national assessments allow us to consistently improve our curriculum and instruction. Based on these results, we will frequently assess and adjust our educational program, instructional decisions, student supports, and professional development priorities as necessary to strengthen the academic outcomes of our students.

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77 ACT Research and Policy. 2013. Information Brief: What Are the ACT College Readiness Benchmarks?.

78 To be fully compliant with state law and to gain valuable information about programmatic efficacy, Excelencia Charter Academy will adhere to all of the same testing and academic performance standards as established by law and regulation for statewide assessments administered to public school students in California. We will participate in all required statewide assessments and the outcomes of our statewide assessment testing will be measured and reported by the California Department of Education.
• **CAASPP**: Our educational program is linked to the rigorous learning standards and expectations outlined in the California Assessment of Student Performance and Progress (CAASPP). This assessment of student progress provides a detailed analysis of our success and areas of growth, by student and grade level. These results will provide an unbiased performance snapshot that will allow us to methodically evaluate the impact and effectiveness of our education model.

• **ELPAC**: We will ensure the success of every student, especially our English Learners. Our curriculum is designed to support and improve the academic outcomes of our ELs. We will administer and track the results of the English Language Proficiency Assessments for California (ELPAC) to monitor the proficiency of our ELs in each grade level.

• **Daily Exit Tickets**: Assessing student learning by topic and skill is essential to improving student achievement. Therefore, teachers will conclude every lesson with a formative assessment called an “exit ticket.” Exit tickets are teacher-created formative assessments comprised of 3-5 questions that are used to assess learning and mastery of specific daily objectives. Exit tickets will be administered during the last 5-10 minutes of each class. These results are used to inform reteach and review practices of un-mastered objectives, by class and individual student.

• **Interim Assessments**: To augment the data provided by the CAASPP, we will develop and implement internally created standards-based assessments in all core subject areas and at all grade levels to ensure that students are meeting or exceeding Common Core standards and adjusting elements of the school program and student supports when they are not. The results of these interim assessments, will allow us to make the necessary adjustments as immediately as possible to ensure that our students are acquiring the skills outlined in the California Content Standards. Standards-based interim assessments are administered at key and pre-scheduled points throughout the year and allow us to capture learning demonstrated across units and trimesters. Our interim assessments will specifically be aligned to CAASPP performance and format in both math and ELA.

• **End-of-Year Assessments**: Prior to the end of each school year, we will administer an end-of-year assessment in each subject area and grade level to monitor subject mastery of The California State Standards. Our ultimate goals are for students at every applicable grade level, including all subgroups, to meet state academic performance targets on the CAASPP and to prepare them for success in high school, college, and life. These summative assessments help us determine levels of student progress and preparation as they matriculate to subsequent grade levels.

**An emphasis on writing**

Learning to write is essential to a child’s education. “If students are to make knowledge their own, they must struggle with the details, wrestle with the facts, and rework raw information and dimly understood concepts into language they can communicate to someone else. In short, if students are
to learn, they must write.”  Writing allows students to examine and understand a variety of texts that will prepare them for success as an adult. We will place a particular focus on informational sources. “While informational texts make up the great majority of texts written and read by literate adults, far too few children are taught explicit strategies for reading and writing these text types.” Our students will receive constant exposure and access to writing opportunities across all core subjects because we understand its importance and role in the classroom. “For instance, writing about information in a science text should facilitate comprehension and learning, as it provides the reader with a means for recording, connecting, analyzing, personalizing, and manipulating key ideas from the text.” Our math curriculum also incorporates a significant time for writing and that focuses on the articulation of procedures, solutions, and ideas. This overall intentional emphasis on reading and writing prepares students to become effective communicators and allows them to better navigate their surrounding world.

In TK/Kindergarten, we introduce the basics of reading, exposing students to a range of literature (stories, drama, and poetry) and informational texts (historical, scientific, and technical texts, and literary nonfiction). Our science and social studies courses emphasize informational text to build the informational literacy capacity of our students. “The addition of informational texts to classrooms adds to the possibilities of young children learning about the world around them—building content knowledge that can influence their future sense-making of texts and also build their knowledge about the world.”

Research shows that there is an established link between writing and reading comprehension. “Students’ reading comprehension is improved by having them increase how often they produce their own texts. Students’ reading skills and comprehension are improved by learning the skills and processes that go into creating text, specifically when teachers teach the process of writing, text structures for writing, and paragraph and sentence construction skills.” Our daily writing course in grades TK-5 will teach our scholars the specific writing practices that enhance reading and learning.

Our performance assessments place a clear emphasis on written responses in order to best capture evidence of student learning and retention of skills and objectives. “The use of written responses [helps] teachers obtain better diagnostic information about students, and certainly helps students demonstrate the thinking process that they employed to find a correct (or even an incorrect) response to an academic challenge.” By encouraging students to “write to think,” our assessments and curriculum, we will intentionally prepare them for a rigorous high school and college education.

Collaborative scoring of student work

We will create a culture of achievement through school structures and practices that support a truly data driven culture and allows for objective scoring of student work. We will provide teachers with high quality, targeted PD and secure time for consistent data analysis, collaboration, and planning which is proven to lead to dramatic increases in student achievement. From 4:00pm – 5:00pm each regular school day, teachers collaborate between and across grade levels to ensure vertical and horizontal curricular alignment. A collaborative analysis of student outcomes on assessments provide an unbiased judgement of proficiency measures in core academic subjects. Teachers and school leaders analyzing and scoring student work together allows us to make immediate improvements in our academic program. This process ensures that we establish a seamless TK-8 educational experience that adequately scaffolds rigor and support for every student. Teacher planning periods are designed to provide a guaranteed space for the thoughtful discussion of student work, assessments, and curriculum. Collaboration driven by student achievement consists of the following:

- **Examination of student work:** During shared planning periods, teachers within and across grade levels constantly assess students’ writing, problem-solving process, assessment outcomes, and overall communication. By collectively assessing student work, we will specifically norm and define “student proficiency.” This allows the school to consistently align academic expectations and outcomes vertically and horizontally across grade levels. Our two-teacher model in ELA classes allows our teachers to collaborate within grade levels to easily norm instruction and assessments. Our afternoon planning periods are strategically designed so teachers can then align curriculum across different grade levels.

- **Recommendations for improvement:** We will consistently improve our academic program to best serve students and families. Each month, we will devote one of our Friday Professional Development afternoons to jointly assessing school-level outcomes. Together, school administrators and teachers evaluate student work from interim and benchmark assessments to measure the effectiveness of our academic program. We will rely on feedback and suggestions from teachers which creates an opportunity for them to lead and be responsible for our learning program.

Curriculum and Instruction

13. Curriculum

Through rigorous curriculum, high-quality instruction, and positive character development, Excelencia Charter Academy’s mission is to prepare students in TK-8 for academic and personal excellence leading to success in high school, college, and life.

In order to provide the caliber of instruction that will prepare our students with the academic foundation necessary for achievement in high school, graduation from college, and success in life, we carefully reviewed and vetted curricular materials for each subject and grade level to determine which will be most developmentally appropriate, academically rigorous, and engaging for our
students. In selecting course offerings and reviewing curricular materials, we considered the following factors:

- Alignment with The California State Standards
- Basis in scientific research of methods successful with our students, particularly ELs
- Degree of use in other high performing urban schools
- Effectiveness of teacher materials
- Effectiveness of student materials
- Level of vocabulary
- Reinforcement of grade level appropriate literacy skills

The California State Standards drive levels of college- and career-readiness across the state. These standards have been fully integrated across all grades (K-12). Our curriculum has been planned and designed using these standards as our guiding framework.

Using CCSS as our blueprint, we will build on this proven level of academic rigor and clarity using other standards from high-performing public charter schools and networks. Our standards and curricular sequence are aligned vertically and horizontally: across classrooms in the same grade level, teachers collaboratively design and plan lessons based on subject; throughout grade levels, the rigor and pace of standards evolve steadily so that students experience a seamless, yet purposeful educational experience from elementary to middle school.

To implement an effective curriculum, teachers and school leaders (Head of School, Principals, Dean of Curriculum & Instruction, and Student Services Manager) will work within and across grade levels to ensure fidelity to our standards-based frameworks. Each grade level will operate with an end-of-year assessment that serves as a guiding tool to measure academic excellence and which will be aligned with frequent standards-based interim assessments, weekly quizzes, and daily exit tickets. The end-of-year assessments for our core content classes will be created using Smarter Balanced released questions and practice tests and official ACT released tests. Using these assessment resources to define concrete learning goals, a year-long curricular scope and sequence will be designed and provided for teachers. The Head of School will create the scope and sequence in years one and two of operation. The Principals, Dean of Curriculum & Instruction, and lead teachers will collaboratively create, evaluate, and refine the scope and sequence in all subsequent years.

Our comprehensive course selection outlined in Figures 11-13 have been modeled after similarly sized schools that have demonstrated strong academic outcomes. Before the end of each calendar year, the Head of School or Principals, Dean of Curriculum & Instruction, and lead teachers will evaluate areas of improvement and adjust these lists accordingly to best serve our students.

**Figure 11: Early Elementary Academy (Grades K-2) Instructional Blocks**

<table>
<thead>
<tr>
<th>Subject (Year-Long)</th>
<th>TK/Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Phonics Instruction</td>
<td>Phonics Instruction</td>
<td>Phonics Instruction</td>
</tr>
<tr>
<td></td>
<td>Guided (Grade Level) Reading</td>
<td>Guided (Grade Level) Reading</td>
<td>Guided (Grade Level) Reading</td>
</tr>
<tr>
<td>Subject (Year-Long)</td>
<td>3rd Grade</td>
<td>4th Grade</td>
<td>5th Grade</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>English Language Arts</strong></td>
<td>Novel and Nonfiction Studies</td>
<td>Novel and Nonfiction Studies</td>
<td>Novel and Nonfiction Studies</td>
</tr>
<tr>
<td></td>
<td>Guided (Grade Level) Reading</td>
<td>Guided (Grade Level) Reading</td>
<td>Guided (Grade Level) Reading</td>
</tr>
<tr>
<td></td>
<td>Essential Literacy Skills Review</td>
<td>Essential Literacy Skills Review</td>
<td>Essential Literacy Skills Review</td>
</tr>
<tr>
<td></td>
<td>Read Aloud &amp; Vocabulary Development</td>
<td>Read Aloud &amp; Vocabulary Development</td>
<td>Read Aloud &amp; Vocabulary Development</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>Writing</td>
<td>Writing</td>
</tr>
<tr>
<td><strong>English Language Development</strong></td>
<td><em>We will provide designated and integrated ELD instruction</em></td>
<td><em>We will provide designated and integrated ELD instruction</em></td>
<td><em>We will provide designated and integrated ELD instruction</em></td>
</tr>
</tbody>
</table>

**Figure 12: Upper Elementary Academy (Grades 3-5) Instructional Blocks**
<table>
<thead>
<tr>
<th>Subject</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>Numerical Computation</td>
<td>Numerical Computation</td>
<td>Numerical Computation</td>
</tr>
<tr>
<td></td>
<td>Conceptual Understanding &amp; Quantitative Reasoning</td>
<td>Conceptual Understanding &amp; Quantitative Reasoning</td>
<td>Conceptual Understanding &amp; Quantitative Reasoning</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Integrated Science</td>
<td>Integrated Science</td>
<td>Integrated Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Continuity and Change</td>
<td>California History</td>
<td>U.S. History and Geography (Making a New Nation)</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>Technological Literacy</strong></td>
<td>Communication and Information II</td>
<td>Critical Thinking and Decision Making I</td>
<td>Critical Thinking and Decision Making II</td>
</tr>
</tbody>
</table>

**Figure 13: Middle School (Grades 6-8) Course Offerings**
English Language Arts

Excelencia Charter Academy’s emphasis on literacy reflects the school’s college preparatory focus, given the clearly established link between advanced reading skills and college preparedness. The literacy demands of a college preparatory high school curriculum are significant, and the fact that underprepared students are unable to navigate these demands remains one of the major reasons that students choose to drop out from high school. Our comprehensive literacy program is aligned to the Common Core State Standards in reading, writing, listening, and language. Our curriculum and course structure is designed to equip students with the necessary skills and knowledge so they develop the following capabilities of the literate individual:

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

Excelencia Charter Academy (“Excelencia”) will radically change the trajectory of underserved children by providing them with a strong literacy foundation starting in kindergarten (including TK). We know that “one in six children who are not reading proficiently in third grade fail to graduate from high school on time, four times the rate for children with proficient third-grade reading skills.” To change our students’ trajectory, we will emphasize each essential literacy strand and prioritize skill development within our literacy instruction.

Each subsequent grade builds upon the reading, writing, speaking, listening and language skills introduced in kindergarten. In total, Excelencia will devote 150 minutes of instructional time daily in grades TK-5 to strategically ensure student mastery of these essential areas through our comprehensive literacy instructional model. We will structure our curriculum and instruction beginning in kindergarten (including TK) to instill the essential literacy building blocks for first grade such as decoding regularly spelled one-syllable words and demonstrating command of standard English grammar. By third grade, scholars are reading on or above grade level with fluency and comprehension.

By fifth grade, scholars command a robust vocabulary, read with appropriate phrasing and intonation, comprehend fiction and non-fiction grade level texts, and write multi-paragraph essays along a variety of genres, including persuasive, expository, and narrative. This extensive focus on

literacy in the early grades provides a strong foundation for middle school. By eighth grade, students will retain and further develop all skills and understanding from previous grades. By the end of our middle school literacy program, students will meet college and career readiness expectations to ensure high school and college success.

Our language arts curriculum will utilize state adopted textbooks and research-proven, balanced literacy programs, such as SRA Reading Mastery and adaptive computer-based literacy program Lexia. When diagnostics determine students’ academic strengths and weaknesses, teachers supplement the curriculum with additional resources, such as those from Reading A-Z and teacher-created curriculum.

We will proactively address any gaps in learning that scholars have upon enrollment by providing targeted, differentiated support. We know reading development is most crucial in the earliest grades of school as early literacy, language development, and reading skills are the foundation of all future learning. Therefore, the central purpose of our two-teacher model in every TK-5 classroom is to ensure every scholar can read proficiently through a reduced teacher-scholar ratio within differentiated reading groups to maximize small-group intervention, individualized support and targeted remediation within the classroom in real time. By intensely utilizing our curriculum to meet the individual needs of scholars, we will be able to optimally support the diversity of our learners and provide sufficient support to all scholars - particularly scholars with special needs, English Learners, and scholars below and above grade level.

**TK-2 Literacy Program in Excelencia Charter Academy**

It is well-documented that early reading ability predicts reading comprehension ability throughout elementary grades and thereafter. Therefore, from kindergarten (including TK) through second grade, students will have an extended amount of time devoted to literacy acquisition, in preparation for the movement from learning to read to reading to learn, and in preparation for a demanding and literacy rich curriculum in the upper elementary and middle school grades, so that the demands of a college preparatory high school curriculum will be accessible for all students.

“Reading proficiently by the end of third grade can be a make-or-break benchmark in a child’s educational development. Low achievement in reading has important long-term consequences in terms of individual earning potential, global competitiveness, and general productivity.” Thus, in the earliest grades, students must learn to master all strands of literacy so that they mature into high-functioning scholars. For this reason, in our early elementary academy (TK-2), each student will rotate through blocks of decoding instruction, instruction on reading comprehension strategies, and computer-based reinforcement of reading concepts.

Our goal is to ensure that all students have the literacy skills to read and write at or above grade level when they enter third grade, or after they have been with us for three years. Our students develop decoding and reading fluency, and we will lay the foundation for their expression of critical thought through writing.

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The TK-2 schedule devotes 150 minutes daily to our literacy program, including daily lessons in phonics, guided reading, reading comprehension skills and strategies, Read Aloud, vocabulary development, and writing. Our literacy block in TK-2 is broken up into five core literacy components, three of which include small group instruction with no more than ten students per group.92 Small group instruction is provided during a three-period rotation through guided reading, phonics instruction and, blended learning on an adaptive, literacy-based, research-based computer program such as Lexia.93 Whole-group instruction is provided during writing, Read Aloud, and vocabulary development. We will follow a balanced literacy approach, believing every element of our design reinforces one another. Figure 14 explains each component of the TK-2 literacy program.

**Figure 14: The TK-2 Literacy Program at Excelencia Charter Academy**

<table>
<thead>
<tr>
<th>Program Elements</th>
<th>Element Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonics Instruction</strong></td>
<td>Phonics Instruction helps students understand the relationship between the sounds of the English language and its letters and words. Instruction takes place in groups of no larger than 10 students in order to best differentiate learning. Our lessons begin with the integration of learned letters and sounds in order to build familiarization with associated words. As we progress throughout the year, students begin to encounter unfamiliar words and use their previous knowledge of sound patterns to develop their reading skills.</td>
</tr>
<tr>
<td><strong>Guided Reading</strong></td>
<td>During our guided reading block, students learn to build their comprehension skills. Guided grade level reading and leveled reading occur during our literacy rotations and therefore, teachers model effective strategies with students in small groups. Based on our small-group model, teachers select reading materials appropriate to the grade level. Teachers begin by modeling a strategy – such as summarizing the text, making reasonable predictions, or drawing conclusions – and then providing independent student practice time based on the taught skill. Teachers closely monitor student practice and provide immediate feedback.</td>
</tr>
<tr>
<td><strong>Essential Literacy Skills Review</strong></td>
<td>Through our 1:1 computer to student ratio, students receive targeted, adaptive instruction based on appropriate levels. Students practice fundamental literacy skills through adaptive computer programs that build fluency. During our literacy rotations, students receive 30 minutes each day to practice these essential skills in order to read at or above grade level by third grade.</td>
</tr>
</tbody>
</table>
| **Read Aloud & Vocabulary Development** | Read Aloud and Vocabulary Development are designed to build students’ knowledge for successful and effective reading. During this daily 30-minute class, teachers read aloud a selected book or passage to students, while asking guiding questions to foster comprehension and  

92 North Star in Newark, NJ, is the highest scoring non-selective school in New Jersey, and implements a similar 3 group rotation through guided reading, phonics instruction and computer reinforcement.

93 Lexia is a research-based literacy program on computer used at high performing schools such as those in the Building Excellent Schools Network.
listening skills. A critical focus of this course, however, is to expose our students to robust vocabulary development. As demonstrated on state and national assessments, vocabulary plays a pivotal role in college and career readiness; therefore, through this class, we will introduce, model, and reinforce new vocabulary words to students while demonstrating strong reading habits.

<table>
<thead>
<tr>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our writing block prepares students to think critically and communicate clearly with regard to their ideas, both a fundamental skill for life and success in higher education. Our writing curriculum is designed to have students produce writing with excellent organization of ideas, elaboration, and flow in multiple genres and contents. The curriculum has a heavy focus on sentence structure, vocabulary, basic grammar, and paragraph formation. Each month, teachers will focus on a particular writing strategy, also outlined in the CCSS, that they will introduce to the class. Each week, teachers will introduce specific writing skills through mini-lessons and re-teaching that have extensive and explicit connections to math, science, and social studies.</td>
</tr>
</tbody>
</table>

3-5 Literacy Program in Excelencia Charter Academy

In grades 3-5, we will focus on ensuring all students have transitioned to “reading to learn.” Transition to the reading to learn phase is critical since “if children are unable to make the transition from Stage 2 to 3 [learning to read to reading to learn], their academic success is usually severely challenged.”

In grades 3-5, our literacy block is 150 minutes, and begins with a 90-minute literacy rotation here students work independently and on blended learning programs on computers while the two ELA teachers each meet with strategically grouped students for 30 minutes each. In some instances, students may move to another classroom in their grade to join a reading group that is more level appropriate for them. To facilitate this, all classes have their literacy rotations at the same time.

In grades 3-5, there will be an advanced curriculum of literature study as well as instruction in grammar, usage, and language conventions. Writing will be a daily feature of the academic program in all grades. By the time students transition to middle school, they will have learned to produce paragraphs, and fully-developed expository, narrative, and persuasive compositions. Figure 15 provides an explanation of the Excelencia Charter Academy Literacy Program for grades 3-5.

Figure 15: The 3-5 Literacy Program at Excelencia Charter Academy

<table>
<thead>
<tr>
<th>Program Elements</th>
<th>Element Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novel and Nonfiction Studies</td>
<td>During our Novel and Nonfiction Studies, teachers provide direct instruction on rigorous reading standards through non-fiction texts. Students are exposed to a variety of non-fiction sources and topics to</td>
</tr>
</tbody>
</table>


95 Ibid.
ensure they are prepared to drive their own learning in high school and college. In grades 3-5, students receive 30 minutes each day to build reading comprehension and understanding, while engaging with text from a variety of subjects and genres.

| Guided Reading | During our guided reading block, students learn to build their comprehension skills. Guided grade level reading and leveled reading occur during our literacy rotations and therefore, teachers model effective strategies with students in small groups. Based on our small-group model, teachers select reading materials appropriate to the grade level. Teachers begin by modeling a strategy – such as summarizing the text, making reasonable predictions, or drawing conclusions – and then providing independent student practice time based on the taught skill. Teachers closely monitor student practice and provide immediate feedback. |
| Essential Literacy Skills Review | Through our 1:1 computer to student ratio, students receive targeted, adaptive instruction based on appropriate levels. Students practice fundamental literacy skills through computer programs that build fluency. During our literacy rotations, students receive 30 minutes each day to practice these essential skills in order to read at or above grade level. |
| Read Aloud & Vocabulary Development | Read Aloud and Vocabulary Development is designed to build our students’ knowledge for successful and effective reading. During this daily, 30-minute class, teachers read aloud a selected book or passage to students, while asking guiding questions to foster comprehension and listening skills. A critical focus of this course, however, is to expose our students to robust vocabulary development. As demonstrated on state and national assessments, vocabulary plays a pivotal role in college and career readiness; therefore, through this class, we will introduce, model, and reinforce new vocabulary words to students while demonstrating strong reading habits. |
| Writing | Our writing block prepares students to think critically and communicate clearly with regards to their ideas, both a fundamental skill for life and success in higher education. Our writing curriculum is designed to have students produce writing with excellent organization of ideas, elaboration, and flow in multiple genres and contents. The curriculum has a heavy focus on sentence structure, vocabulary, basic grammar, and paragraph formation. Each month, teachers will focus on a particular writing strategy, also outlined in the CCSS, that they will introduce to the class. Each week, teachers will introduce specific writing skills through mini-lessons and re-teaching that have extensive and explicit connections to math, science, and social studies. |

### 6-8 Literacy Program in Excelencia Charter Academy

The primary focus of ELA instruction in grades 6-8 is to prepare all students for success within an academically rigorous, college preparatory high schools, so that they can graduate from a college
or university of their choice. As outlined in Figure 16, our Middle School Literacy block is broken into two discrete sections: Reading Comprehension & Literary Analysis and Composition. Students spend 110 minutes daily on core literacy programming.

**Figure 16: The 6-8 Literacy Program at Excelencia Charter Academy**

<table>
<thead>
<tr>
<th>Program Elements</th>
<th>Element Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension &amp; Literary Analysis</td>
<td>Reading Comprehension &amp; Literary Analysis is a course designed to help students improve the proficiency of reading comprehension that can then be applied to all academic subjects. We will build proficiency by providing students with reading strategies that are applied to informational and literary texts. Explicit skills necessary for textual analysis are taught and classes are led through complex, grade-level texts. Students complete writing assignments associated with texts read in their literature class to build critical analysis skills. Through this middle school course, students will enter high school able to thoughtfully make inferences, answer essential questions, and compare and contrast information between multiple sources.</td>
</tr>
<tr>
<td>Composition</td>
<td>In Composition, we will teach students to methodically question and analyze text and show them how to use this information to create effective thesis statements supported by evidence. Students build their understanding of the structure of an essay, while developing their critical thinking skills to write compelling compositions. Throughout our middle school composition program, writing moves to longer, more complex essays by the eighth grade. Our ELA teachers follow writing scope and sequences based upon Common Core State Standards, and pull from resources such as <em>Lucy Caulkins’ Units of Study for Teaching Writing</em>. Students write in a variety of genres including expository, persuasive, comparing and contrasting, and narrative. Grammar, spelling, and punctuation are part of the composition block, and students are taught to work independently through the writing process.</td>
</tr>
</tbody>
</table>

**Mathematics**

Literacy and Mathematics are at the core of our foundational approach to education. In the 21st century, the ten college majors that lead to high salaries all require a mathematics background. Excelencia Charter Academy has a comprehensive mathematics program that provides 90 minutes of daily math instruction in TK-5 and 110 minutes in grades 6-8. In all grades, students receive daily classes in both Numerical Computation and Conceptual Understanding & Quantitative Reasoning – two distinct instructional blocks. See Figure 17 for course descriptions.

**Figure 17: The TK-8 Math Program at Excelencia Charter Academy**

<table>
<thead>
<tr>
<th>Program Elements</th>
<th>Element Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numerical Computation</strong></td>
<td>Designed to strengthen students’ math skill sets, Numerical Computation balances operational math skills with problem solving strategies. With an emphasis on formal logic, students enhance their abilities to prove solutions by applying problem solving techniques. Students are exposed to all Mathematical Practice and Content Standards that cover all topics aligned to each grade level. With a focus on procedural skill and fluency and problem-solving applications, students use mathematics to solve a range of problems and engage in key mathematical practices.</td>
</tr>
<tr>
<td><strong>Conceptual Understanding &amp; Quantitative Reasoning</strong></td>
<td>Promoting mastery of each objective, Conceptual Understanding &amp; Quantitative Reasoning teaches students to think critically about each concept. Through class collaboration and discussion, students deepen their understanding of mathematics through investigation and explanation. Students are exposed to all Mathematical Practice and Content Standards that cover all topics aligned to each grade level. We promote mastery of grade appropriate principles of mathematics and logical reasoning and teach students to apply them to real life situations as defined by California State Standards and Common Core.</td>
</tr>
</tbody>
</table>

Excelencia will take this dual approach because we recognize the importance of students being adept at fundamental calculation skills, as well as developing the critical thinking and problem solving skills with which to approach mathematics problems. Accordingly, our approach provides a comprehensive math program that develops within students strong foundational skills in procedural computation, as well as the accompanying conceptual understanding and capacity of multi-step applications.

We will align all our math curriculum and assessments to the California Common Core State Standards: Mathematics (CA CCSSM) to ensure every scholar is prepared for a challenging high school mathematics experience. The Mathematical Content Domains (K-8) are organized into the following categories: Number and Quantity, Measurement and Data, Algebra, Functions, Modeling, Geometry, and Statistics and Probability. Each category is thoroughly embedded throughout our TK-8 scope and sequence so that students receive a comprehensive mathematics education. Students master middle school math, pre-Algebra, and Algebra I by the end of eighth grade, a critical milestone pursuant to success in advanced mathematics (Algebra II, Geometry, Trigonometry, and Calculus).

Our **Numerical Computation** course focuses on number sense and the procedural math computation skills that students need to have mastered to solve more difficult word problems. At the early elementary academy (grades TK-2), we will provide extra practice for students in number and numerical operations, because we believe that students must have solid number sense in order to progress well in mathematics. Excelencia will take this approach because research suggests that success in foundational math is directly connected to future achievement or, in far too many cases, future struggles. Research supports our approach. In fact, beginning first-graders who understand
numbers, the quantities those numbers represent, and low-level arithmetic will have better success in learning mathematics through the end of fifth-grade.97

In grades TK-5, students will begin their Numerical Computation block with a brief math meeting from the Everyday Counts Calendar Math program, which provides lessons and activities to preview, review, practice, and discuss critical math concepts and skills focused on place value, measurement, time, money, mental math, geometry, estimation, patterns and functions, graphing, statistics, and algebra. Moreover, Calendar Math achieves its goals through a brief math meeting and cooperative learning. Research has shown its ability to impact student achievement even when used for as little as 10 minutes per day. In a case-study used by New Haven Schools, Calendar Math doubled the frequency of hands-on activities a teacher used and had a significant impact on student performance on the end of year state test. Finally, in teacher feedback afterwards, staff singled out the connection between Calendar Math and EL students’ ability to talk math.98

From Calendar Math, students move to specific operational practice and problem solving application led by teachers’ use of our internally created curriculum based upon the Common Core, and informed by top performing schools nationally such as Edward Brooke in Boston and Achievement First in New York City. Our Numerical Computation block is efficient and data-driven, separating multiple concepts into connected increments, and acknowledging that small portions of information are easier to teach and to learn. Student practice is presented and frequently evaluated in increments throughout a grade level. Each increment builds on the groundwork of previous increments, guiding students to a strong fluency of mathematical procedural skills. To illustrate the increase in knowledge and skills throughout the grades we will use an algebraic example. In K (including TK), students begin with recognizing patterns and the names of numbers 1-100. In first grade, students will learn that 8 + 3 = 11 is the same as 3 + 8 = 11. In second grade, students will add and subtract numbers within 100 with fluidity. In third grade, students will apply properties of multiplication and division, while fourth graders will be able to interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. By fifth grade, students will be able to express more complex equations and expressions in both numeric and word form. As is demonstrated in this mathematics example, students will build procedural fluency within and across grade levels and increase their ability to solve complex numerical problems as aligned to the CCSS.

Our Conceptual Understanding & Quantitative Reasoning instructional block focuses on students developing a deep understanding of math concepts and utilizing that deep conceptual knowledge to solve math word problems using a variety of approaches. Our Conceptual Understanding & Quantitative Reasoning program in grades TK-5 draws from California-adopted curriculum such as Go Math!. We recognize that students not only require basic fact knowledge and automaticity with procedural computation, but also a deep understanding of conceptual ideas and the ability to solve complex mathematical problems.

Our Conceptual Understanding & Quantitative Reasoning block is grounded in “CGI” math or Cognitively Guided Instruction that includes a daily word problem and teaches students to read,

retell, visualize, problem solve and is based upon the book by the same name. The block begins with students completing a logic problem in the following way: (1) Repeat the problem. Using high-frequency chants, students repeat teacher’s word problem from the beginning making sure they have every detail correct. (2) See the problem. Selected by the teacher, students come to the front of the room and act the problem out (i.e. pretend to be the 2 slices of pizza that Maria has and the extra slice she gives away). (3) Draw the problem. Using prior information, students draw the problem in their math journals. (4) Solve the problem. Using strategic checks for understanding, the teacher will either select an individual student or ask the whole class to solve the problem (i.e. how many slices of pizza did the teacher give Maria?). From there, students enter their math workshop, led by a teacher’s use of standards-aligned curriculum such as Go Math!. The math workshop combines small group practice, whole group discussion, individual practice, and engages students using math games and manipulatives. The concepts and skills that students are taught are organized into the same strand as the Common Core State Standards and strands are taught either in isolation or two at a time. The gradual increase in meaningful understanding on mathematical content can be illustrated with the example of geometry. Starting in kindergarten, students learn the names of basic shapes. In first grade, they are able to identify the main characteristics that distinguish shapes (straight versus curved exterior, number of sides, etc.) and are able to draw shapes. They also partition shapes to form “halves” or “fourths.” In second grade, they deepen their understanding of shapes’ attributes further to include angles. In third grade, students realize that shapes can be grouped into classifications according to their attributes, like rhombuses and rectangles being quadrilateral shapes. Students also begin to grasp the idea that by partitioning shapes into different equal parts, the sub-parts have equal “areas.” By fourth grade, students elevate their understanding of shapes’ classifications and are able to draw shapes based on their lines and angles, including symmetry and asymmetry. As a culminating application, students learn to graph points on a coordinate system with two axes in order to solve real-world math problems.

Each successive unit builds on the previous unit, so students can make connections across strands each year and across grades, remembering prior instruction in a specific strand. Throughout the Conceptual Understanding & Quantitative Reasoning block, teachers are able to differentiate, indicating on their lesson plans how they will pair or group students and which groups they will work with during what times. This planning by the teacher leads to high levels of differentiated support both by student and by skill. Ultimately, all Excelencia Charter Academy students will succeed in mathematical problem solving and critical thinking because of an approach that focuses on advanced learning strategies.

Our dual approach math program is taught in small groups, with students rotating through mini-lessons with a teacher as well as independent math work on a computer using an individualized, game-based math program such as Khan Academy and ABCya! math. In TK-2, students are split into three groups. Two are always with a teacher, one on computers. In grades 3-5, students are similarly split into three groups, with two groups on computers while a third works with the teacher. This blended learning approach allows us to individualize instruction for students at their


individual level during both small group instruction and during independent practice, particularly helpful to a wide variety of learners. We will constantly reassess the best programs for our instruction as technology and programming continues to evolve.

**Social Studies**

To complement our three core literacy programs, we will provide a text-based social studies curriculum that develops informational text reading skills. For students to be college ready, they need “to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content.”

Grounded in the CCSS, our history/social studies curriculum will be linked to college readiness and rigorous literacy standards. We will use the History Alive! Textbook series published by the Teacher’s Curriculum Institute to address multiple strands in social studies, including social studies skills which are infused throughout the curriculum. The curriculum provides detailed guided notes for students, a project-based approach to learning, as well as student questioning at high levels of Bloom’s Taxonomy to extend student thinking.

Students in our early elementary academy (grades TK-2) will learn about basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. Students learn about the broad concepts of rights and responsibilities in the contemporary world and explore the stories of extraordinary people from history whose achievements have touched them, directly or indirectly.

As they progress to our upper elementary (grades 3-5), students learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society. Students learn the story of their home state, unique in American history, and examine California in the context of the rest of the nation. Students also study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came.

In our middle school (grades 6-8), students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. Students conclude our program by studying the ideas, issues, and events from the framing of the Constitution up to World War I. Students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences.

Excelencia teachers will use a variety of resources and instructional methods for students to achieve the cumulative progress indicators across all social studies strands. Students will participate in role plays and debates and will also do persuasive writing to extend their critical thinking.

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Science

Connected to our mathematics program, we will be implementing an application-based science curriculum grounded in Next Generation Science Standards for California Public Schools. Students apply their math knowledge to solve relevant, research-based science problems. Our Full-Option Science System (FOSS) curriculum “provides extensive professional development, but the main focus is on providing teachers with appealing, well developed materials to help them use inquiry and laboratory approaches as well as traditional content.”

A TK-8 science sequence is described in Figure 18.

Figure 18: FOSS Next Generation – TK-8 Sequence

<table>
<thead>
<tr>
<th>Physical Science</th>
<th>Earth Science</th>
<th>Life Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Matter</strong></td>
<td><strong>Energy and Change</strong></td>
<td><strong>Atmosphere and Earth</strong></td>
</tr>
<tr>
<td>TK/K</td>
<td>Materials and Motion</td>
<td>Trees and Weather</td>
</tr>
<tr>
<td>1</td>
<td>Sound and Light</td>
<td>Air and Weather</td>
</tr>
<tr>
<td>2</td>
<td>Solids and Liquids</td>
<td>Pebbles, Sand, and Silt</td>
</tr>
<tr>
<td>3</td>
<td>Motion and Matter</td>
<td>Water and Climate</td>
</tr>
<tr>
<td>4</td>
<td>Energy</td>
<td>Soils, Rocks, and Landforms</td>
</tr>
<tr>
<td>5</td>
<td>Mixtures and Solutions</td>
<td>Earth and Sun</td>
</tr>
<tr>
<td>6-8</td>
<td>Waves; Gravity and Kinetic Energy</td>
<td>Planetary Science</td>
</tr>
<tr>
<td></td>
<td>Chemical Interactions</td>
<td>Earth History</td>
</tr>
<tr>
<td></td>
<td>Electromagnetic Force; Variables and Design</td>
<td>Weather and Water</td>
</tr>
</tbody>
</table>

In kindergarten (including TK), students will acquire basic knowledge about energy flow, understanding that animals need food to survive, while plants need water and light. They are introduced to weather and climate concepts, and grasp the meaning of natural resources and natural hazards. Teachers organize activities that help students understand humans’ impact on our environment. Students also learn about motion and stability, connecting the push-pull dynamic. Many of the science standards covered in kindergarten simultaneously help them to comprehend “cause” and “effect.”

For each subsequent grade, our teachers employ scaffolding techniques to build students’ science knowledge and to foster their sense of curiosity about the physical world they live in and the energy forces they observe. At the culmination of our program, students’ understanding about energy flow, a topic first introduced in kindergarten, deepens to the point that they realize that energy from food was once energy from the sun, which was captured through photosynthesis by plants. They appreciate the interdependence of ecosystems. Students comprehend gravity and the effect of the sun on earth given its proximity compared to other stars. Students learn that matter can be subdivided into particles and understand that chemical reactions can occur when different substances combine. As a highly valuable long-term skill, they learn the principles of engineering design and are able to identify problems and strategies to test for solutions.

Using the hands-on FOSS science curriculum ensures students have access to an engaging and challenging curriculum. Science assessments, for example, include sections that focus on the key terms and ideas of a unit as well as a performance task component that requires students to synthesize and analyze data from laboratory experiments. Teachers also actively work to reinforce key mathematical concepts, especially graphing and measurement skills.

**Character Education**

Excelencia Charter Academy recognizes the importance of both academic and character education. We will instill in students a strong academic and character foundation that firmly underpins school and life success. We know that any child, regardless of their zip code, needs to be supported to perform well; therefore, we will support the character development of our students by providing the necessary structure and supports for scholars to exemplify actions that demonstrate scholarly, positive character. Our LEAD with Excellence character education program is an essential component to realizing our mission of setting students on a clear pathway to college.

We will hold students accountable for demonstrating excellent behavior, and we will specifically teach them the character skills needed for their success. We will strategically develop in scholars the school’s LEAD with Excellence core values – Leadership, Enthusiasm, Accountability, Determination, and Excellence – and the values are lived out through the daily actions of staff and scholars. Beginning with Morning Motivation, a daily homeroom meeting for all grades, our core values are reinforced throughout our highly structured, yet joyful school day. Our focus on positive character development provides scholars with the tools to practice, internalize, and exemplify these core values consistently in their daily interactions, in grade level appropriate ways. Starting in transitional kindergarten and kindergarten, students are taught that their effort directly correlates to their achievement, and they are recognized and celebrated for their hard work and academic success.
For example, in our early elementary academy (TK-2), students receive clear expectations for accountability. Through structured routines such as daily homework submission and breakfast cleanup, students quickly buy into our expectations, come to believe in them, and, most importantly, buy into their own success as students. For our youngest scholars, our character education program emphasizes the importance of making good choices. In our upper elementary academy (3-5), accountability is further reinforced by setting and discussing individual and collective learning goals that continues to provide a positive framework for our school culture. Students begin making the clear connection between personal accountability and college readiness. In our middle school (6-8), students are leading Community Meetings and constantly modeling accountability and recognizing this value as it is exemplified by others. This form of collaboration and peer celebration ensures students internalize this value and demonstrate it throughout the course of their academic career.

In the first weeks of school, scholars are taught the word “malleable” because they learn from their teachers that their brains are malleable and that smart is what you do and not what you are. The LEAD with Excellence framework outlines each value with tangible actions, giving teachers and scholars a common language. Teachers call attention to LEAD with Excellence values to support scholars’ understanding of the connection between LEAD with Excellence values and their actions. For example, during a first grade lesson when students transition with their supplies for instruction before the final bell chimes, the teacher exclaims, “Great job showing leadership, Harvard 1!” A fourth grade scholar who has finally been able to accurately solve a long division problem with a double-digit divisor after multiple attempts might hear, “Excellent determination, Josue!” By reinforcing the LEAD with Excellence values through (a) daily references on value-based actions and choices, (b) weekly lessons to develop good character, and (c) weekly LEAD with Excellence Community Meetings, scholars own their actions and LEAD with Excellence. Figure 19 outlines examples of specific actions that we will hold scholars accountable for in accordance with LEAD with Excellence core values.

**Figure 19: LEAD with Excellence Core Values**

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Tangible Student Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>“Stay focused on our goal - college.”</td>
</tr>
<tr>
<td></td>
<td>• I am alert and engaged during class.</td>
</tr>
<tr>
<td></td>
<td>• I read during all of my guided reading time.</td>
</tr>
<tr>
<td></td>
<td>• I work hard on all my work all the time without taking breaks.</td>
</tr>
<tr>
<td></td>
<td>• I keep my body still during learning so that my body shows</td>
</tr>
<tr>
<td></td>
<td>Leadership.</td>
</tr>
<tr>
<td></td>
<td>• I use my time well. I don’t waste time or go to the bathroom</td>
</tr>
<tr>
<td></td>
<td>unless I really need to.</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>“Nothing great was ever achieved without enthusiasm.”</td>
</tr>
<tr>
<td></td>
<td>• I come to school ready to learn and have fun.</td>
</tr>
<tr>
<td></td>
<td>• My excitement to learn pushes me to succeed.</td>
</tr>
<tr>
<td></td>
<td>• I cheer others up when they are feeling down.</td>
</tr>
<tr>
<td></td>
<td>• I celebrate the successes of others.</td>
</tr>
<tr>
<td>Accountability</td>
<td>“Do what’s right, even when no one is looking.”</td>
</tr>
<tr>
<td></td>
<td>• I tell the truth immediately any time someone asks me a question,</td>
</tr>
<tr>
<td></td>
<td>even if the truth is hard to tell.</td>
</tr>
</tbody>
</table>
• I always make good choices.
• I can walk silently in the hallway by myself, and I walk with purpose, like a scholar.
• I am honest about what I know and what I don’t know.

**Determination**

“**Hard work makes anything possible.**”

• I accept consequences without pouting or getting frustrated.
• I show that I control my moods and am in a positive mood.
• I do my life work every night without an adult having to remind me.
• I make my own choices instead of following others.
• I try my hardest on every assessment.

**Excellence**

“**Excellence is a habit, not a single act.**”

• I speak loudly and proudly.
• I proofread all assignments before submission.
• I give my all in everything that I do.
• I produce neat work.
• I follow procedures with absolute precision.

Our character education block occurs weekly during our abbreviated instructional days and students have 30 minutes each week to intentionally build character and leadership skills. During Character Education, teachers discuss a different character trait with students. Our character education course complements our rigorous academic curriculum and builds the habits of success necessary to graduate from college fully prepared for the workplace. In grades TK-5, our students discuss our LEAD with Excellence core values – Leadership, Enthusiasm, Accountability, Determination, and Excellence. In grades 6-8, our character education program – embedded within our Physical Education course – is guided by Sean Covey’s *The 7 Habits of Highly Effective Teens.*

When provided with a highly structured, disciplined, and supportive learning environment, with quality, targeted instruction, all students will achieve to the highest academic standards. The goal is for our students to not merely do “well,” but also to do “good.” Our school culture makes it “cool” to do well – and to help others. Through clear rules and constant positive reinforcement, all Excelencia students will learn to take responsibility for themselves and their school in order to be leaders in their community.

**Physical Education.** Our Physical Education (P.E.) course fosters the physical, intellectual, and social growth of our scholars. Our P.E. program begins in Kindergarten (including TK) and extends through eighth grade. During this course, students learn about healthy eating habits, receive adequate exercise, and discuss character qualities through activity-based team building. Our physical education curriculum will reflect the California State Standards and will prepare students for the California FitnessGram Physical Education test.

**Curricular and Instructional Resources**

**Figure 20** is a comprehensive list of sample resources and instructional materials we will use across every grade level and subject.
### Figure 20: Sample Curricular and Instructional Resources

<table>
<thead>
<tr>
<th>Instructional Resources</th>
<th>Subject(s)</th>
<th>Early Elementary (TK-2)</th>
<th>Upper Elementary (3-5)</th>
<th>Middle School (6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>Math</td>
<td>Science</td>
<td>History / S.S.</td>
</tr>
<tr>
<td>ABCya!</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accelerated Reader</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieve 3000</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Code Academy</td>
<td></td>
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<tr>
<td>FOSS (Science)</td>
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<tr>
<td>Google Applications</td>
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<td>Investigations Math</td>
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<td>TCI History Alive</td>
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<tr>
<td>Technology Literacy Collaborative</td>
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</table>

### Innovative Curricular Components

**College Preparatory Program.** Our college preparatory program is driven by the belief that all students, regardless of racial or socio-economic status, can learn and achieve at high levels. Our college preparatory track begins with our first goal for every student: read on grade level by the third grade. In order to achieve this outcome, our early elementary (TK-2) curriculum is designed to provide small-group differentiated instruction and support for at least 90 minutes per day.
Students will receive additional supports through our 60-minute Enrichment and Intervention block at the end of each school day.

Our second major goal is for students to score a 17 (out of 36) on the ACT by the end of their eighth-grade year. To ensure every student takes this important assessment, Exclencia will cover registration fees for all students who demonstrate financial hardship. Based on college-ready benchmarks, an eighth grader scoring a 17 on the ACT is on track to score a 21 by their senior year of high school.104 Our Upper Elementary (grades 3-5) and Middle School (grades 6-8) curricula is designed using and aligned with CCSS and NGSS frameworks along with the ACT college-ready standards.

**Technological literacy.** Our Technological Literacy program is designed to equip students with necessary skills and tools to succeed in a technologically-driven economy. Our framework begins with teaching students the fundamentals of technology and its uses in our “Intro to Technology” courses. Students then begin to acquire essentials such as research techniques and how to effectively communicate in our Communication and Information courses. Finally, students will expand their learning and understanding of technology through application in our Critical Thinking & Decision-making courses.

**Two-teacher model in literacy.** Perhaps most innovative about our approach to teaching literacy is our two-teacher model that allows us to strategically target individual students by skill and objective. During our literacy rotations in grades TK-5, two highly qualified and certified teachers manage groups of 10 students each, while another group of 10 students works independently on adaptive learning software. During this 90-minute rotation period, the student to teacher ratio is 10:1. Teachers are able to closely monitor the performance of each student by specific literacy skill and provide immediate feedback.

**Enrichment and Intervention**

Our students receive multiple opportunities for individual and small-group support. Particularly in mathematics and literacy, we will provide extensive academic support for our most struggling learners. During our literacy rotations, students are exposed to 90 minutes of guaranteed small-group instruction. During our consecutive 45-minute mathematics blocks, students receive individual support from teachers during independent practice.

During our daily 60-minute enrichment and intervention block, students receive additional small-group instructional support. Each class is led by an ELA highly qualified and certified teacher, as the third grade-level teacher is relieved to lesson plan and analyze student data. Each ELA teacher works with students based on identified skill-gaps on recent assessments and exit tickets. During this block, teachers strategically identify students who require targeted remediation, while other students engage in enrichment activities such as adaptive learning programs, chess, logic puzzles, or coding. This design allows teachers to work with scholars in small groups to address student misunderstanding that was present during literacy rotations.

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104 A 21 on the ACT represents a student is “college-ready.” ACT.org.
15. Instructional Methods

High-quality instruction “completely changes the academic trajectory of low-achieving students – vaulting them from the lowest to the highest quartile.”\(^\text{105}\) Therefore, we will train teachers on effective instructional strategies that have greatest positive effect on student achievement for all students, in all subject areas, at all grade levels such as demonstrating appropriate wait time, asking high-level questions, scaffolding literacy cues, and reinforcing effort and providing recognition.\(^\text{106}\)

Our instructional platform is most informed by leading educational researchers, including Robert Marzano, Douglas Reeves, Mike Schmoker, and Doug Lemov, as well as the work of high performing charter schools across the nation throughout the Building Excellent Schools Network.

**Figure 21** outlines nine instructional strategies used in our classrooms as informed by the work of Marzano. Our teachers are supported with both the “when” and the “how” when selecting and implementing these strategies into lessons to consistently promote a culture of achievement in their classrooms.

**Figure 21: Marzano’s Nine Instructional Strategies**\(^\text{107}\)

<table>
<thead>
<tr>
<th>Instructional Strategy</th>
<th>Description</th>
<th>Classroom Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying Similarities and Differences</td>
<td>Teachers require scholars to identify similarities and/or differences between two or more items being compared.</td>
<td>We will support this important skill through explicit teaching and scholar practice within concepts, particularly non-fiction information. We will teach students to use a variety of graphic organizers, such as T-charts, Venn diagrams, cause and effect links, and compare/contrast organizers.</td>
</tr>
<tr>
<td>Summarizing and Note Taking</td>
<td>Teachers require scholars to provide a brief summary of content.</td>
<td>Teachers model summarization techniques by identifying key concepts and highlighting the most important concepts in lessons. Teachers explicitly instruct students on how to organize information through a variety of ways, including bullets, outlines, clusters, notes, and graphic organizers. Scholars begin to summarize reading selections in their independent reading logs starting in the first grade.</td>
</tr>
<tr>
<td>Reinforcing Effort and Providing Recognition</td>
<td>Teachers reinforce and track scholars’ efforts and provide recognition for achievement.</td>
<td>We will explicitly teach scholars that hard work is what makes them smart, and we will reinforce this message by praising their efforts as well as their achievement. We will track individual and class growth on interim assessments. We will display excellent student work. Weekly <strong>LEAD with Excellence</strong> Community Meetings recognize students who have demonstrated academic and behavioral success.</td>
</tr>
<tr>
<td>Homework and Practice</td>
<td>Teachers provide scholars with opportunities to increase their understanding outside of the classroom</td>
<td>We believe that students must have abundant opportunities to practice the essential skills and concepts learned in lessons. Therefore, we will seek a variety of opportunities to promote student practice. Non-instructional blocks of times during the instructional day, such as breakfast and lunch, are utilized for scholars to practice particular skills. Homework, called Lifework,</td>
</tr>
</tbody>
</table>


\(^\text{107}\) Ibid
through homework assignments.

is given daily and reinforces learned concepts throughout the week, as well as concepts needing review throughout the school year. Families are informed of the goals and objectives of Lifework, and they are required to sign assignments after accurate and neat completion nightly.

**Nonlinguistic Representations**

Teachers incorporate words and images using symbols to represent relationships and use physical models and physical movement to represent information.

Teachers enhance student understanding of content through nonlinguistic representations such as graphic representations, physical models, pictures, and kinesthetic activities. Students learn to generate these representations to further explain and justify their solutions or reasoning. These representations help students reinforce the knowledge in their minds.

**Cooperative Learning**

Scholars have opportunities to work together in pairs and small groups.

Through shoulder partners and small group tasks, students have opportunities to learn from each other. Group collaboration can be seen during problem solving tasks, small-group literacy rotations, debates, and think-pair-share opportunities.

**Setting Objectives and Providing Feedback**

Teachers create specific academic goals and provide feedback on progress.

Teachers state the objective of lessons prior to instruction. Per exit tickets or assessments, teachers conduct feedback conferences with students to specifically detail their progress. Our teacher feedback is corrective, timely, and specific to a criterion. Feedback conferences are scheduled with every scholar after every interim assessment, so scholars are clear about academic growth and next steps.

**Complex Cognitive Tasks**

Scholars have opportunities to work on complex tasks such as investigation, problem solving, decision-making, and experimental inquiry.

Complex thinking processes are scaffolded purposefully throughout our curriculum. Through our writing and composition courses, students consider various positions to decide on the best way to approach their side of the argument. With math curriculum such as Investigations, scholars have many problem-solving opportunities, including finding additional ways to solve the same math problems. In science, scholars use experimental inquiry as they make hypotheses and observations and draw conclusions.

**Cues, Questions, and Advanced Organizers**

Teachers use hints and questions to activate prior knowledge and deepen students understanding.

Teachers are thoughtful about how to build background knowledge and active prior knowledge in scholars. They plan questions and information into their lesson plans that help support the needs of all students. Teachers also model and instruct students on the use of graphic organizers, reading comprehension strategies, and text annotations in order to more deeply understand and retain content.

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**Figure 22** outlines our four focus areas for new teacher development. The first four highlighted skills, grounded in research conducted by The New Teacher Project, are proven instructional techniques that develop teachers quickly and effectively.\(^{108}\) The next three skills are proven strategies suggested by Doug Lemov’s *Teach Like a Champion*.\(^{109}\) Combined, these seven actions will help teachers set clear academic and behavioral expectations and serve as the foundation for high-quality instruction.

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## Figure 22: Teacher Development Focus Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Type</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100 Percent</strong></td>
<td>Academic &amp; Behavioral</td>
<td>This technique ensures 100% of students are meeting a given expectation.</td>
<td>Teacher tells students to raise their white board above their heads and reveal their solution to problem #4.</td>
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<td>Teacher scans to ensure 100% compliance and accurate responses.</td>
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<tr>
<td><strong>Positive Framing</strong></td>
<td>Behavioral</td>
<td>Strategy that guides students to achieve higher-quality work while motivating them with constructive feedback through a positive tone.</td>
<td>Teacher informs students to work independently to build practice. One student, Brian, is not on task.</td>
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<td></td>
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<td></td>
<td>Teacher responds by saying, “Brian, this is important. Show me your absolute best!”</td>
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<tr>
<td><strong>Strong Voice</strong></td>
<td>Academic &amp; Behavioral</td>
<td>An action that builds and maintains control of the classroom through firm authority in the form of verbal and nonverbal habits.</td>
<td>When a teacher wants to gain control of the classroom or student, they will: stand straight and symmetrically, demonstrate a quiet pause, speak in a no-nonsense voice, use as few words as possible to convey their message, and then stop talking.</td>
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<tr>
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<td>Teacher provides clear, succinct directions on how to properly write solution to math problem.</td>
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<td>“First, you will identify and label the critical pieces of information. Second, you will write an equation that matches the word problem and use a variable for the missing information. Third, you will demonstrate your visual thinking and solve for the missing variable. The final step is to write your solution in a complete sentence. I will be circulating and looking for all four steps.”</td>
</tr>
<tr>
<td><strong>What to Do</strong></td>
<td>Academic &amp; Behavioral</td>
<td>Teacher issues specific, clear, sequential directions guiding students precisely what to do.</td>
<td>Teacher identifies common student error and addresses the class whole-group.</td>
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<td>“Class, I’m seeing a common error on problem #4. Let’s tackle this specific skill together. I will demonstrate a different example on the board, and you will practice three times independently as I walk around and observe your work. This is an important skill so we need to make sure 100% of our team can do it!”</td>
</tr>
<tr>
<td><strong>Do It Again</strong></td>
<td>Academic &amp; Behavioral</td>
<td>Prompting students to repeat an action in order to build mastery through repetition.</td>
<td>After student cannot correctly answer question, teacher will ask another student and then return to initial student for correct response.</td>
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<tr>
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<td></td>
<td>Teacher: “How do you know the slope of the line is 2?”</td>
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<td></td>
<td>Student #1: “I don’t know. 3?”</td>
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<td>Teacher asks another student.</td>
</tr>
<tr>
<td><strong>No Opt Out</strong></td>
<td>Academic</td>
<td>Technique that ensures all students, particularly reluctant ones, take responsibility through learning by rehearsing success.</td>
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</tbody>
</table>
Student #2: “The slope is 2 because it is parallel to the other line.”

Teacher returns to initial student.

Student #1: “I know the slope of the line is 2 because it is parallel to the other line and parallel lines have similar slopes.”

### Stretch It

<table>
<thead>
<tr>
<th>Academic</th>
<th>Action designed to ask more rigorous questions in response to right answers.</th>
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</table>

Teacher implements this technique to continue learning after student has answered correctly. Teacher will ask same student or another student follow-up question that is more rigorous to reinforce concept.

Teachers will also use this technique to scaffold appropriately across student ability levels, making learning accessible to all learners in the classroom.

In addition to the core instructional and behavioral strategies outlined above, teachers will also implement the Gradual Release of Responsibility, Cognitively Guided Instruction, Blended Learning, and Backwards Planning models. Our four-week summer professional development introduces and norms all teachers around these common instructional approaches.

**Gradual Release**

This powerful pedagogical strategy outlined in Figure 23 emphasizes consistent, clear modeling of both new behaviors and new academic skills. Teachers accomplish this process by utilizing the Gradual Release of Responsibility Model, commonly referred to as the “I do–We do–You do” instructional process. In the “I” stage, the teacher models the behavioral or academic skill by having scholars watch while he/she works through the new skill step-by-step. Teachers then shift to the “We” stage, allowing the scholars a chance to work through each step of similar problems, reinforcing the same skill. Students may do this as a class with strong teacher support, then in small groups reporting to the class, and then in pairs. In this format, teachers give students the opportunity to take increasingly greater roles in using the material. Teachers are slowly letting students take more and more responsibility in practicing the skill. Finally, when the teacher is confident that scholars can handle the task on their own based on sufficient checks for understanding, scholars move to the “You” stage. Teachers continue to support and check for understanding as students work independently to master the skill. The “I do–We do–You do” process will be used throughout the day to teach objective-driven lessons.

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The primary purpose behind this model of instruction is to promote the growing independence of students in the content area. Throughout the course of the lesson, the students should be able to complete the assignment independently and at higher levels than when first introduced. As the teacher gives more opportunity for students to practice the work, they are provided with the time and appropriate independence to work on problems autonomously. This approach leads to effective practice of skills, greater retention, and sufficient mastery of concepts.

**Cognitively Guided Instruction**

Cognitively Guided Instruction ("CGI") is an “approach to teaching mathematics that builds on children’s natural problem-solving strategies.” This problem-solving approach is incorporated throughout our TK-5 math instruction during our Conceptual Understanding & Quantitative Reasoning block. Students begin the block by working through a “problem of the day” that develops their reading, retelling, visualizing, and problem solving skills. Our Conceptual Understanding & Quantitative Reasoning framework invests daily time on cognitively-guided instruction where students use manipulatives and personal approaches to explore and solve strategically scaffolded problems. Students are positioned to learn from their peers to explore diverse ways of tackling problems in an environment where the teacher plays the role of facilitator.

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111 Ibid.
CGI is an educational philosophy that capitalizes on over 20 years of research showing that students come to school with rich informal systems of mathematical knowledge and problem-solving strategies that serve as a basis for learning mathematics. CGI differs from rote instruction in that it puts the focus on students' mathematical thinking. Our teachers learn to use CGI strategies through intensive professional development about how to engage students in mathematical dialogue. Through this classroom practice, our teachers “work at creating an environment where students see that a range of strategies are expected and celebrated.”115 As a result of CGI, students are empowered to explain their reasoning, justify their solution strategies, and thus build a deeper collective mathematical understanding.

**Blended Learning**

In response to best practices of high-performing urban charter schools across the country, our instructional framework leverages extensive blended learning resources and lowered teacher to student ratios during literacy instruction. Across our early and upper elementary academies (grades TK-5), we have designed a college preparatory literacy program taught by two highly-qualified, appropriately credentialed teachers with an instructional design that places all students within three rotating groups. One group of 10 students works with an individual teacher focusing on guided reading, the second group works with a second teacher focusing on phonics and sight words, with the final group working on literacy-based, adaptive individualized computer stations.116 This structure provides significant differentiation and focuses on the building blocks of literacy: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. We will use computer-based adaptive literacy programming such as Lexia to give students individualized practice and more “at-bats” to practice the skills they have been explicitly taught in direct instruction lessons with their teachers.117 Lexia provides individualized literacy learning pathways for students and allows them to work at their own pace, while also providing mastery data for teachers. Each year we will evaluate the success of our blended learning model and resources and make adjustments to better meet the needs of our students.

**Backwards Planning**

The process for curriculum development will be systematic, to ensure that the curriculum is fully developed and ready for implementation. Curriculum development will occur using a backwards mapping curriculum design.118 In accordance with the California Common Core State Standards, curriculum will be developed in the areas of English language arts and literacy, mathematics, science, and social studies. The backwards design process outlined in Figure 24 will also inform the curricular development of our physical education, technological literacy, and character education programs.

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116 This literacy framework is used by numerous high-performing urban charter schools including North Start in Newark, NJ which consistently outperforms district, state, and results of white students in their state with a predominately student of color population: [http://northstar.uncommonschools.org/nsa/results#ES_Results](http://northstar.uncommonschools.org/nsa/results#ES_Results).
118 This process will be informed by Understanding by Design, by Wiggins & McTighe (2004). This text is considered the industry standard in effective unit and lesson planning using a backwards design approach.
Teachers plan curriculum with a backwards-design approach, beginning with our mission in mind. Teachers study end-of-year assessments and released state assessments to determine which skills and knowledge are assessed most frequently and what kind of rigor is necessary to master the standards tested. This practice enables teachers to prepare students appropriately for college and career by carefully planning each lesson. Teachers also examine the assessment in the grade higher to determine where rigor of instruction can be pushed and where students can be challenged.

With interim assessments administered at the end of each trimester, teachers are able to immediately and easily identify what standards need to be re-taught or reviewed more rigorously. Our belief is that no matter the curriculum used, the state standards will guide instruction and the level of rigor on the Smarter Balanced assessment will guide the types of problems and questions scholars see in their classrooms throughout the year. By backwards planning curriculum with clear learning goals aligned to the CCSS, we will be able to target specific objectives in instruction to ensure students progress academically.

The Head of School will provide supervision of all teachers in years one and two to ensure that the integrity of the curriculum and backwards planning process is being upheld. The Head of School will be assisted by the Principal and Dean of Curriculum & Instruction in years one and three, respectively, who will provide weekly feedback on lesson plans and provide other forms of support to teachers. Internal curriculum modifications will be based on assessments of instructional efficacy; external modifications will be based on California Department of Education guidelines.

16. Implementation of California Standards

Excelencia Charter Academy (“Excelencia”) will fully implement California Common Core State Standards (CCSS), the Next Generation Science Standards, the English Language Development

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standards, and other state content standards as aligned to the ambitious nature of our mission for all students.

Establishing a strong literacy foundation is one of our core principles, and therefore we will integrate Common Core Literacy Standards across all aspects of our TK-8 educational program. Our science, math, and history/social science curricula will be complemented by standards that assess reading, writing, speaking, listening, and language.

To support and train teachers on the implementation of these rigorous learning standards, the Head of School (Y1), Principal (Y1), and Dean of Curriculum & Instruction (Y3) will begin by backwards-mapping the scope and sequence of each subject to ensure alignment between and across grade levels.

With adequate planning tools in place, teachers will receive the following professional development and ongoing support:

- During our four-week teacher summer training program, 10 days will be devoted to exploring and implementing CCSS
- Weekly PD (2 hours) during abbreviated days creating assessments and analyzing student data to adjust instruction
- Individual coaching and training on instruction and lesson planning
- Data Days (5 days) where teachers examine summative assessments such as NWEA MAP and interim assessments, both of which are aligned to the CCSS
- Electronic software that provides additional resources and support
- Collaboration between teachers in same grade level and content

## 17. Student Use of Technology and Development of Technology-Related Skills

As outlined in **Characteristics of an “Educated Person” in the 21st Century**, students require an extensive set of technological literacy skills that will prepare them for continued learning in high school, college, and life. Students will require skills in information literacy, communication and problem-solving, and critical thinking. Our daily technological literacy block ensures students receive exposure and learning to these key categories.

Before a student demonstrates college and career readiness, they must meet the technology requirements outlined in our Technological Literacy Proficiency Plan (**Figure 25**).

**Figure 25: Technological and Literacy Proficiency Plan**

<table>
<thead>
<tr>
<th>Element</th>
<th>Expectation</th>
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<tbody>
<tr>
<td>Introduction to Technology</td>
<td>• Students log-on independently into their respective software learning accounts</td>
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<tr>
<td></td>
<td>• Students create their own Google Application and email accounts</td>
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<tr>
<td></td>
<td>• Students learn the fundamentals of typing</td>
</tr>
<tr>
<td></td>
<td>• Students begin to explore technology as a tool for learning</td>
</tr>
</tbody>
</table>
| Communication and Information | • Students obtain skills to professionally and formally communicate with each other and staff  
• Students acquire informational literacy to use technology to help gather information  
• Students gain access to and use universal learning programs such as Khan Academy and Kuta Software |
| --- | --- |
| Critical Thinking and Decision Making | • Students use technology to solve challenging problems in core content areas  
• Students apply their skills to solve scenarios that require effective use of technology  
• Students demonstrate fluency in technological literacy through end of year presentations and projects |
| Online Testing | • 100% of students will take a mock state assessment online to demonstrate proficiency of computer use  
• 100% of students will be able to navigate the state standardized assessment portal |

**Transitional Kindergarten**

**22. Transitional Kindergarten Program**

Excelencia Charter Academy (“Excelencia”) will comply with all applicable requirements regarding transitional kindergarten, including alignment to the four domains outlined in the California Preschool Learning Foundations.  

Excelencia will implement a strong transitional kindergarten program. Our two-year kindergarten program will differentiate instructional and social needs for each student whose fifth birthday falls between September 1st and December 1st. Research shows that “TK students benefit from additional time, support, and experiences that prepare them to meet the challenges of a traditional kindergarten program in both social–emotional development and content-area instruction.” Therefore, we will employ strong practices in early childhood development like language development, positive teacher-student relationships, social skills development, fine and gross motor development, foundational background in mathematics, science, and social studies. The transitional kindergarten program will use the same curriculum as our kindergarten program (curriculum program detailed in Curriculum section above) but pacing and instructional delivery is monitored through the differentiated needs of the students and use of data collection. For instance, transitional kindergarten students may not progress in their guided reading levels as quickly as their kinder counterpart, and the teacher would plan guided lessons particular to the needs of the transitional students.

**Academic Calendar and Schedules**

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Web.
The academic calendar of Excelencia Charter Academy (“Excelencia”) will be based on the LAUSD single-track calendar; however, we will provide a longer instructional year and extended school days (184 instructional days that occur from 7:30 am – 4:00 pm). Early Dismissal (or “abbreviated days”) take place every Friday. Abbreviated Days occur from 7:30 am – 2:00 pm.

Our school year begins with four full weeks of professional development for teachers. These four weeks are designed to cover the most effective teaching practices, the coaching cycle, assessments and data analysis, targeted learning support for special education students and English Learners, and instructional delivery and practice. The first day of school for students is August 9, 2018. The last day of school is June 5, 2019. The calendar is separated by trimesters occurring every 60 to 65 days. This allows us to strategically assess students and analyze and track progress and growth across reading and math.

There is no school for students during full professional development days or data days. These days are spent adjusting and developing instruction and curriculum based on coaching feedback and major benchmark assessment results in reading and math. There are also designated breaks for Thanksgiving, winter recess, spring recess, and the following designated holidays – Martin Luther King, Jr. Day, Presidents’ Day, Cesar Chavez Day, and Memorial Day.
Excelencia Charter Academy
2018-2019 Academic Calendar

<table>
<thead>
<tr>
<th>First / Last Day of School</th>
<th>Staff Development</th>
<th>First Day of Trimester</th>
<th>Assessment</th>
<th>Holidays</th>
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<tbody>
<tr>
<td>Summer Academy</td>
<td>Family Event</td>
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<table>
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<th>July 2018</th>
<th>August 2018</th>
<th>Instructional Days:</th>
<th>PD Days:</th>
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</tr>
<tr>
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<td>21 22 23 24 25 26 27</td>
<td>18</td>
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<td>29 30 31</td>
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<table>
<thead>
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<th>November 2018</th>
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<th>PD Days:</th>
</tr>
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<tr>
<td>S M T W T F S</td>
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<td>18</td>
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</tr>
<tr>
<td>1 2 3</td>
<td>2 3 4 5 6 7 8</td>
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<td>4 5 6 7 8 9 10</td>
<td>9 10 11 12 13 14 15</td>
<td>18</td>
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<td>16 17 18 19 20 21 22</td>
<td>18</td>
<td></td>
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<tr>
<td>18 19 20 21 22 23 24</td>
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<td>25 26 27 28 29 30 31</td>
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<table>
<thead>
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<th>PD Days:</th>
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<tbody>
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<td>S M T W T F S</td>
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<tr>
<td>1 2 3 4 5 6 7</td>
<td>3 4 5 6 7 8 9</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>10 11 12 13 14 15 16</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>17 18 19 20 21 22 23</td>
<td>17 18 19 20 21 22 23</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>24 25 26 27 28 29 30</td>
<td>24 25 26 27 28 29 30</td>
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</tbody>
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<table>
<thead>
<tr>
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<th>April 2019</th>
<th>Instructional Days:</th>
<th>PD Days:</th>
</tr>
</thead>
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<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>7 8 9 10 11 12 13</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>14 15 16 17 18 19 20</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>22 23 24 25 26 27 28</td>
<td>21 22 23 24 25 26 27</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>29 30 31</td>
<td>28 29 30 31</td>
<td>18</td>
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</tr>
</tbody>
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<table>
<thead>
<tr>
<th>May 2019</th>
<th>June 2019</th>
<th>Instructional Days:</th>
<th>PD Days:</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>2 3 4 5 6 7 8</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>9 10 11 12 13 14 15</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>16 17 18 19 20 21 22</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>22 23 24 25 26 27 28</td>
<td>23 24 25 26 27 28 29</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

Total Instructional Days: 184  Total PD Days: 30
24. Daily Schedules

Our commitment is to prepare all TK-8 students for academic and personal excellence. Student and teacher schedules reflect our intense commitment to learning and the full execution of our mission and vision. Through an extended school day that maximizes instructional time, we will provide 150 minutes of literacy instruction and 90 minutes of math instruction daily.

Students will arrive, access breakfast, and start morning activities beginning at 7:30 am each day. Our school day ends at 4:00 pm, with the exception of every Friday, where scholars attend school until 2:00 pm. These abbreviated school days allow staff to engage in meaningful, targeted professional development from 2:30 pm – 4:30 pm. Each month, we will provide four specialized PD trainings: (1) whole-staff PD, (2) content-specific PD, (3) grade-level PD, and (4) differentiated PD for individual teachers. A full set of daily sample schedules are detailed below in Figures 26-31.

Figure 26: Sample Daily Schedule (Regular), Grades TK-2

<table>
<thead>
<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:10 am</td>
<td>7:25 am</td>
<td>Staff Morning Huddle</td>
</tr>
<tr>
<td>7:30 am</td>
<td>8:00 am</td>
<td>SCHOOL DAY BEGINS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morning Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Breakfast, Brain Work,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Life Work Collection</td>
</tr>
<tr>
<td>8:00 am</td>
<td>8:20 am</td>
<td>Morning Motivation</td>
</tr>
<tr>
<td>8:20 am</td>
<td>8:50 am</td>
<td>Phonics Instruction</td>
</tr>
<tr>
<td>8:50 am</td>
<td>9:20 am</td>
<td>Guided Reading</td>
</tr>
<tr>
<td>9:20 am</td>
<td>9:50 am</td>
<td>Essential Literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills Review</td>
</tr>
<tr>
<td>9:50 am</td>
<td>10:10 am</td>
<td>Snack / Bathroom</td>
</tr>
<tr>
<td>10:10 am</td>
<td>10:40 am</td>
<td>Read Aloud Vocabulary</td>
</tr>
<tr>
<td>10:40 am</td>
<td>11:10 am</td>
<td>Writing</td>
</tr>
<tr>
<td>11:10 am</td>
<td>12:10 pm</td>
<td>Science / Social Studies</td>
</tr>
<tr>
<td>12:10 pm</td>
<td>12:30 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>12:50 pm</td>
<td>P.E.</td>
</tr>
<tr>
<td>12:50 pm</td>
<td>1:35 pm</td>
<td>Calendar Math &amp; Numerical Computation</td>
</tr>
<tr>
<td>1:35 pm</td>
<td>2:20 pm</td>
<td>Conceptual Understanding &amp; Quantitative Reasoning</td>
</tr>
<tr>
<td>2:20 pm</td>
<td>3:20 pm</td>
<td>Enrichment &amp; Intervention</td>
</tr>
<tr>
<td>3:20 pm</td>
<td>3:50 pm</td>
<td>Technological Literacy</td>
</tr>
<tr>
<td>3:50 pm</td>
<td>4:00 pm</td>
<td>Community Closing</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>5:00 pm</td>
<td>Dismissal</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>5:00 pm</td>
<td>TEACHER PLANNING TIME</td>
</tr>
</tbody>
</table>
Figure 27: Sample Daily Schedule (Shortened Day), Grades TK-2

<table>
<thead>
<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:10 am</td>
<td>7:25 am</td>
<td>Staff Morning Huddle</td>
</tr>
<tr>
<td>7:30 am</td>
<td>8:00 am</td>
<td><strong>SCHOOL DAY BEGINS</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morning Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Breakfast, Brain Work,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Life Work Collection</td>
</tr>
<tr>
<td>8:00 am</td>
<td>8:20 am</td>
<td>Morning Motivation</td>
</tr>
<tr>
<td>8:20 am</td>
<td>8:50 am</td>
<td>Phonics Instruction</td>
</tr>
<tr>
<td>8:50 am</td>
<td>9:20 am</td>
<td>Guided Reading</td>
</tr>
<tr>
<td>9:20 am</td>
<td>9:50 am</td>
<td>Essential Literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills Review</td>
</tr>
<tr>
<td>9:50 am</td>
<td>10:10 am</td>
<td>Snack / Bathroom</td>
</tr>
<tr>
<td>10:10 am</td>
<td>10:40 am</td>
<td>Read Aloud</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>10:40 am</td>
<td>11:25 am</td>
<td>Calendar Math &amp; Numerical Computation</td>
</tr>
<tr>
<td>11:25 am</td>
<td>12:10 pm</td>
<td>Conceptual Understanding &amp; Quantitative Reasoning</td>
</tr>
<tr>
<td>12:10 pm</td>
<td>12:30 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>1:00 pm</td>
<td>Science / Social Studies</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>1:30 pm</td>
<td>Character Education</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>2:00 pm</td>
<td>LEAD with Excellence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Meeting</td>
</tr>
<tr>
<td>2:00 pm</td>
<td></td>
<td>Dismissal</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>2:30 pm</td>
<td>TEACHER PLANNING TIME</td>
</tr>
<tr>
<td>2:30 pm</td>
<td>4:30 pm</td>
<td>WHOLE STAFF PROFESSIONAL DEVELOPMENT</td>
</tr>
<tr>
<td>4:30 pm</td>
<td></td>
<td><strong>TOTAL: 320</strong></td>
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</table>

Figure 28: Sample Daily Schedule (Regular), Grades 3-5

<table>
<thead>
<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:10 am</td>
<td>7:25 am</td>
<td>Staff Morning Huddle</td>
</tr>
<tr>
<td>7:30 am</td>
<td>8:00 am</td>
<td><strong>SCHOOL DAY BEGINS</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morning Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Breakfast, Brain Work,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Life Work Collection</td>
</tr>
<tr>
<td>8:00 am</td>
<td>8:20 am</td>
<td>Morning Motivation</td>
</tr>
<tr>
<td>8:20 am</td>
<td>8:50 am</td>
<td>Novel and Nonfiction Studies</td>
</tr>
</tbody>
</table>

TOTAL: 440
### Figure 28: Sample Daily Schedule (Shortened Day), Grades 3-5

<table>
<thead>
<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Activity</th>
<th>Instructional Minutes</th>
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<tbody>
<tr>
<td>7:10 am</td>
<td>7:25 am</td>
<td>Staff Morning Huddle</td>
<td>n/a</td>
</tr>
<tr>
<td>7:30 am</td>
<td>8:00 am</td>
<td><strong>SCHOOL DAY BEGINS</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morning Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Breakfast, Brain Work,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Life Work Collection</td>
<td></td>
</tr>
<tr>
<td>8:00 am</td>
<td>8:20 am</td>
<td>Morning</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Motivation</td>
<td></td>
</tr>
<tr>
<td>8:20 am</td>
<td>8:50 am</td>
<td>Novel and Nonfiction Studies</td>
<td>30</td>
</tr>
<tr>
<td>8:50 am</td>
<td>9:20 am</td>
<td>Guided Reading</td>
<td>30</td>
</tr>
<tr>
<td>9:20 am</td>
<td>9:50 am</td>
<td>Essential Literacy Skills Review</td>
<td>30</td>
</tr>
<tr>
<td>9:50 am</td>
<td>10:10 am</td>
<td>Snack / Bathroom</td>
<td>n/a</td>
</tr>
<tr>
<td>10:10 am</td>
<td>10:40 am</td>
<td>Read Aloud</td>
<td>30</td>
</tr>
<tr>
<td>10:40 am</td>
<td>11:10 am</td>
<td>Writing</td>
<td>30</td>
</tr>
<tr>
<td>11:10 am</td>
<td>12:10 pm</td>
<td>Science / Social Studies</td>
<td>60</td>
</tr>
<tr>
<td>12:10 pm</td>
<td>12:30 pm</td>
<td>P.E.</td>
<td>20</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>12:50 pm</td>
<td>Lunch</td>
<td>n/a</td>
</tr>
<tr>
<td>12:50 pm</td>
<td>1:35 pm</td>
<td>Numerical Computation</td>
<td>45</td>
</tr>
<tr>
<td>1:35 pm</td>
<td>2:20 pm</td>
<td>Conceptual Understanding &amp; Quantitative Reasoning</td>
<td>45</td>
</tr>
<tr>
<td>2:20 pm</td>
<td>3:20 pm</td>
<td>Enrichment &amp; Intervention</td>
<td>60</td>
</tr>
<tr>
<td>3:20 pm</td>
<td>3:50 pm</td>
<td>Technological Literacy</td>
<td>30</td>
</tr>
<tr>
<td>3:50 pm</td>
<td>4:00 pm</td>
<td>Community Closing</td>
<td>10</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>4:00 pm</td>
<td>Dismissal</td>
<td>n/a</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>5:00 pm</td>
<td>TEACHER PLANNING TIME</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**TOTAL: 440**
### Figure 30: Sample Daily Schedule (Regular), Grades 6-8

<table>
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<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:10 am</td>
<td>7:25 am</td>
<td>Staff Morning Huddle</td>
</tr>
<tr>
<td>7:30 am</td>
<td>8:00 am</td>
<td><strong>SCHOOL DAY BEGINS</strong></td>
</tr>
<tr>
<td>8:00 am</td>
<td>8:20 am</td>
<td>Morning Motivation</td>
</tr>
<tr>
<td>8:20 am</td>
<td>9:15 am</td>
<td><strong>Numerical Computation</strong></td>
</tr>
<tr>
<td>9:15 am</td>
<td>10:10 am</td>
<td><strong>Conceptual Understanding &amp; Quantitative Reasoning</strong></td>
</tr>
<tr>
<td>10:10 am</td>
<td>10:30 am</td>
<td>Snack / Bathroom</td>
</tr>
<tr>
<td>10:30 am</td>
<td>11:25 am</td>
<td><strong>Reading Comprehension &amp; Literary Analysis</strong></td>
</tr>
<tr>
<td>11:25 am</td>
<td>12:20 pm</td>
<td>Composition</td>
</tr>
<tr>
<td>12:20 pm</td>
<td>12:40 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:40 pm</td>
<td>1:30 pm</td>
<td><strong>Social Studies &amp; Writing</strong></td>
</tr>
<tr>
<td>1:30 pm</td>
<td>2:20 pm</td>
<td>Science &amp; Technological Literacy</td>
</tr>
<tr>
<td>2:20 pm</td>
<td>3:10 pm</td>
<td>P.E. &amp; Character Education</td>
</tr>
<tr>
<td>3:10 pm</td>
<td>4:00 pm</td>
<td>Elective(s)</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>5:00 pm</td>
<td><strong>TEACHER PLANNING TIME</strong></td>
</tr>
</tbody>
</table>

**TOTAL: 460**

### Figure 31: Sample Daily Schedule (Shortened Day), Grades 6-8

<table>
<thead>
<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:10 am</td>
<td>7:25 am</td>
<td>Staff Morning Huddle</td>
</tr>
<tr>
<td>7:30 am</td>
<td>8:00 am</td>
<td><strong>SCHOOL DAY BEGINS</strong></td>
</tr>
<tr>
<td>8:00 am</td>
<td>8:15 am</td>
<td>Morning Motivation</td>
</tr>
<tr>
<td>8:15 am</td>
<td>8:40 am</td>
<td><strong>LEAD with Excellence</strong></td>
</tr>
<tr>
<td>8:40 am</td>
<td>9:30 am</td>
<td><strong>Numerical Computation</strong></td>
</tr>
</tbody>
</table>

**TOTAL: 320**
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 am</td>
<td>Conceptual Understanding &amp; Quantitative Reasoning</td>
<td>50</td>
</tr>
<tr>
<td>10:20 am</td>
<td>Science &amp; Technological Literacy</td>
<td>50</td>
</tr>
<tr>
<td>11:10 am</td>
<td>Lunch</td>
<td>n/a</td>
</tr>
<tr>
<td>11:30 am</td>
<td>Reading Comprehension &amp; Literary Analysis</td>
<td>50</td>
</tr>
<tr>
<td>12:20 pm</td>
<td>Composition</td>
<td>50</td>
</tr>
<tr>
<td>1:10 pm</td>
<td>Social Studies &amp; Writing</td>
<td>50</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>Dismissal</td>
<td>n/a</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>TEACHER PLANNING TIME</td>
<td>n/a</td>
</tr>
<tr>
<td>2:30 pm</td>
<td>WHOLE STAFF PROFESSIONAL DEVELOPMENT</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**TOTAL: 340**

### 25. Instructional Days and Minutes

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of [Other] Days</th>
<th>Number of Instr. Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/ Below State Req’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K</td>
<td>Yes</td>
<td>145</td>
<td>440</td>
<td>39</td>
<td>320</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>184</td>
<td>36000</td>
<td>76280</td>
<td>40280</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td>145</td>
<td>440</td>
<td>39</td>
<td>320</td>
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<td>184</td>
<td>50400</td>
<td>76280</td>
<td>25880</td>
</tr>
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<td>2</td>
<td>Yes</td>
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<td>440</td>
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### Professional Development

**27. Teacher Recruitment**

“Students depend greatly on your leadership to assure there are effective teachers in every classroom to educate and support our diverse population.”

- LAUSD Human Resources, Teacher Selection Guide

At Excelencia Charter Academy (“Excelencia”), we will hire and train the best teachers for our students. High-quality teaching is a cornerstone of our education program and therefore, we will commit significant time, resources, and energy to recruiting highly-qualified, appropriately

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122 LAUSD Human Resources. 2014. Teacher Selection Guide.
credentialed teachers for our students. We will establish partnerships with local universities, graduate schools of education across the country, Teach For America, and the National Alliance of Public Charter Schools (NAPCS).

In order to select the most qualified and talented candidates to fill our teaching positions, we will establish the following application process:

1. Candidates will submit a resume and cover letter
2. Initial phone screen with Head of School
3. First round interview (in-person) with Head of School
4. Sample lesson during first-round interview
5. Feedback provided on sample lesson
6. Reteach of sample lesson based (implementation of feedback)
7. Second-round interview (in-person) with Head of School and Dean of Curriculum and Instruction
8. Conduct background check, review references, examine transcripts, etc.
9. With completed background check, references, and transcripts in place, provide offer letter

28. Professional Development

Professional development is integral to Excelencia Charter Academy’s culture of continuous improvement. We know that improving teacher quality has a direct positive effect on student learning outcomes.\(^3\) We believe that high-quality teachers are the cornerstone of academic excellence and therefore, we will invest significantly in their training and development. We provide 30 full professional development days, which includes a four-week teacher summer training program. Teachers have 160 minutes of planning time each Monday, Tuesday, Wednesday, and Thursday. During this planning time, teachers will receive instructional coaching and feedback at least 30 minutes each week. During our abbreviated days, which occur each Friday, teachers receive 120 minutes of targeted professional development (see daily schedules above).

During the first two years of the school’s existence, the Head of School and Principal will lead the delivery of professional development. Thereafter, the Dean of Curriculum and Instruction will contribute significantly to the professional development modules throughout the year. There will be three core strands of professional development provided during summer onboarding and revisited throughout the school year: Classroom & School Culture, Curriculum & Instruction, and Data & Assessment. Figure 32 outlines the specific professional development topics in each core strand and identifies who will be responsible for leading the session.

\(^3\) http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf
The Classroom & School Culture module aims to create a social infrastructure that will support academic learning. Effective classroom management techniques as well as schoolwide expectations of routines, non-negotiable rules and specific standards of behavior will foster a calm, predictable school environment to enable teachers to deliver their lessons with minimal distractions. We will reiterate the mission and vision of the school to provide a lens by which faculty can see the importance of appropriate student behavior. We will also teach teachers...
multiple school chants to promote the school’s values. We will explain the relevance of these activities to building cohesion within the school. We will provide professional development in concrete activities such as setting up a classroom, establishing routines, and giving students rewards and consequences in a consistent manner, based on behaviors exhibited. Ultimately, the school’s goal will be to provide teachers with behavior management techniques that will promote academic success.

The Curriculum & Instruction professional development module will have the most direct impact on student achievement. The focus will be first on creating a schoolwide standard of academic rigor, then on educating teachers about effective lesson planning, and differentiating instruction to meet needs of special student populations, e.g. special education students and English Learners (ELs), as well as those above and below grade level. We will emphasize the infusion of literacy throughout the entire school curriculum, and provide professional development to support teachers in this regard. Whenever necessary, we will bring in experts to support our professional development needs. Our goal is to teach teachers to pay close attention to the progress of every single student, every single day. By providing meaningful, specific professional development, we will empower teachers to successfully support all of their students academically.

Data-driven instruction is one of the eight core principles of the school. It is absolutely essential that teachers understand how to create lesson plans that contain relevant informal assessments, how to create effective weekly, bi-weekly and interim assessments, how to grade open-ended responses consistently, how to analyze assessment data, and how to use that data to customize instruction. We will provide professional development in each of these areas, and we will take advantage of the use of technology to maximize institutional effectiveness in managing student achievement data.

Professional development days during the school year will typically coincide with the interim assessments that students will take. Analysis, debriefing and remediation lesson planning regarding these assessments will be the primary focus on these days.

Every Friday, students will be dismissed at 2:00 pm so that teachers can engage in professional development. Content / Grade-level meetings will focus on curriculum improvement, discussion of student progress, and fine-tuning classroom procedures. After content / grade-level meetings, faculty will participate in school wide professional development. See Figure 33 for a breakdown of our Friday PD schedule.

**Figure 33: Excelencia Charter Academy Friday PD Schedule**

<table>
<thead>
<tr>
<th>Professional Development Fridays</th>
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<tbody>
<tr>
<td>2:00pm - 2:30pm</td>
<td>Teacher Planning and Preparation</td>
</tr>
<tr>
<td>2:30pm - 3:30pm</td>
<td>Content / Grade Level Meetings</td>
</tr>
<tr>
<td>3:30pm - 4:30pm</td>
<td>Schoolwide Professional Development</td>
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</tbody>
</table>

Our Professional Development Plan, outlined below in **Figure 34**, provides a description of multiple opportunities – tied to our three core professional development strands – for teachers to receive individual coaching, collaborate with content and grade team members, participate in
whole-staff development and implementation of specific instructional strategies, and improve lesson plans through targeted feedback.

**Figure 34: Excelencia Charter Academy Professional Development Plan**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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</table>
| Onboarding /Orientation   | Teacher orientation will occur the four weeks before the start of the school year for students. During this 20-day training, teachers will receive coaching and development on the following core instructional areas:  
  - Classroom culture and management  
  - Teach Like A Champion techniques (Positive Framing, What to Do, 100%, and Strong Voice)  
  - School-wide systems and procedures  
  - Professional expectations, roles, and responsibilities  
  - Instructional delivery (practice and live coaching)  
  - Curriculum & assessment  
  - Data-driven instruction  
  - Strategies and resources for supporting ELs  

Professional Development during this 20-day period will be primarily delivered by the Head of School and Principal during year one and two. During year three, the PD will be further delivered and supported by the Dean of Curriculum and Instruction and the Student Services Manager. |
| Content / Grade Level Specific | Content and Grade level meetings will occur on a rotating, bi-weekly basis. For example, content meetings will be held the first and third weeks of October. Grade level meetings will be held during the second and fourth weeks of October.  

These meetings will take place during our abbreviated days when the school releases students at 2:00pm. Teachers will have planning time from 2:00pm – 2:30pm. This will allow all staff members to arrive prepared with data, student work, and self-reflections.  

During Content-Specific meetings, teachers will meet by content area. Teachers gather by content to discuss upcoming lesson plans and changes to be made based on current student achievement trends. Adjustments are made to lessons on an ongoing basis throughout the year based on achievement data and student progress to ensure we are meeting the needs of every student. These conversations and adjustments allow for consistent vertical alignment across grade levels. Our consistent fine-tuning of our scope and sequence ensures standards alignment through the prioritization of objectives that will help students achieve content mastery.  

During Grade-Level specific meetings, the lead teacher of each grade level will lead their team in reviewing and discussing grade level data. |
Teachers meet by grade level to collaborate, highlight successes, and address concerns. Grade level teams routinely disaggregate data to inform progress of grade level specific goals. The procedures of the meeting center on students’ needs and using data-driven decision-making to ensure all students meet grade level goals.

<table>
<thead>
<tr>
<th>Schoolwide / Whole Group</th>
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<tr>
<td>Whole group professional development will occur weekly immediately after content / grade level meetings. These sessions, or workshops, provide information to teachers about specific areas of focus. Sessions mainly focus on enhancing either teachers’ classroom management strategies or instructional techniques, but can also include schoolwide implementation such as systems and procedures, assessments, and data analysis.</td>
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<td>To maintain consistency to our educational philosophy and develop a common language for instruction and culture amongst all staff members, every professional development session aligns with our approach to education, specifically the instructional practices that we support teachers to effectively execute in their classrooms. Schoolwide development of our teachers has many benefits, including the opportunity to highlight the exemplar teaching in our school building and to facilitate a learning community amongst our teachers enabling them to learn and grow their skillset from the support and expertise of their colleagues.</td>
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<td>The format for weekly professional development will affirm and instruct school faculty. It is also designed to provide opportunities for faculty to make contributions to the school. Weekly schoolwide professional learning meetings will follow a prescribed format with the following components:</td>
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<td>- <strong>Key Learning</strong>: Core objective planned and documented in a written agenda.</td>
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<td>- <strong>Focus</strong>: This will be an inspirational quote or video designed to refocus everyone on the mission of the school.</td>
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<td>- <strong>Shout Outs</strong>: Each week, the Head of School will recognize faculty who have gone beyond what is expected to make a significant contribution to the school.</td>
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<tr>
<td>- <strong>Professional Development</strong>: Each week, staff will receive professional development based on an established timetable, though this timetable may be modified to suit the needs of teachers and students.</td>
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<tr>
<td>- <strong>Closing</strong>: Review of agenda and action plan, reiteration of mission.</td>
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<th>Data Analysis</th>
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<td>Data analysis days (or “Data Days”) – outlined in our Academic Calendar – will occur after each major assessment or benchmark. We have strategically placed these days after MAP, STEP, and interim assessments, while also accounting for extra testing days in case of student absences.</td>
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These Data Days will focus on identifying individual and collective areas of growth by grade level and content area. Teachers will analyze assessment results, identify trends in student progress and gaps in skills and proficiency levels, and create instructional action plans for individual students, sub-groups, classes, and grade levels. We will use this analysis to discuss students’ progress and goals with them individually and share assessment results with parents through progress reports and report cards.

During Data Days, teachers conduct item analyses, where they correlate each question to a standards-based objective, assess student mastery per the objectives, and determine specific misunderstandings that may exist with groups of students or individual scholars to guide re-teaching plans. Teachers break the mastery of objectives into groups, which correlate with the following circumstances: (1) objectives mastered by 100% of students and require additional challenge, which may involve increasing the rigor through word and logic problems or advancing vertically to the next grade level’s objective within that same strand; (2) objectives mastered by 70% or more of scholars, which require small group intervention and support with the 30% of students failing to achieve mastery; (3) objectives mastered by less than 70% of students, which requires a reteach of lesson to majority of the classroom. The proficiency of a teacher’s lesson is based on student mastery of the objective, and action plans are based on which objectives need to be retaught, reviewed, or retaught in a way that addresses misunderstandings per the mistakes from groups of students. Action plans determine how much challenge should be applied to an objective when mastery is demonstrated.

Individual professional development will occur throughout the school year based on individual teacher need. For example, if a teacher requires additional support and training on developing “Strong Voice,” a school leader will customize a development plan for that teacher and work with them individually in the classroom and during planning time.

Classroom observations with feedback will be a frequent feature of teacher professional development. Observations of each teacher will involve assessment of student engagement, lesson delivery, instructional methodologies, and classroom management. Post-observation conferences with specific feedback from the Head of School, Principal(s), or Dean of Curriculum and Instruction will occur within 24 hours of the observation to maximize the value of the observation as a constructive tool. This will enable teachers to be immediately aware of their strengths and weaknesses, and design a plan to address weaknesses.

As the evaluator of all staff, the Head of School will engage in formative assessments of administrators, with the idea that constructive feedback to administrators will be beneficial to the students and faculty that the administrator supports. For example, the Head of School may sit in on a
Our professional development calendar is created prior to the start of each school year. During our four weeks of summer professional development, we will review and train teachers on all elements outlined in our three core professional development strands. Each month of the school year, we will revisit specific trainings to further strengthen our design and approach during whole-staff professional development. Based on the needs of a specific school year, the plan will be revisited and adjusted by the Head of School.

**Meeting the Needs of All Students**

At Excelencia Charter Academy (“Excelencia”), we will establish a learning environment that fosters the growth and development of all learners. Through our thoughtfully designed educational program that provides rigorous curriculum, high-quality instruction, and positive character development, every student receives the supports necessary to achieve success and excellence in high school, college, and life.

In order to meet the unique needs of every learner, we will first begin by carefully identifying students in major subgroups – English Learners, socio-economically disadvantaged students, students achieving below grade level, Special Education students, foster youth, and students achieving above grade level. We will ensure every student receives the support necessary to fully access and grow in our academic curriculum and school culture.

At the school-level, student supports and decisions are made by the Head of School and our Student Services Manager. The Head of School and Student Services Manager closely monitor the performance of every student across each subgroup. Performance is measured by results on various assessments (local, state, and national) and we will report our results regularly to the school Board’s Academic Achievement Committee.

To ensure high-quality instruction for all learners, the training and professional development we provide for teachers will translate to improved academic outcomes for all students. The educational decisions we will make and instructional strategies we will implement are proven to maximize learning and quickly increase academic proficiency. Our teaching methodologies have been drawn from the best practices of high performing charter schools and have been shown to be successful with our target student population. As a charter school, utilizing a small school design, we will have the ability to use innovative ways to meet our students’ specific academic needs, especially those often classified as “at-risk”:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Extended time for math instruction
- Systematic reading strategies and textual analysis instruction
• Word Walls to reinforce and extend academic vocabulary
• Phonics, decoding, and fluency groups during Literacy Rotations
• Systematic writing and grammar instruction
• Frequent use of “think-pair-share” and other cooperative learning strategies
• Use of graphic organizers to represent ideas
• Use of scaffolded notes in middle school to teach organizational strategies
• Reinforcement of reading and writing across the content areas
• Explicit vocabulary instruction in all content areas
• Frequent use of assessments and specific feedback from teachers
• Frequent communication and engagement with parents in supporting expectations

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

Interventions for struggling students are built into the extended school day. During our enrichment and intervention block (60 minutes each day), students will be able to access additional tutoring and small group support with teachers. Students who appear to be struggling will receive targeted learning support until the next interim assessment. Depending on that student’s level of mastery on the interim assessment, the student may be moved out of the tutoring group or the student may continue in the group until the data shows that he or she does not struggle with those standards.

**Student Success Team**

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.

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

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

**29. English Learners**

Excelencia Charter Academy will ensure all students are held to the same high expectations of learning and academic achievement outlined in our vision. We will comply with federal, state, and District mandates regarding EL education and re-designation of English Learners. We will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners. In order to support the learning, development, and success of English Learners at our school, we will adopt and implement LAUSD’s English Learner Master Plan. Through the District’s plan, we will provide strong, differentiated programmatic support that targets the individual needs of English Learners so that every student can fully access and benefit from our rigorous curriculum.

Our English Learners will receive robust language and academic supports. Through small group and individual intervention, full inclusion in content classes, designated and integrated ELD instruction, and trained classroom teachers, we will prepare all students to succeed in high school, college, and life.

Based on the data of surrounding District schools in East Los Angeles serving similar grade levels, we are predicting that an average of 40% of our student body will be EL students. Since the anticipated number of ELs enrolled at our school will be greater than 21, we will establish an English Learner Advisory Committee (ELAC) with the appropriate number of members based on our final EL student population.

**Process for identifying English Learners**

Every student who enrolls at Excelencia Charter Academy (“Excelencia”) will receive a Home Language Survey (HLS) that allows parents and families to identify primary languages spoke at home, by students and adults. Students who speak a language other than English, and who have not been formally assessed by another school, will take the California English Language Development Test (CELDT) / English Learner Proficiency Assessment for California (ELPAC) Initial Identification Assessment within 30 days prior to the start of our school year and annually each year afterward. The identification of ELs will be led by our Head of School (Y1), Principal (Y1), and Student Services Manager (Y3) who will be trained in this process. During our family orientation, we will discuss the elements of our EL program. Excelencia will notify parents of the school’s responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC testing results within 30 calendar days following receipt of test results. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. Every identified English Learner will also be required to take the CELDT/ELPAC summative assessment each spring in order to provide accurate information on progress and status. Communication with families during the identification and reclassification process of ELs is one of our top priorities. We will frequently communicate and outline the steps in detail for families. Our responsibility is to our students and their success; therefore, we will
also meet with families to discuss CELDT/ELPAC results and the supports students will receive to achieve reclassification.

**Educational program(s) for English language acquisition, including how, where, and by whom the English Learner program components will be provided**

We believe that the most effective instructional approach for a school with a high EL population is to embed English Language Development (ELD) principles in all aspects of the curriculum and to provide designated and integrated ELD instruction during a portion of the day based on students’ Proficiency levels. We will follow the California English Language Development Standards and implement ELD and SDAIE strategies in all courses. Explicit ELD instruction will take place during literacy rotations, with additional support provided during Enrichment and Intervention as needed. Classroom instruction and Enrichment and Intervention will focus on developing oral and written language, grammatical constructs, and academic vocabulary in English. Students who at emergent levels of English in the middle school grades may continue to receive additional support through an English Intensive period as needed.

Our core instructional program is designed to meet the needs of ELs, and all students, particularly ELs, will benefit from our intense focus on literacy. Excelencia Charter Academy commits to providing our English Learners with an exceptional education, transitioning them into English Proficiency by providing effective supports and instructional approaches.

Teachers at Excelencia will use the California Department of Education’s new English Language Development standards to inform curriculum and lesson planning and to assess the progress of our EL students on an ongoing basis. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will take place in English; on occasion, targeted primary language support may be provided to students. All teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all of our students, and all teachers will receive additional professional development by our Student Services Manager. 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.

**How the program(s) will meet the current state English Language Development (ELD) standards and use the results of the CELDT/ELPAC**

Excelencia’s English Learner program is based on the California English Language Development standards. We recognize that by 2018 we will need to administer the English Language Proficiency Assessments for California (ELPAC) system, which is aligned to the 2012 revised California English Language Development standards. Excelencia will administer the ELPAC to assess students’ ELD level and structure specific supports.

Instruction for English Learners will be in an environment of English Immersion with rich texts throughout the classroom and opportunities for students to read, write, and speak in the English language. Students will be expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the CELDT/ELPAC. Teachers will work collaboratively with their grade level team and Student Services Manager both on specialized small
group instruction according to students’ ELD levels and to embed strategies within the general lessons.

**Services and supports for ELs, including instructional strategies and intervention**

Specific SDAIE strategies that Excelencia teachers will incorporate in daily lessons include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. In addition to employing these specific SDAIE strategies, teachers also will provide students with differentiated designated and integrated ELD instruction. Teachers will use the California English Language Development standards for a focused approach on language development to design lessons that build academic language, both vocabulary and structure, provide fluency or language practice, and encourage students towards appropriately rigorous language outputs.

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

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

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

- Small group workshops and tutoring sessions focused on development of vocabulary, oral language skills, and comprehension skills
- Small group work to lower the affective filter and target specific areas of growth
- Increasing collaborative time to increase the amount of interaction spoken in English
- Pre-teaching content vocabulary and frontloading concepts
- Echo reading and choral reading
- 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

**Educational program(s), Services, and Supports for English language acquisition**

Our English Learner program will be led by our Student Services Manager (SSM). Our SSM will be responsible for intervention assignments and classroom placements. He/She will also facilitate student/teacher/parent conferences when necessary. Our EL conferences with families will be held twice a year, or more if required. During our beginning of year meeting, we will discuss identification, placement, and overall support. During our end of year meeting, we will discuss annual growth and possible reclassification. The progress of students who have exited the English Learner education program will be monitored for two years, and these students will continue to receive language and other supports as part of our full inclusion model.

**Process for annual evaluation of the school’s EL programs, progress, and supports**

Annual evaluation of our school’s EL program is paramount to its continued success. Each year we will closely monitor students’ progress toward Minimum Progress Expectations as a result of instructional program, services, and supports. We will also track CELDT/ELPAC results for current and previous years in order to determine school-wide areas of improvement and ways to build on historic achievement.

Ensuring the academic preparation for college of each student is our focus. Therefore, we will take the reclassification process seriously and look carefully through the following measurable outcomes of a student’s profile:

- Number of years in the EL program
- Current Benchmark Scores for ELA
- Current ELD grades for all domains
- Progress reports the student may have received
- Additional risk factors such as low attendance, suspensions, and below grade-level report card marks
Process and specific criteria for reclassification

Excelencia will use a systematic process to monitor English Learners’ progress toward English proficiency. Teachers will assess student progress, both formally and informally, throughout the year using standards specified by each ELD level and performance in all other content areas. Teachers will compile student work samples and assessments to compile a portfolio. Student progress will be determined by evaluating ELD portfolios bi-monthly. In addition to ongoing progress monitoring of ELD progress, teachers will use the California Department of Education’s (CDE) criteria to reclassify students. Reclassification criteria and procedures are outlined below:

- Student receives the following performance level on CELDT/ELPAC:
  - Overall performance level of Early Advanced or higher
  - Listening is Intermediate or higher
  - Speaking is Intermediate or higher
  - Reading is Intermediate or higher
  - Writing is Intermediate or higher
- Teacher Evaluation: Teacher conducts evaluation of the student’s academic performance to determine if they shall be reclassified.
- Parent Opinion and Consultation: Notice will be provided to families of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for an in-person meeting with the families to discuss their child’s progress toward English language proficiency.
- Comparison of Performance in Basic Skills: Student scores Basic, Proficient, or Advanced on CAASPP on the ELA/Literacy section of the test. Student is compared to students enrolled in the same grade as the student being considered for reclassification.

Process for monitoring progress of ELs and reclassified (RFEP) students

Excelencia will use the Proficiency Level Descriptors (PLDs) outlined in the California English Language Development standards to monitor the progress of students reclassified. In addition, teachers will use the three proficiency levels: Emerging, Expanding, and Bridging to help guide their instruction and support strategies. Ongoing monitoring of RFEP students will occur for two years following re-designation to ensure that they maintain English proficiency. Below is a description of the three Proficiency levels based on the California English Language Development standards124:

- **Emerging**: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding**: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

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

Within the PLD there are three general levels of support: Substantial, Moderate, and Light. These determine the types of strategies and supports that teachers will provide students at their specific ELD level.

In addition, descriptors of abilities in three domains are monitored closely. The three stages are described below:

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

Descriptors for early and exit stages of each proficiency level are detailed across three modes of communication and two dimensions of language knowledge.

**Three Modes of Communication**:
- Collaborative (engagement in dialogue with others)
- Interpretive (comprehension and analysis of written and spoken texts)
- Productive (creation of oral presentations and written texts)

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

English Learner students will continue to be monitored using the CELDT/ELPAC until they can demonstrate that they can effectively communicate within the mainstream classroom and achieved reclassification status. The Student Services Manager, who will serve as the CELDT/ELPAC testing coordinator, will meet with teachers during weekly professional development to discuss the student progress in meeting the California English Language Development standards. The Student Services Manager will continue to monitor students who are re-designated as RFEP for a period of two years to ensure that they are able to maintain English proficiency. CELDT/ELPAC testing will not be required during the monitoring period.
**Process for monitoring progress and supports for Long Term English Learners (LTELs)**

Excelencia will use the CELDT/ELPAC test to continually assess individual student’s English language development. Supports for language development, including those listed in this petition, will be evaluated annually. Excelencia teachers and staff will review the achievement of English learners annually to see how they performed with respect to the goals established for LTELs at the start of the year. Individual student progress will also be evaluated, as well as the supports being implemented for those students. Teachers and staff will discuss the implementation of new supports to address achievement gaps that exist. Excelencia teachers and staff will also engage in ongoing evaluation of the Excelencia LTEL program.

**30. Gifted and Talented Students and Student Achieving Above Grade Level**

While we anticipate that most students’ needs will be addressed by the wide variety of school-wide supports already in place, Excelencia Charter Academy (“Excelencia”) is committed to challenging all students, including students who are performing above grade level to help them achieve at expected levels and continuously grow.

High-achieving students will be referred for a SST meeting if they meet the following criteria:

1. performing more than one level above his/her actual grade level
2. earning 4 on rubrics (or A on letter grades) of content learning standards in core content learning standards

For students achieving above grade level, a SST meeting is used to document goals and objectives to accelerate our gifted and high achieving students. The Principal and Dean of Curriculum and Instruction will monitor the progress of students achieving above grade level through implementation of our data-driven systems. Weekly, interim and end-of-year assessments are provided to all students and the data is aggregated by sub groups. Excelencia will closely examine student results and supports to help advance the performance of high achieving students. These students are provided differentiated instruction or placed in appropriately flexible ability groups which accelerate the pace and amount of instruction the student receives. Students in this subgroup will receive modified classroom instruction and assignments with appropriate levels of difficulty to provide personalized academic rigor. Teachers will also provide identified students with advanced activities during the regular school day. Such activities may include: additional assignments, advanced worksheets, and projects, adjusted to the student’s developmental level.

In our middle school courses, flexible grouping will take place during independent practice, after-school programming, or Saturday seminars. Additionally, all the online digital program providers will take students from where they are and move them forward, regardless of their current level. For example, Lexia and Khan Academy have an additional section at the end of each section to dig deeper into the topic being studied with enrichment and acceleration. We will also customize a student’s individual work folder with assignments and materials that accelerate their learning and address the goals and objectives. Other differentiated learning activities will include after-school and Saturday seminars, independent study, and access to funded pre-college academic summer programs. In order to specifically meet the needs of students in this subgroup, we will also provide:
• **Teacher professional development.** Teachers will receive instructional support and strategies to address the individual learning needs of these students. Through strategies such as “Stretch-It,” teachers will learn to ask targeted questions that challenge students to think conceptually and deeply about the objective. Teachers will also learn to provide family education on strategies to address the needs of gifted and talented students at home.

• **Adaptive learning tools.** Daily, our students will receive the opportunity to learn at an individually-tailored pace through our adaptive learning software systems. These programs create an individual learning path in reading and math that allows them to learn at accelerated rates.

• **Enrichment blocks.** During our 60-minute intervention and enrichment blocks, students will have the option to work on tasks such as logic puzzles and problem-solving. This time allows students to develop independent creativity and address individual curiosity.

Through customized assignments and tailored learning goals, an individual program is assembled for high achieving students to accelerate their learning. Students will not be assessed for GATE eligibility.

### 31. Students Achieving Below Grade Level

Excelencia Charter Academy (“Excelencia”) is committed to working with students who are achieving below grade level in order to help them achieve at expected levels. We anticipate that many students may enter our school achieving below grade level; our instructional program, as described above, is designed to address incoming gaps to ensure that students are prepared for our rigorous college preparatory curriculum. We will identify low-achieving students on a weekly basis to ensure all students are receiving adequate supports. The SST will also work together with the students and families to create the best possible plan of action to support the student’s unique needs. Students who are new to Excelencia and enroll after the start of the school year will take an internal diagnostic exam that assesses grade-level performance.

A student at Excelencia will be considered low-achieving if s/he meets the following criteria:\(^{125}\):

- Performing one level or more below his/her actual grade level on class assignments and assessments, including an Achievement Level score of “Standard Not Met” or “Standard Nearly Met” on the CAASPP, once implemented, and equivalent scores on nationally-normed assessments\(^ {126}\)
- Earning below 70% in English or Math, therefore signifying the danger of qualifying for retention
- Not on track to make at least one grade level of growth in reading, writing, and math

This data will be monitored both by individual teachers as well as the Head of School or Principal, and reviewed during professional development sessions. Low-achieving students will be strategically grouped for small-group teacher-led instruction during math and ELA courses and the end-of-the-day Enrichment/Intervention period. Progress of low-achieving students will be

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\(^{125}\) Progress and performance of English Learners and Long-term English Learners will be monitored, supported, and tracked as a separate subgroup. School and classroom-level identification and analysis will include current levels of performance, strengths, and needs in addition to the specific obstacles for each individual student to meet reclassification.

\(^{126}\) STEP and NWEA MAP assessments will also be used to identify students achieving below grade level.
monitored weekly; students who are not making progress toward grade-level standards will be referred to the SST for further consideration. Families of low-achieving students will be notified and a conference with parents and guardians will be held to discuss the student’s current grade level performance, the program supports available at Excelencia, and action steps for the student, family, and teachers.

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

- Supportive culture of high expectations
- Extended time for literacy instruction
- Extended time for math instruction
- Targeted support during daily Literacy Rotations and Intervention block
- Daily homework and character reflection signed by parents
- Frequent use of assessments and specific feedback on student performance

### 32. Socio-Economically Disadvantaged / Low-Income Students

The design of Excelencia Charter Academy (“Excelencia”) is geared specifically towards the needs of socioeconomically disadvantaged students. We provide the structural, programmatic, and curricular elements that enable teachers to bridge their students’ academic gaps and demonstrate strong academic achievement at all grade levels - regardless of socio-economic status. Instructional methods and educational components at Excelencia are designed to address the needs of this population.

Students from low-income households or socio-economically disadvantaged backgrounds will be identified during our registration and enrollment process. Through the federal lunch program, we will identify students in this subgroup based on eligibility for free or reduced price meals. According to 2015-2016 school year data from surrounding schools, we anticipate that approximately 90% of our students will be eligible based on economic status.

In order to meet the needs of these students, we will provide strategic supports and services to maximize daily learning potential. We believe in the unbound capabilities of all students and do not believe that socio-economic status determines life outcomes. Thus, we will provide the following services and supports to ensure our students are healthy, engaged, and prepared:

- Free uniform for each scholar
- Fundraise to provide families that need assistance with purchasing other school supplies like paper, pencils, backpacks, etc.
- ACT exam preparation
- Fee waivers for the ACT
- 1:1 student to Chromebook ratio (access to technology)
- Robust, small-group literacy support
- Multiple enrichment opportunities both during and after school
- Frequent communication with families regarding student performance and progress
- Role models and guest speakers from industry partners and volunteers who represent
careers and college backgrounds they would not otherwise see or hear about at home

- Support for the parents through parenting classes where poverty impacts home support
- Provide college tours that affluent students have provided by their parents
- Healthy, state-approved meals

Excelencia will maintain and analyze assessments records to ensure we are meeting the needs of this targeted population as measured by CA Department of Education for performance on state standardized assessments. In addition to ensuring socioeconomically disadvantaged students are academically prepared, we will also assist with families in need of uniforms or school supplies. We will fundraise to provide families that need assistance with purchasing uniforms or other school supplies like paper, pencils, backpacks, etc.

**Students with Disabilities**

Please see District Required Language outlining the necessary provisions.

**33. Students in Other Subgroups**

Students in other subgroups such as Standard English Learners, Foster Youth, and Homeless Youth will be immediately identified through our registration and enrollment process. Our trained staff will identify students in these subgroups and we will communicate support and services we will offer with individual families. We will partner with and solicit services from other institutions and agencies based on individual student need. The Head of School will review data of students in these subgroups to ensure our program is providing an education that meets their needs and places them on a pathway to college.

Our model will be particularly supportive to students such as those in foster care. Students will have access to loving, caring adults who believe in and will support their potential. Foster youth will be immersed in a learning environment focused on college success where they will acquire metacognitive strategies and critical thinking and problem solving skills. Through our educational program, foster students will also have access to support services that will focus on their emotional wellbeing. We recognize that students in foster care may require special mental health services because of issues in their home life and therefore, our Student Services Manager will ensure that these students are provided the necessary supports. We will provide support of students’ basic needs, through referrals to external service providers.

**A Typical Day**

**34. “A Typical Day”**

A typical day at Excelencia Charter Academy (“Excelencia”) will begin at 7:10 am. From 7:10 am to 7:25 am, all staff members engage in a daily morning huddle. During these planned fifteen minutes, staff members share successes from prior instructional days, announcements for the week, and upcoming priorities and deadlines. It is also an opportunity for members of the staff – the School Leadership Team and teachers – to build relationships and connect on a personal level. These fifteen minutes establish a daily tone of joy, urgency, and purpose. At 7:25, teachers head
to their classroom to prepare for morning arrival and classroom setup for the first period of the day.

At 7:10 am, the Operations Manager waits by the front entrance and greets students who arrive earlier than the 7:30 school start time. The Operations Manager enthusiastically greets each individual student by name. The Operations Manager has students line up patiently and safely against the exterior of the building until students are allowed to enter. At 7:30 am, the Head of School relieves the Operations Manager. The Head of School continues to greet each student with a firm handshake and strong eye contact. From 7:30 am to 8:00 am, the Operations Manager can be found walking the halls of the school, ensuring the facility is operating safely and that teachers have any and all resources they require for an effective start to the school day.

Starting at 7:30 am, students enter the school building and follow an outlined path to their classrooms. As they walk the halls, college pennants can be seen posted in every direction. Students walk proudly into their homeroom designated by a specific four-year university. Upon arrival, teachers greet students at the homeroom door. Each teacher carries a key-ring with laminated sheets containing words or math problems. In grades TK-2, students are quickly quizzed on vocabulary words. Students are quizzed on learned words and future words they have not covered in order to push their thinking. In grades 3-5, students are quizzed on math facts. In order to build procedural automaticity, students are quizzed on multi-step mental math problems. In grades 6-8, students engage in a professional interaction with teachers so as to mimic relationships with professors in college. Upon entrance, students independently collect their breakfast and eat quietly at their desk.

By 7:45 am, students are completing their breakfast and preparing to transition to their Brain Work. After their breakfast wrappings are discarded, students pull out their Brain Work folder and continue their morning academic exercises that “grow their brain.” Brain Work is a weekly series of assignments that build on core knowledge and skills. Students work on these morning assignments independently and quietly. For students who arrive late, Brain Work is assigned for Homework as students receive a weekly grade for completed assignments.

At 7:55 am, the teacher cues the class to begin clearing their desks in preparation for Morning Motivation. Morning Motivation always has a hard start time at 8:00 am. Teachers across the campus start on time as all clocks operate on the same clock cycle. Morning Motivation begins by a whole-group welcome from the teacher followed by the homeroom’s unique college chant. For example, in the “MIT” homeroom, located in second grade, students can be heard excitedly shouting:

We are the Engineers, the Mighty-Mighty Engineers  
We Said it, and we meant it, and we’re here to represent it  
We've accepted the quest  
Of becoming the best  
We say it loud - because we're mighty proud  
MIT is the name  
We're on the move and out to prove  
We're gonna win this game.

After a collective morning greeting and homeroom chant, teachers begin discussing a focal core
value for the week. In this particular visit, the second grade homeroom is discussing different examples of leadership seen in school or in the community. Students and the teacher engage in a thoughtful discussion about the role they play in both developing their own leadership and developing leadership in others. Teachers use guiding questions that have been created and are purposefully calendared throughout the school year.

At 8:20 am, core content classes begin. Based on the scheduled observation, a visitor could be observing math or ELA.

- In Math class, students begin with content aligned to “Quantitative Reasoning.” The curriculum in this grade level begins with problems involving concrete values that help develop student fluency in operations and arithmetic. In the second block of their math class, the focus on the content takes a gradual shift to “Conceptual Understanding.” In this second block, students further explore the same objective through a scientific and research lens. Students are pushed to think critically about the concept in order to build permanent understanding of specific objectives.

- During the same block of time, a visitor could also see literacy rotations in ELA. During these small-group, 30-minute literacy rotations, students transition between three core groups: Essential Literacy Skills Review, Phonics instruction, and Guided Reading. During Phonics Instruction (TK-2) and Guided Reading, a visitor will observe a teacher differentiating instruction for a group of ten students. Based on the teacher’s checks for understanding, they will also be providing immediate feedback to students. When students transition to their Essential Literacy Skills Review rotation, they are independently working on adaptive learning programs that target foundational reading skills.

At 9:50 am, the early elementary academy (grades TK-2) takes a 20-minute bathroom and snack break. During this section of time, students eat snacks quietly as they listen to classical music played by the teacher. Ten minutes are devoted to snacks and another ten minutes to bathroom use. For grades TK/K and 1, the teacher facilitates bathroom use and guides students as a class through the main hallway. In grades 2-5, students independently use the bathroom as necessary by signaling to their teacher using a specified hand gesture.

From 10:00 am -11:00 am, a visitor could observe either Read Aloud & Writing or Science.

- In our Integrated Science courses, students can be seen working collaboratively to research and solve problems across multiple science domains. Using our Full-Option Science System (FOSS) curriculum, teachers engage students in science and engineering practices that allow them to learn through active investigation.

- In Read Aloud & Writing, an ELA teacher can be seen reading to a whole class, while asking guiding questions about the text. The teacher uses effective strategies to engage all learners such as “turn and talk” and “think time.” Using sentence starters posted on the wall, the teacher supports students to speak and respond in complete sentences.

During lunch, students are fueling their bodies to continue their afternoon of learning. After lunch, students attend P.E. (grades 3-5 attend P.E. before lunch). During P.E., students are exercising and learning healthy habits.

From 12:30 pm through 2:20 pm, teachers alternate homerooms and teach the content outlined
above to their second group. Our teacher-specialization model ensures fidelity to curriculum and allows teachers to understand the content-specific needs of every learner.

From 2:20 pm – 3:20 pm, students participate in a 60-minute enrichment and intervention block. Students rotate in groups of ten. One group receives intervention support from the teacher while the other two groups work on enrichment exercises. A visitor can observe one group of students working independently on logic puzzles, while the other group of students collaborates in small teams to solve a challenging mathematics problem. While these two groups work on enrichment exercises, a teacher provides specific instruction and practice of skills based on the students’ intervention plan.

At 3:20 pm, classes transition to their daily block of Technological Literacy. During this time, teachers and students discuss how to meaningfully use and integrate technology in their lives. In our Upper Elementary Academy, a visitor will observe students using Google Applications to complete their communications project. At the end of the trimester, students will present to their peers.

From 3:50 pm – 4:00 pm, students are released by grade level after their community closing to ensure safety in the hallways. Teachers walk students out towards multiple exits based on the following: students walking home with parents, students being picked up by automobile, and students staying after school.
Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

**Measurable Goals of the Educational Program**

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

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

**Standardized Testing**

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

**Measurable Goals of the Education Program**

1. **Measurable Goals and Objectives of the Educational Program**

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

2. **Measurable Pupil Outcomes: Summative Assessment Performance Targets**

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

3. Other Performance Targets

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

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

4. Monitoring and Measuring Student Progress

Instructional and curricular decisions driven by data are the cornerstone of a high-performing school. Schools that integrate these practices and conversations in their strategy plans demonstrate strong levels of student supports that translate to high academic achievement. At Excelencia Charter Academy (“Excelencia”), we will adopt and implement a variety of school-level, state, and national assessments. Each assessment has been thoughtfully created or selected in order to provide a thorough report of the academic progress of each student across multiple subjects.

To be fully compliant with state law and to gain valuable information about programmatic efficacy, Excelencia will adhere to all of the same testing and academic performance standards as established by law and regulation for statewide assessments administered to public school students in California. We will participate in all required statewide assessments, thus we will administer the Smarter Balanced assessment (SBAC), California Alternate Assessments (CAAs), and California Science Test (CAST) for every applicable subject (Language Arts, Mathematics, and Science) and in every applicable grade (Grades 3–8). The outcomes of our statewide assessment testing will be measured and reported by the California Department of Education.

Nationally-recognized and standards-aligned literacy assessments such as the Strategic Teaching and Evaluation of Progress (STEP) literacy assessment will be used to gauge student growth in reading. This assessment will provide valuable internal information regarding students’ phonemic growth, comprehension strategies, self-monitoring strategies, and various other reading behaviors. We will use this data to remediate students, set goals for students, and measure progress. “STEP provides explicit articulation of Bottom Lines supplemented by multiple student work examples that “objectify” teacher assessment of student skills as much as possible – constructing rich descriptive portraits of what to look for and how to match and level texts that are appropriate for each student in order to differentiate instruction.”127 The table below (Sample Kindergarten Bottom Lines) demonstrates alignment between STEP’s Bottom Lines and Common Core Standards.128

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Though not mandated by law, the school will also choose a nationally-normed test, the NWEA MAP, for use in every grade to establish baseline data. The test will be administered during the first week of school, and again at mid-year and end-of-year testing windows. Data will be used to measure yearly academic growth. Use of a nationally normed test will also allow us to accurately assess academic achievement and comparatively analyze performance against similar schools across the country. Figure 37 below provides an overview of the multiple types of assessments administered by subject area, grade level, and frequency.

![Figure 37: Summary of Major Assessments](image)

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Frequency</th>
<th>Grades Administered</th>
<th>Subject Areas</th>
<th>Purpose</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC</td>
<td>Annually, each Spring</td>
<td>Grades 3-8</td>
<td>ELA Math</td>
<td>SBAC, a criterion-referenced series of exams, provides absolute measures of student performance and progress in grades 3-8. These results are also used to inform the school’s accountability measures in English and Math.</td>
<td>85% Demonstrate Standard “Met” or “Exceeded” according to scale score range</td>
</tr>
<tr>
<td>Assessment</td>
<td>Administration</td>
<td>Grades</td>
<td>Subject</td>
<td>Description</td>
<td>Proficiency Requirement</td>
</tr>
<tr>
<td>------------</td>
<td>----------------</td>
<td>--------</td>
<td>---------</td>
<td>-------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>CAST</td>
<td>Spring, when applicable</td>
<td>Grades five and eight</td>
<td>Science History / Social Studies</td>
<td>CST, a criterion-referenced series of exams, provides absolute measures of student performance and progress in grades five and eight. These results are also used to inform the school’s accountability measures in Science.</td>
<td>85% Demonstrate “proficiency” according to scale score range</td>
</tr>
<tr>
<td>CELDT/ELPAC</td>
<td>Annually, each Spring. The assessment will also be used for initial identification of ELs</td>
<td>Grades TK-8</td>
<td>English</td>
<td>CELDT/ELPAC, a state test for English language proficiency that must be given to students whose primary language is other than English, is used to measure a student’s progress in learning English and to identify the student's level of English language proficiency.</td>
<td>Each student will grow at least one performance band annually and demonstrate proficiency within 3-5 years</td>
</tr>
<tr>
<td>NWEA MAP</td>
<td>Beginning, middle, and end of year</td>
<td>Grades TK-8</td>
<td>English Math</td>
<td>Normed referenced test that allows the school to determine the placement and progress of students relative to peers in a similar grade level in English and Math.</td>
<td>Demonstrate grade level growth annually according to RIT Scores</td>
</tr>
<tr>
<td>STEP</td>
<td>Beginning, middle, and end of year</td>
<td>Grades TK-3; later if necessary</td>
<td>Reading</td>
<td>Normed referenced, standards-aligned test that allows the school to determine the placement and progress of students relative to peers in a similar grade level. Measures literacy acquisition in all domains.</td>
<td>See Figure 10 for Schedule of STEP Levels indicating grade-level performance</td>
</tr>
<tr>
<td>Daily Exit Tickets</td>
<td>Daily</td>
<td>Grades TK-8</td>
<td>All Subject Areas</td>
<td>Teachers will strategically administer these formative assessments at the end of every class period to gauge the level of student mastery of a particular objective. These results will inform instruction for the following day along with tutoring needs of specific students.</td>
<td>70% demonstrates proficiency in specified subject area</td>
</tr>
<tr>
<td>Homework</td>
<td>Grades TK-8</td>
<td>All Subject Areas</td>
<td>Daily homework not only reinforces learning at home, but also provides a second</td>
<td>70% demonstrates proficiency in</td>
<td></td>
</tr>
<tr>
<td>Assessment Type</td>
<td>Frequency</td>
<td>Grades</td>
<td>Subject Areas</td>
<td>Description</td>
<td>Proficiency Threshold</td>
</tr>
<tr>
<td>----------------</td>
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<td>-----------------------</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>Weekly</td>
<td>TK-8</td>
<td>All Subject Areas</td>
<td>These teacher-created quizzes are administered weekly and cover topics and material based on the week’s lessons. These quizzes are carefully aligned to state assessments so as to assess individual and collective mastery on a specific standard.</td>
<td>70% demonstrates proficiency in specified subject area</td>
</tr>
<tr>
<td>Unit Tests</td>
<td>Every 5-6 weeks</td>
<td>TK-8</td>
<td>All Subject Areas</td>
<td>Similarly, unit tests are teacher-created assessments that cover a wider range of objectives than weekly quizzes. Unit tests are also standards-aligned. For example, in Algebra, weekly quizzes may cover “using expressions to define functions,” while unit tests cover multiple concepts in “functions and modeling.”</td>
<td>70% demonstrates proficiency in specified subject area</td>
</tr>
<tr>
<td>Interim Assessments</td>
<td>End of each trimester</td>
<td>TK-8</td>
<td>All Subject Areas</td>
<td>In order to accurately assess annual learning and progress, interim assessments measure performance points across three stages of the school year. Teachers and leaders use this data to immediately identify low-performing standards and analyze trends across grade levels and subjects.</td>
<td>70% demonstrates proficiency in specified subject area</td>
</tr>
<tr>
<td>End-of-Year Summative Assessments</td>
<td>Annually, at the end of each school year</td>
<td>TK-8</td>
<td>All Subject Areas</td>
<td>End-of-year summative assessments are designed to assess year-long knowledge and growth and to provide the school with data to norm rigor and alignment to SBAC.</td>
<td>70% demonstrates proficiency in specified subject area</td>
</tr>
</tbody>
</table>
exams. Based on these end-of-year results, we will cross-reference with SBAC performance in order to continuously improve our curriculum and instruction.

| ACT      | Annually, each Spring | Eighth grade | Composite Assessment (Math, English, Writing, and Science) | All eighth graders will take the ACT assessment as a graduation requirement to determine college readiness. | 17 Composite Score by end of 8th grade indicates college readiness |

5. Data Analysis and Reporting

Excelencia Charter Academy realizes that assessment is an integral part of our instructional program. We know that grading assessments quickly and using the outcomes to inform our practice will be a powerful mechanism to drive academic growth. We will implement a data-driven approach and assessment plan that is focused on student outcomes. Our gauge of effective teaching will always be measurable evidence of student learning.

The data-driven approach and assessment plan will identify:
- Skills/objectives to be retaught to the **entire class**
- Skills/objectives to be retaught to **small groups** during class
- Skills/objectives to be retaught to **individual students** with one-on-one teacher instruction
- Students in need of intense remediation and/or tutoring
- Adjustments to existing small groups
- Weaknesses in the curriculum to be revised for subsequent years
- Support and professional development needs for teachers to strengthen areas of instructional weakness

Data-Driven Approach to Teaching and Learning

Using data effectively is an important component of our educational program and a key lever to developing strong literacy and mathematic skills in students strategically and urgently. On-going data analysis takes place throughout the year and after each assessment. **Figure 38** summarizes our data-driven approach to teaching and learning.
Exit tickets are graded daily and inform subsequent lessons. Interim, STEP, and MAP assessments are analyzed during Data Days that are structured throughout the school year. Formative and summative assessments are closely aligned to end-of-years benchmarks; mastery on these assessments allows the school to determine if standards and objectives taught in the classroom are being covered with the intensity and rigor necessary for success in the next grade level. Data Days are facilitated by the Head of School and/or Dean of Curriculum & Instruction, ensuring that proper training is provided to guide teachers in effective data analysis processes. Data Days increase teacher understanding of student performance, hone their ability to effectively analyze misunderstandings and instructional trends, ensure an effective action planning approach based on this analysis, and allow them to reflect on and improve their instructional delivery.

During Data Days, teachers collaboratively gather with the Head of School, Principals, and/or Dean of Curriculum & Instruction to analyze student data and determine instructional adjustments. Teachers conduct item analysis processes, where they correlate each question to a standards-based objective, assess student mastery per the objectives, and determine specific misunderstandings that may exist with groups of students or individual students to guide their re-teach plans. Here is a glimpse into this process: Second grade teachers are gathered around a table with the Dean of Curriculum & Instruction. All of the teachers examine an item analysis spreadsheet of their classrooms’ reading results on the first interim. Using the item analysis spreadsheet, teachers determine that the context clues objective must be retaught next week, since more than 70% of the class answered questions related to context clues incorrectly. With a more thorough analysis into the specific questions students missed, they recognize that students are struggling most particularly with multiple meaning words, a particular type of context clues requiring a specific strategy. Thus, they plan their next lesson with the specific misunderstandings of students in mind to increase the effectiveness of their lesson. Noting how students faired with specific objectives provide the
platform for the action plans and lesson methods teachers create. Teachers break the mastery of objectives into groups, which largely correlate with the following circumstances:

- objectives that are mastered by 100% of students and require additional challenge, which may involve increasing the rigor through word and logic problems or advancing vertically to the next grade level’s objective within that same strand
- objectives that are mastered by 70% or more, which require small group intervention and support with the 30% of scholars that are failing to achieve mastery
- objectives mastered by less than 70%, which require a re-teach of lesson to the majority of the classroom.

The proficiency of a teacher’s lesson is based on student mastery of the objective, and action plans are based on which objectives need to be retaught, reviewed, or retaught in a way that addresses specific misunderstandings per the mistakes from groups of students. Action plans determine how much challenge should be given to an objective when mastery has been demonstrated.

**Outcomes Assessment Plan**

The Outcomes Assessment Plan described in Figure 39 summarizes the cyclical nature of curriculum and assessment design and implementation.\(^{129}\) As the diagrams indicate, the end result will always be to use student achievement data to drive improvements in our instructional program.


\(^{130}\) Ibid.
According to the Outcomes Assessment Plan outlined above, the steps which underlie the assessment of our student learning are the following:

1. Develop learning objectives.
2. Check for alignment between the curriculum and the objectives.
3. Develop an assessment plan.
4. Collect assessment data.
5. Use results to improve the program.
6. Routinely examine the assessment process and correct, as needed.

The data collection process varies by type of assessment. For Exit Tickets, teachers manually grade each product to analyze individual-level misconceptions by objective. End-of-trimester assessments are reported through Illuminate Student Information, our student information system, and provide disaggregated data according to state standards. By assessing students in multiple formats and various periods of time, teachers are able to promptly analyze data and improve instruction based on individual student and collective need. Teachers will use data to develop a specific improvement plan based on a particular student misconception, class-wide gap, grade-level error, or school-wide focus. Data collection, analysis and reporting allows us to close gaps at all levels and subjects and continuously improve our educational program.

Parents will participate in data analysis at several points during the year. During Annual LCAP planning, Family/Teacher Conferences, and SSC meetings, parents will be asked to review data and provide comments to the Head of School/Principal. The Head of School/Principal will lead discussions with families around adjustments or enhancements to instruction. Parent input will be taken into consideration when setting annual school goals.

Frequent collection of data will also inform Excelencia Charter Academy oversight by the Board of Directors. Academic dashboards including interim and comprehensive assessment data will be reported to the Academic Achievement Committee and the Board as a whole. This will provide the Board a comprehensive picture of school performance throughout the year to go along with the summative performance reports from the STEP, MAP, and Smarter Balanced assessments.

Academic performance transparency is a manifestation of Excelencia Charter Academy’s mission to prepare students in TK-8 for academic and personal excellence, leading to success in high school, college, and life.

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

6. Grading, Progress Reporting, and Promotion/Retention

Students who begin to demonstrate chronic absenteeism will be closely monitored and we will actively communicate with families early in the school year about the consequences of missing school. Ten unexcused absences equate to 5% of the academic year. This level of absence
undermines our academic program, detracts from disciplined work habits, and prevents students from becoming committed to their own education. For these reasons, Excelencia will place a premium on regular, punctual attendance.

For students in our Early Elementary Academy (grades TK-2), one academic metric will be used to determine promotion or retention: reading achievement. In kindergarten (including TK) through second grade, we will use progress on the Strategic Teaching and Evaluation of Progress (STEP) assessment to assess student readiness for the next grade. Students will be assessed three times throughout the year. If a student in kindergarten (including TK), first, or second grade is reading below grade level and does not demonstrate growth on the STEP reading assessment administered at the end of the year, s/he will be a candidate for retention.131

While we will monitor and remediate mathematics achievement throughout the school year, we will not use student performance in mathematics in TK through second grade to determine retention.

For students in grades three through eight, two academic metrics will be used to determine promotion or retention: (1) reading achievement at grade level standards as assessed on the state’s SBAC assessment and through student achievement in school; and (2) mathematics achievement at grade level standards as assessed on the state’s SBAC assessment and through student achievement in school. Student performance on the ELA and Mathematics portions of the California statewide assessments will be used to determine eligibility for Summer Academy, in conjunction with the school’s attendance requirement and the school’s requirement that students achieve a minimum average grade of 70% in reading and mathematics during the last trimester in the grade.

So, if a middle school student in grades six through eight (1) receives a scale score for “Standard Not Met” on either the ELA or Mathematics SBAC assessment from the prior year or (2) earns a grade less than 70% in their final trimester in either ELA or Mathematics, they will be mandated to attend Summer Academy. All middle school students will be reassessed at the end of Summer Academy. Students will be required to pass the Summer Academy posttest in reading, and/or mathematics to be eligible for promotion. Specific provisions of an Individual Education Program may amend promotion or retention criteria, on a case-by-case basis.

As part of summer professional development, teachers will receive training on grading practices and how to assess for mastery. We are committed to providing an environment where our scholars acquire the necessary skills to be prepared for the next grade level in their education as they continue their path toward college. We do not believe in promoting students based on non-academic factors such as age. Students will “earn” matriculation to subsequent grade levels. As described above, students who demonstrate mastery in ELA and mathematics classes at 70% or higher are eligible for promotion. If a student fails to meet this target and receives a grade below 70% in at least one of these core content classes, then they will be considered for retention. As indicated below, a 70% average is indicative of basic mastery of content, thus it is an acceptable

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131 Promotion and retention decisions for English Learners and Long-term English Learners will be handled on a case-by-case basis. Current levels of performance, strengths, and needs in addition to the specific obstacles for each individual student to meet reclassification will be taken in consideration.
metric for evaluating student readiness for a higher grade. Our grading policy reflects mastery of knowledge, with a particular emphasis on literacy. **Figure 40** outlines our grading policy.

**Figure 40: Excelencia Charter Academy Grading Policy**

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

Excelencia Charter Academy will create systems of supports with families that will allow us to frequently communicate about student progress and performance. We believe that the success of students is also the success of families. Excelencia Charter Academy teachers will regularly analyze student work to measure their progress and areas of growth. Families are notified through regular communication with their teacher of their student’s growth. Teachers communicate with families about their student’s progress in the following ways:

1. Student Information System Family Accounts
2. Family/Teacher Conferences
3. Trimester Progress Reports
4. School Events
5. Email/Phone Call/Texts

Additionally, families will have access to their child’s teachers before and after school and by appointment.

Formal Trimester Progress Reports will be sent to parents three times per year (one after each trimester). Trimester Progress Reports will include information regarding student performance on in-class work, homework, assessments, and other components, as applicable to each content area. In the interim, assessment data will be shared with students and parents during Family/Teacher Conferences and by appointment. Students identified as needing additional support with any content area or skill set will participate in a conference (outside of the regularly scheduled family/teacher meeting times) with their teacher and family, to review their progress. At this time, the teacher will describe specific learning goals for the student, strategies that they will use in the classroom to support their learning, as well as activities and strategies that the families can do at home.

Throughout the academic year, teachers will use electronic media (email, phone calls, and text messaging) to make contact with a parent and advise him/her of their child’s progress. Excelencia
will be proactive about ensuring 100% of our students are on a firm path to college and that families are frequently informed of student progress. Therefore, we will also establish online accounts for every family through our Student Information System so families can directly access student progress and performance.

Teachers will also maintain student records that highlight student progress and growth towards mastery of each content area. Records of students’ social and character development will also be kept to highlight holistic development.

In addition to the regular communication outlined above, state and national testing results are also sent to families. The Head of School or Principal will host focus groups and meetings to share the school’s progress with stakeholders. Finally, Excelencia will prepare annually, the School Accountability Report Card (SARC), which is a public document that contains important information about our school’s progress toward achieving its goals.

**Student Retention**

Discussions of and potential recommendations for retention shall occur before March 1st of the year prior. Excelencia will notify the family in writing and also contact the family by phone. At this time, the teacher will also explain the process for appealing the recommendation for retention.

Students facing retention will be asked to come into Excelencia Charter Academy with a caretaking family member to meet with the Principal, who will make the decision for retention. 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. If a recommendation for retention is made, the family can appeal once notified. To do so, the family should submit, in writing to the Principal, by the specified date, that they disagree with the decision to retain their student. The written notification shall state evidence supporting why the family believes a recommendation for retention is unwarranted. The Head of School will review the presentation of facts and make a final determination within 20 days of the receipt of the family’s appeal letter.

Note: Families will be encouraged to remain an active participant throughout the evaluation process. The final decision regarding retention is made only after intensive interventions have been implemented, results documented and in collaboration between the teacher, Principal, family and other support staff, including the Student Services Manager and SST.
Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.
TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and
representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School’s public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal 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 ESEA and other applicable federal programs. 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.

1. School Governance Structure

Excelencia Charter Academy will be a direct-funded independent charter school and will be governed by Excelencia Academy, Inc. in accordance with California’s Charter Schools Act and the Nonprofit Public Benefit Corporation Law. Upon authorization, Excelencia Academy, Inc. will apply to the IRS for 501(c)(3) status as a U.S. tax-exempt nonprofit organization. Excelencia Charter Academy will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. Our complete school governance structure is outlined in Figure 41.

Board of Directors Responsibilities
Excelencia Charter Academy (“Excelencia”) will be governed by The Board of Directors as they hold the charter and are legally, ethically, and fiscally responsible for the school. The Board of Directors is a policy-making Board and supervises the leadership and performance of the school. The Board delegates all school management decisions such as hiring teachers and school staff, day-to-day school management, and adherence to school policy to the Head of School. Ultimately, the Board is responsible for school oversight.

Specifically, the Board of Directors will oversee:

- **Mission, vision, and policy** – Board of Directors will implement and review policies aligned to the school’s mission and vision and execute a strategic plan to achieve goals outlined in the charter.
- **Finances** – Board of Directors is responsible for the fiscal health of the charter school. Board of Directors will review and approve the annual budget, provide oversight for expenditures, and support all fund development priorities.
- **Legal and regulatory compliance** – Board of Directors will act in compliance with all state laws and regulations and regularly evaluate its function to meet all legal and regulatory requirements.
- **Head of School** – Board of Directors will select the Head of School and evaluate regularly using specific performance criteria. Through guidance and support, The Board will ensure the Head of School meets the school’s academic, organizational, and fiscal goals.
- **Promotion and accountability to the public** – Board of Directors will promote the school to the public, expand the school’s networks and relationships, respond to community and stakeholder concerns, and participate actively in East Los Angeles.

Board of Directors Committees
To ensure sound governance, the Board of Directors will elect a Board Chair, Vice Chair, Treasurer, and Secretary and establish four standing committees dedicated to effective oversight of the school. The Governance, Academic Achievement, Finance, and Development Committees enable the Board of Directors to develop and execute responsible policies and practices. Each of the committees listed below will consist of two or more Directors and no one who is not a Director, to serve at the pleasure of the Board. Appointments to Committees of the Board shall be by majority vote of the authorized number of Directors. The Board may appoint one or more Directors as alternate members of any such Committee, who may replace any absent member at any meeting.
• **Governance Committee**: The responsibility of this committee is to maintain and grow the strength of the composition of the Board. The committee will develop an objective rubric and protocol to routinely evaluate the strength of the Board in order to accurately identify development opportunities to Board members, as needed. The Governance Committee will also be responsible for the identification, recruitment, nomination, verification, and training of all new members. Directors of this committee should possess skills and expertise that includes, but is not limited to, management, human resources, school leadership, and prior successful board membership.

• **Academic Achievement Committee**: The responsibility of this committee is to review the progress toward academic goals of the school and evaluate student performance outcomes. In order to determine the academic standing of the school, the committee will examine assessment results, both internal and external. The evaluations of this committee are directly linked to the review of the Head of School. Directors of this committee should possess skills and expertise that includes, but is not limited to, education, consulting, school leadership, and law.

• **Finance Committee**: The responsibility of this committee is to oversee the financial management and viability of the school. The committee operates closely with the Chair of the Board, Head of School, Operations Manager, and the Financial Back Office Provider. The Finance Committee reviews cash flow and budget statements on a monthly basis, prepares financial reports as needed, and presents financial materials to the Board of Directors. Directors of this committee should possess skills and expertise that includes, but is not limited to, finance, consulting, accounting, and business ownership.

• **Development Committee**: The responsibility of this committee is to work with the Head of School to establish fundraising strategies, increase public awareness about the school, develop stronger partnerships with key political, financial, and business allies, and develop marketing materials. Directors of this committee should possess skills and expertise that includes, but is not limited to, finance, consulting, marketing, public relations, advertising, prior board experience, fund development, campaign or political management experience, and human resources.

**Head of School and Principal Responsibilities**
The Head of School (HOS) will be responsible for the implementation and execution of the day-to-day program at Excelencia. The HOS will report directly to The Board during monthly meetings through detailed academic reports, financial statements, and management updates and in full compliance with the Brown Act. The HOS will take on duties similar to an Executive Director role and oversee the organizational and academic performance of the school, while managing the TK-4 and 5-8 Principals. In addition to the implementation of the educational program, the HOS will also be responsible for hiring, supporting, and evaluating all school staff.

Our two Principals are responsible for ensuring the academic success of their grade level spans, TK-4 and 5-8, respectively. We realize that our three academies of TK-2, 3-5, and 6-8, represent a different breaking point between grades, however, we will intentionally establish this divide of leadership in order to begin preparing our fifth grade students for a rigorous middle school
experience. By placing our fifth grade students under the management of 5-8 principal, we will create a clear learning pathway that ensures vertical curricular and cultural alignment for students as they transition from elementary to middle school. Principals work closely with the Head of School and are evaluated on a weekly basis. The primary duties and evaluation metrics of our principals are to (1) ensure the academic success of our students, (2) establish and maintain a safe and college-going school culture, (3) develop and constantly improve the instructional capacity of all teachers, and (4) uphold our commitment to strong communication and relationships with families.

School Leadership Team and School Site Councils & Committees
Principals lead the School Leadership Team. In year one, we will begin with one Principal. In year five, we will hire a Principal in Residence who begins by leading the fifth grade staff and students, while observing and shadowing the TK-4 Principal. In year six, we will operate with two full-time Principals who work jointly and are supported by the School Leadership Team, which includes the Dean of Curriculum and Instruction, Operations Manager, and Student Services Manager.

In accordance with our Local Control Accountability Plan (LCAP), we will also establish a School Site Council (SSC) that will help guide our decisions that best serve our families. Our SSC will consist of the Head of School, teachers, students, parents, and may include our principals and members from the greater community.

In order to ensure the academic progress and success of our special education students and English Learners, we will establish a Committee for Special Education and English Learner Advisory Committee, respectively. These committees monitor individual student performance and evaluate the effectiveness of our programs.

To build and sustain meaningful relationships with families, we will also establish Excelencia Family Ambassadors – a group of parents and families committed to school involvement and decision-making. Excelencia Family Ambassadors reinforces our commitment to building a network of support and communication with families.
2. Composition of the School’s Governing Board

The Founding Board is comprised of eight individuals who present a diverse range of skills. Chosen in part due to their professional contributions to the Board, Board members collectively possess skills to provide effective oversight of our finances, organizational health, and academic program. Our Board members have demonstrated a commitment to improving the lives of families in Los Angeles through technology, finance, law, facilities, and education.
Noramay Cadena brings experience in both finance and operations to the Board. As the Cofounder and Managing Director of Make in LA, LA’s only hardware-focused accelerator in the San Fernando Valley, Ms. Cadena is focused on developing principled leaders with solid product and business foundations and on developing partnerships that support Los Angeles’ entrepreneurial ecosystem. Ms. Cadena is also an advisor to the Latinas in STEM Foundation, an organization she co-founded in 2013 to inspire and empower Latinas to pursue and thrive within STEM fields.

Matthew Gethers has always taken an interest in educational equity. He earned his BS in Biological Engineering at MIT and during his time at MIT, he worked with Tutoring Plus, an organization that worked in Cambridge Public Schools to develop an engineering program for their students who came from traditionally underserved communities. He was honored to win a Rhodes Scholarship which enabled him to study Philosophy, Politics, and Economics at Oxford University. After completing his degree at Oxford, he started a PhD program in bioengineering at Caltech where he currently focuses on precision nanoscale placement of molecules.

Ana Lasso brings a broad background in urban design, city planning and real estate development as General Manager of Exposition Park. In her previous roles, Ms. Lasso developed a strategic plan for special facilities projects, cultivated relationships with federal, state, and local elected offices and worked with community and nonprofit organizations to bring resources to schools with specific needs.

In addition to her expertise in real estate development and strong commitment to public service, Ms. Lasso has worked at the international level on issues such as economic development, education, city design, and housing.

Ms. Lasso holds an MS in City Planning and Urban Design Certificate from the Massachusetts Institute of Technology (MIT) and dual BA in World Arts & Cultures and Chicano/a Studies from the University of California, Los Angeles (UCLA).

Marco Ramirez is currently a senior manager in community development and programs for BRIDGE Housing Corporation. Mr. Ramirez has specialized in strategy development, leadership and management, event coordination, and civic engagement/participation.

Mr. Ramirez is a graduate of the University of Southern California’s Sol Price School of Public Policy, where he received a Ph.D. in Policy, Planning, and Development, M.A. in Leadership, and a certificate in Public Management.

Marianne Rittenburg is an Employment Attorney at Lewis Brisbois Bisgaard & Smith, LLP where she focuses on counseling employers on an array of issues, including, employment policies, internal investigations, performance management, leave laws, terminations, discrimination, retaliation, and wage and hour compliance. Ms. Rittenburg worked as a human resources
professional for three years before attending the University of San Francisco, School of Law, where she graduated with a certificate in Employment Law.

Samuel Robles is the Executive Director of the Weingart East Los Angeles YMCA. He began his professional career in Catholic education and at the age of 26 became Principal at St. Malachy School in South LA where he served for five years. Prior to accepting the position with the YMCA, Mr. Robles served as Principal at Bishop Mora Salesian High School, the only all-boys Catholic high school in Boyle Heights. Mr. Robles holds a BS in Psychology from the University of California in Los Angeles and MEd from Claremont Graduate University.

Jonathan Myers has devoted the majority of his professional career to improving the educational outcomes of students from low-income communities. Mr. Myers currently works with SportUp, a social-impact firm that offers consulting services and a digital platform to help non-profits track and aggregate their data. Previously, Mr. Myers worked for the largest charter management organization in Los Angeles – the LA Alliance for College-Ready Public Schools. As an Operations Manager, Mr. Myers managed student health, safety, insurance, and afterschool programs and acquired extensive knowledge of school operations, compliance, and management. Mr. Myers received his BA in History from the University of California at Los Angeles.

Rodolphus Bethea is a proven business leader and entrepreneur. Mr. Bethea has over 25 years of financial services experience at companies including American Express, MetLife, Goldman Sachs, and LPL Financial. He has built successful businesses and led teams in investment advisory, financial planning, and employee benefits. He is currently the managing partner of Hancock Park Advisors, an insurance brokerage firm appointed with several domestic and international insurers. Mr. Bethea has a BA from Bowdoin College in Maine and earned an MBA from the University of Southern California as a Consortium for Graduate Study in Management Fellow. He also holds a Certificate in Personal Financial Management from the University of California, Los Angeles.

3. Criteria and Process for Selecting Governing Board Members

Excelencia Charter Academy’s Board of Directors will consist of seven to fifteen Directors and will operate with an odd number of members for purposes of voting. If an even number of members sit on The Board, the Board Chair will abstain from voting. Board members will be recruited and selected based on identified needs according to skillsets and current number of members on the Board. Pursuant to its Bylaws, the Board will operate under a system of elected officers and standing committees described above. Elected officer positions are the Chair, Vice Chair, Secretary, and Treasurer. These officers are elected annually. A complete description of the selection of additional Board of Directors post-authorization is outlined below.

In order to recruit and select the most qualified candidates, Excelencia Charter Academy (“Excelencia”) will establish the Governance Committee to oversee this process. The Governance Committee will identify, vet, and interview candidates that align to our mission and core principles. Through this multi-step screening process and three-year commitment agreement, The Board ensures the continued effectiveness of its successful governance. In order to promote and maintain a diverse array of skillsets, candidates will be chosen based on professional expertise and strengths.
The process of selecting members of the Excelencia Charter Academy Board of Directors is described in detail in the Bylaws of the organization included in this document. In summary, this process includes an initial interview with the Head of School and school tour; interview with current board members; submission of resume, written responses, and board member questionnaire; and, reference checks. Ideal candidates are committed to the Excelencia Charter Academy mission and may have experience in the following areas:

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

Ideal qualifications for Board Members are as follows:

- An understanding of the Charter School as a direct-funded, independent charter school authorized by LAUSD.
- Ability to provide resources or expertise and experience in support of the school and organization.
- Have the time, skills, and aptitude to serve.

In accordance with our bylaws, our Governance Committee will identify and present potential Board members and officers for election. The Founding Directors described above are the only members who serve either one, two, or three year terms. These staggered terms, outlined in our bylaws, ensures continuity in our initial years of operation. New Directors vetted by the Governance Committee will serve a three-year term from the date of appointment. Board Directors cannot serve more than two consecutive three-year terms. Directors shall be sought who reflect the qualities, qualifications, and diversity determined by the Board delineated in the Job Description of the Board of Directors. All Directors (other than founding Directors) shall be elected at the annual meeting of the Board by the affirmative vote of two-thirds of the Directors then in office and in attendance at the meeting, assuming a quorum is present. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Each director to fill vacancy shall hold office until expiration of term of replaced Director.

Annually, new and returning board members will receive professional development regarding effective governance, compliance with key Brown Act requirements, and Conflict of Interest Code and Policy.
Removal of any Director or Officer from The Board can be done with or without cause by a majority vote. The full Board of Directors can vote to remove a Director or Officer at any regular or special meeting, provided that notice of that meeting and of the removal are given in compliance with the provisions of the Brown Act.

4. Governance Procedures and Operations

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

All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. During this meeting, the Directors will also establish the annual calendar of Board and committee meetings for the subsequent year. All meetings will operate in accordance with the Brown Act and the public will receive notice at least seventy-two hours before a regular meeting. This meeting shall be held at a time, date, and place as noticed by the Board in accordance with the Brown Act.

Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. The Board shall meet at least ten times annually. At least seventy-two (72) hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda shall be posted in a location that is accessible to the public/constituents and at the school site and school’s website.

Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The public is able to access minutes on the school’s website or upon request at the school site. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

Special meetings of the Board for any purpose may be called at any time by the Chair of the Board or by a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof. In accordance with the Brown Act, special meetings of the Board may be held only after at least twenty-four (24) hours’ notice is given to the public through posting the call and notice of the meeting in a location that is freely accessible to members of the public and on the school’s website.
5. Decision-Making Process

A majority\textsuperscript{132} of the Directors then in office shall constitute a quorum. All acts or decisions of the Board will be by majority vote of the Directors in attendance, based upon the presence of a quorum, unless a majority vote of the entire Board is otherwise required under the California Corporations Code, as specified in these bylaws. Every act taken or decision made by a vote of the majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or these Bylaws. A meeting at which a quorum is initially present but due to the withdrawal of Directors, is no longer present, may not transact business; those Directors present may either (a) elect to continue as a committee or (b) adjourn to a future date. Directors may not vote by proxy.

The following actions shall require a vote by a majority of all Directors then in office in order to be effective: (a) Creation of, and appointment to, Committees; (b) Removal of a Director without cause; and (c) Indemnification of Directors. Directors may not vote by proxy.

A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

The Chair of the Board shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. A resolution will require a majority vote (i.e., over 50%) to pass. The board will maintain an odd number of directors when setting the number of directors by resolution. In the case of a tie vote, if such a situation occurs, the Board Chair will hold his/her vote until the result of the vote is announced. The Board Chair will then announce the result of the vote with his/her vote. If a Chair of the Board of Directors is elected, there shall also be a Vice-Chair of the Board. In the absence of the Chair, the Vice-Chair shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

The Board may elect to use teleconferencing for all purposes in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in full compliance with the Brown Act and in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the territorial boundaries of LAUSD. Participation in a meeting through use of teleconferencing constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call. "Teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic

\textsuperscript{132} Majority is defined as “greater than 50%.”
means, through either audio or video, or both. Nothing stated here shall prohibit the corporation from providing the public with additional teleconference locations.

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

6. Stakeholder Involvement Plan and Process

“California will provide a world-class education for all students, from early childhood to adulthood. The California Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a highly connected world.”

- Mission Statement, CA Dept. of Education

At Excelencia Charter Academy (“Excelencia”), we firmly believe that families and parents are necessary partners in our work and important stakeholders in our school. We will begin to develop this partnership during our student recruitment efforts. We will build investment with parents interested in Excelencia through meaningful conversations about their goals and expectations for their children. As potential students, we will communicate our unwavering focus on placing their child on a pathway to college. When students enroll and receive admission through our randomized lottery process, the Head of School or Principals will conduct Home Visits with new families. In our first year of operation, every family will participate in a Home Visit. For families who prefer, these visits will be done in a local public location, such as a local library. No family will be required to have a Home Visit, and no child will be denied enrollment based on their family’s preferences regarding completion of a Home Visit. Each year thereafter, every new family to the Excelencia school community will participate in a Home Visit. During this meeting, the we will learn more about the educational goals and aspirations that parents have for their child. The leader will also reinforce the mission of Excelencia and how these beliefs intersect with the family’s vision for their child’s education and future.

This relationship will continue during our inaugural Family Orientation night. At this event, hosted the weekend before the start of our school year, families and parents will be invited to receive pertinent information regarding our academic and behavioral expectations, support services, and promotion requirements. We will also create a space to teach parents best educational practices for assisting with and tracking homework completion, reading and building foundational literacy skills, and communicating a growth mindset. This meeting will also include a tour of classroom spaces and model lessons conducted by teachers so parents can witness and understand our instructional structure and approach to learning.

Throughout the year, after each trimester, we will also host Parent Conferences. These meetings, led by teachers, communicate student performance and progress demonstrated across months of learning. We will invite families to celebrate student achievement and establish additional learning goals for their children. During summer professional development and weekly PD, the Head of School and Student Services Manager train our dedicated teachers on how to promote meaningful engagement during these meetings so parents can further support students. We will provide information, resources, and supplemental materials to extend our educational program and curriculum, so learning can also be accessed at home.
Another cornerstone of our family involvement plan is frequent communication of student growth and progress. Given the significant percentage of families we will serve that speak Spanish, our correspondence will reflect their linguistic preference. Through our homework binders for all grade levels, we will send home daily communication about academic progress and student behavior. Parents will be required to provide their signature acknowledging receipt of this correspondence. At Excelencia Charter Academy, we believe communication with parents and families aligns our vision between school and home. We will also provide thorough report cards after each trimester that detail student growth, current reading level, and areas of academic improvement. Along with end-of-trimester reports, we will also host academic conferences twice each school year. These academic conferences serve as an opportunity for parents to discuss student performance in greater detail with teachers.

In order to strengthen the relationship between school and families, we will also host monthly Cafecitos (outlined below) and evening community events, including fall and spring festivals that are scheduled around Halloween and Cinco de Mayo, respectively. These festivals are designed to foster unity and sense of school pride. They also provide the opportunity to families to interact with school staff outside the classroom setting.

To ensure continued parent involvement, Excelencia Charter Academy will conduct semi-annual family surveys, collecting data on satisfaction with curriculum, culture, staff, and physical environment.

Strong communication with families and incorporating them into decision-making opportunities related to their child’s education is one of our core principles of school design. As a complement to the actions and events above, we will also create additional, high-impact avenues for parental involvement.

**School Site Council**
Excelencia Charter Academy believes that families should be involved in our decision-making process and that we should integrate family knowledge and experiences into our program. Therefore, our School Site Council (SSC) – consisting of the Head of School, teachers, students, and parents – creates a space for families to get involved in school-level decisions, draft and approve accountability goals and the budget, provide policy recommendations, and establish a strong relationship with The Board to further increase student achievement.

We believe in the continuous process of development and improvement, as evidenced by our professional development plan; thus, we will draw on the feedback from families through the SSC to regularly provide feedback on the school’s educational program. The SSC will also solicit the input of other parents and families who do not sit on the advisory group. Members of the SSC will be elected through a formal nomination and voting process and will meet monthly at the school site. Based on suggestions and recommendations from the SSC, the HOS and/or Principal(s) will reflect this feedback in their decisions and operations. Should topics or recommendations warrant a discussion with Excelencia’s governing board, directors will attend SSC meetings.

**Excelencia Family Ambassadors**
Excelencia Family Ambassadors is a group of dedicated parents carrying out the singular mission of strengthening school community and culture through parental involvement. Our Ambassadors
contribute to the success of our school by assisting with student recruitment efforts, fundraising, organizing parent volunteers, and hosting or requesting relevant workshops for other parents and the greater community. Serving as an Excelencia Family Ambassador is strictly a voluntary position and there are no requirements to join. There is also no cap on the number of members who can participate. The Head of School and/or Principal(s) will work closely with the Excelencia Family Ambassadors to build on school success and address challenges and obstacles that families may be facing. Our school will provide adequate space and resources for monthly meetings and new families will be encouraged to attend and participate.

**Cafecitos**

As outlined in our *Academic Calendar*, Excelencia Charter Academy will host a monthly cafecito – an informal gathering of parents to openly discuss topics of interest, learn about current curricular focuses, and celebrate school progress and achievement. All parents and members of the greater community are welcome to attend as our goal is to create an additional avenue for parent feedback and ideas. Cafecitos will be led by the Head of School and/or Principal(s).
**Element 5 – Employee Qualifications**

“The qualifications to be met by individuals to be employed by the charter 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**Employee Positions and Qualifications**

**1. School Employees**

Excelencia Charter Academy ("Excelencia") will strategically recruit, hire, and train a staff of professionals committed to executing the school’s mission and vision. We will search for and employ individuals who demonstrate a shared belief in providing students with the highest expectations possible (both academically and behaviorally). Our staff will align their actions to build and deliver a rigorous curriculum, provide consistent high-quality instruction, and foster an environment where students positively develop their character. The staff chart outlined below was strategically created to ensure our academic and cultural programming function at the highest levels through all years of operation.

The following staff structure and timeline parallels our slow-growth enrollment model. During year one, our eleven staff members ensure an operating student-staff ratio of 10:1. Additional teachers and support staff will be added to complement a growing student body from operating years two through eight, until we reach full enrollment. All organizational roles and hires will serve to advance the mission and vision of Excelencia.
2. Job Descriptions of School Employees

Head of School (Administrator)
Excelencia Charter Academy’s Head of School will be hired, evaluated by, and held accountable to the Board of Directors in regard to all aspects of the school’s academic program, financial management, and organizational health. The Head of School is entrusted with advancing the school’s mission, maintaining the organization’s financial viability, and determining the school’s future direction in accordance with the mission.

Qualifications
- TB Clearance
- Strong commitment to, belief in, and alignment with school’s mission and vision.
- Experience in leadership and management of both adults and scholars.
- Minimum of Master’s or Advanced Degree preferred, with all accompanying verification provided as part of the personnel file.
- Ability to assess data, find trends, and use information to make strategic decisions.
• Knowledge of or experience in education, school finance, governance, management, or law.
• Experience in budgetary planning, accounting, and effective allocation of school resources.
• Exceptional verbal and written communication skills.
• Strong organizational skills and ability to multi-task.
• Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness.
• Spanish speakers preferred.

Responsibilities
• Recruit and hire mission-aligned and results-oriented individuals to fill the positions outlined in Figure 42.
• Create, monitor and sustain culture of academic excellence through consistent implementation of systems and structures to maximize student learning.
• Train and evaluate the Principal(s) (Y1) and Dean of Curriculum and Instruction (Y3) through the observation and practice of curriculum and assessment development, teacher coaching and support, delivery of professional development, and lesson plan feedback and review.
• Lead the development and adaption of a rigorous curriculum and the management of data-driven instruction designed to improve student achievement.
• Create clear and measurable internal standards aligned to the CCSS, and influenced by other rigorous state learning standards.
• Manage and oversee Operations Manager, Office Manager, as well as all other staff including representatives of all outsourced business functions.
• Lead staff development and administrative meetings.
• Manage and direct recruitment, hiring, training, and retention of all staff members, including salary, contract, and benefit orientations; involve other leadership positions when applicable.
• Observe all teachers weekly and twice-weekly for new teachers, as well as daily “drop in” observations (observations are done with Dean of Curriculum and Instruction in Y3).
• Draft and provide evaluations of all staff members (working with the Dean of Curriculum and Instruction, Y3, or the Operations Manager when evaluating positions that also fall under their management).
• Implement all personnel policies.
• Serve as primary spokesperson for school to both internal and external constituents including media, community members, parents, political leaders and representatives, and visitors.
• Support and work with all Board committees as well as provide information, data, reports, and context necessary to assist in effective governance of the school.
• Manage and allocate school resources, including financial resources, in alignment with values of school; work with Operations Manager to evaluate the accuracy of all financial documents.
• Coordinate, manage, and ensure compliance with state-mandated instruction, assessment, and reporting, including requirements for English Learners.
• Hire and supervise personnel who provide contracted services (e.g. speech therapy).
• Work with all school stakeholders, specifically with Operations Manager and Board of Directors, to acquire and collect resources, both financial and in-kind, for instructional, extracurricular, and enrichment needs.
• Develop financial plan for capital needs in order to secure a permanent facility.
• Supervise and direct culture of school by monitoring academic program and implementation of school’s discipline code to ensure safe, and focused school environment.
• Develop and communicate strategic plan for the school.
• Serve as authorizer liaison.

Principal (Administrator)
The Principal will be hired, supervised, evaluated by, and held accountable to the Head of School. The Principal will start in year 1 and be responsible for providing instructional leadership to teachers and support TK-4 staff and students (another Principal will be hired in year 6 to oversee grades 5-8). The Principal is responsible for ensuring the ultimate academic success of the school, overseeing and supporting teachers, informing the Head of School’s evaluation of teachers, and reports directly to the Head of School. An ideal candidate will have at least 5 years of instructional knowledge and success.

Qualifications
• TB Clearance
• CA teaching credential, highly qualified according to applicable federal and state requirements, and demonstrated expertise.
• Administrative credential favorably considered.
• Knowledge regarding California State Standards including Common Core.
• Experience in education, strategic planning, and staff development.
• Ability to assess data, find trends, and use information to make strategic decisions.
• Marked success with quantifiable and objective student performance gains that surpass state and local district averages.
• Experience having led teachers preferred.
• Experience having developed and led professional development preferred.
• Detail-oriented, organized professional with ability to manage multiple priorities.
• Bachelor’s Degree required; Master’s or advanced degree preferred.
• Spanish speakers preferred.

Responsibilities
• Commit to the mission and vision of the school.
• Monitor and ensure the effective delivery of the English Learner and Special Education Programs
• Evaluate the school’s Dean of Curriculum and Instruction, Student Services Manager, Operations Manager, Office Manager, and instructional staff.
• Mediate and manage conflicting demands of the teaching staff.
• Be highly organized and self-sufficient.
• Differentiate training and action plans for teachers with varying degrees of expertise and performance.
• Set and monitor the teaching schedule for the core faculty.
• Develop school systems and structures that maximize student learning.
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards.
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators through an academic achievement dashboard.
- Monitor the grading policy.
- Implement all student discipline, code of conduct, and behavior standards in conjunction with other administrative and teaching staff.
- Supervise teacher communication to parents and ensure all parents are fully informed of student progress.
- Implement and monitor the school’s academic standards, benchmark assessments, and curriculum.
- Coordinate the administration of the CAASPP, ELPAC (both Initial Identification Assessment and Summative Assessment), and other state and national norm-referenced tests.
- Implement and run professional development for teachers.
- Make weekly reports to the Head of School regarding academic and school culture data, as well as the professional development progress of staff.

**Dean of Curriculum and Instruction (Administrator)**

The Dean of Curriculum and Instruction will be hired by the Head of School and supervised, evaluated by, and held accountable to the Principal. Evaluation is primarily based on student achievement, quality of curriculum development, and his/her growth in supporting teacher performance and development. The Dean of Curriculum and Instruction is entrusted with advancing the mission of the school through the management and development of a standards-aligned curriculum; participation in the evaluation, support, and development of teaching staff; and collaboration with the Head of School and Principal on areas of instructional and/or curricular need at the school.

**Qualifications**

- TB Clearance
- Strong commitment to, belief in, and alignment with mission and vision of school.
- Minimum of three years working in urban education with history of significant gains in scholar performance and/or growth.
- Bachelor’s Degree Required, Master’s Degree preferred, with all accompanying verification provided as part of the personnel file.
- Highly qualified as determined by applicable federal and state requirements, with all accompanying verification provided as part of the personnel file.
- Experience in leadership and management of both adults and scholars.
- Ability to assess data, find trends, and use information to make strategic decisions.
- Strong knowledge of Common Core State Standards in all relevant grades and subjects.
- Knowledge of national content standards.
- Exceptional verbal and written communication skills.
- Strong organizational skills and ability to multi-task.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to
continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

- Spanish speakers preferred.

**Responsibilities**

- Embody mission, vision, core beliefs and strategic direction of the school.
- In consultation with Head of School, help to develop and monitor a curriculum (scope and sequence, planning, etc.) that maximizes and enhances student learning in all core subjects.
- Observe facilitation of staff professional development, and begin to deliver staff professional development beginning in Y3. Help coordinate professional development sessions from outside resources.
- In conjunction with the Head of School, serve as one of the instructional coaches for the faculty through regular observations, feedback, meetings, and additional metrics of support in order to provide a quality instructional program to students.
- Research and develop best practices to be implemented and supported in school.
- Analyze student achievement data as well as teacher performance data on variety of metrics, both quantitative and qualitative, and use information to collaborate with Head of School on strategic plan and short- and long-term vision for school.
- In consultation with Head of School, coordinate and manage administration of all standardized student assessments and evaluations, including state assessments, interim assessments, and nationally normed assessments.
- Review report cards for every student and provide feedback to teachers before review by Head of School.
- Co-manage assigned aspects of school-wide routines such as lunch procedures and before and after-school plans.

**Operations Manager (Classified)**

The Operations Manager will be hired by the Head of School and supervised, evaluated by, and held accountable to the Principal. Evaluation is primarily based on his/her performance and growth, organization, and business and internally created operations and performance measures. The Operations Manager is entrusted with advancing the mission of the school through assisting in the creation and implementation of a budget and coordination of external and internal operations. Each of these responsibilities will be done in collaboration with the Principal.

**Qualifications**

- TB Clearance
- Strong commitment to, belief in, and alignment with mission and vision of school.
- Possession of, at minimum, a Bachelor’s degree, with all accompanying verification provided as part of the personnel file.
- Minimum of three years of experience in operations and finance preferred.
- Proficiency or advanced knowledge in Microsoft Excel and other financial management and human resources software (required).
- Knowledge of school finance, budgetary planning, and accounting principles (preferred)
- Experience in school finance, governance and fundraising (preferred).
- Excellent technical writing and organizational skills required.
- Excellent data management and reporting abilities.
• Demonstrated ability to multitask effectively and prioritize strategically.
• Prior leadership roles with demonstrated strong results.
• Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness.
• Strong communication and interpersonal skills.
• Spanish speakers preferred.

Responsibilities
• Create and maintain high standards of financial management and oversight with regard to budgets, cash flow statements, expenditures and revenues.
• Ensure compliance with generally accepted accounting principles as well as all other requirements, federal, state, and local.
• Provide regular feedback to Head of School on tools and resources that may strategically improve financial management.
• Working closely with contracted vendor, supervise daily accounting of school including accounts payable and receivable, cash receipts, payroll and benefits, general ledger, taxes, and allocation of non-financial resources in collaboration with the Head of School.
• Prepare all relevant reports, evaluations, and data to both internal and external agencies, funding sources, and parties for review by Head of School.
• Supervise and monitor daily inputs and outputs of school including accounts payable and receivable, cash receipts and disbursements, payroll/benefits, taxes, staff, and school supplies.
• Report to and collaborate with Head of School throughout budgetary process including establishment of priorities and maintenance of financial outputs on daily and/or weekly basis.
• Coordinate food service bids and contract for all student meals and snacks in conjunction with vendor selected and with Head of School.
• Coordinate and implement strategy for teacher and student recruitment in collaboration with Head of School.
• Conduct community outreach and engagement.
• Oversee facility layout and equipment needs.
• Oversee resources provided to all staff, including classroom resources and copy services.
• Provide verbal and written financial report at all Board of Directors Finance Committee meetings, and at full Board meetings as needed, in coordination with Head of School.
• Monitor student attendance.
• Manage Illuminate, our Student Information System (SIS).

Office Manager (Classified)
The Head of School will hire and delegate supervision of the Office Manager. The Office Manager will primarily be supervised and held accountable to the Operations Manager. Evaluation will be primarily based on performance and growth and completed by Head of School and Operations Manager. The Office Manager is entrusted with advancing the mission of the school through the organization and running of all administrative tasks including phone calls, copies, translation, newsletter drafts, filing, and recordkeeping.
**Qualifications**
- TB Clearance
- College degree preferred but may be substituted for relevant experience.
- Three or more years of customer service or administrative experience.
- Strong organizational abilities.
- Detail oriented.
- Experience in clear, respectful communication with both adults and children.
- Preferred experience working in urban settings.
- Knowledge of office equipment and services including computers, printers, copiers, fax machines, phones, and software.
- Familiarity with Microsoft Office, especially Word, Excel, and PowerPoint.
- Open to feedback, willingness to take personal responsibility.
- Spanish speakers preferred.

**Responsibilities**
- Strong commitment to, belief in, and alignment with mission and vision of school.
- Maintain accurate, complete, neat, and organized files for every student.
- Coordinate lottery, admissions, enrollment, and waitlist procedures for the school.
- Conduct community outreach and engagement.
- Collect, enter, and maintain school data in administrative database.
- Create purchase orders, track shipments, and follows-up on administrative needs with vendors, including ordering, receipt and maintenance of supplies.
- Work with Operations Manager to maintain accurate attendance records and follows-up with families when students are not present at school.
- Coordinate all school mailings.
- Ensures strict confidentiality of personal student and staff records and data.
- Make copies as needed.
- Support Operations Manager in operational duties, including lunch distribution, recess and inventory and distribution of supplies.
- Maintain enthusiastic greetings of all school stakeholders (in person, by phone, through email, and through mail) and provides information and directs communication thoughtfully.
- Communicate to all school stakeholders in thoughtful, calm, and knowledgeable way.
- Remain familiar with school policies, procedures, and operations.
- Draft, edit, and translate documents, as needed.
- Complete other responsibilities as requested by Head of School.

**Student Services Manager (Certificated)**
The Student Services Manager will be hired by the Head of School and supervised, evaluated by, and held accountable to the Principal. Evaluation is based on performance and growth, student achievement, and quality of student support. The Student Services Manager is entrusted with advancing the mission of the school through the development of our Special Education and EL Programs. He or she will collaborate with the Dean of Curriculum and Instruction (Y3) on areas of instructional and/or curricular support at the school, especially in relation to English Learners and students with special needs.
Qualifications

- TB Clearance
- Strong commitment to, belief in, and alignment with mission and vision of the school.
- California state teacher credential or certification eligibility, with all accompanying verification provided as part of the personnel file.
- Minimum of a Bachelor’s degree, with all accompanying verification provided as part of the personnel file.
- California State certification in special education.
- Highly qualified as determined by applicable federal and state requirements, with all accompanying verification provided as part of the personnel file.
- Minimum of one year working in urban education with a history of significant gains in scholar performance and/or growth.
- Experience in writing excellent Individual Education Plans (IEPs) and communicating the contents in an accessible way to multiple audiences.
- Experience compiling and managing special education reporting data.
- Excellent verbal and written skills.
- Experience or familiarity analyzing data and using data to inform decisions and/or instruction.
- Strong organizational skills.
- Openness to feedback, desire to continue development as professional, and willingness to take responsibility for scholar outcomes and achievement.
- Spanish speakers preferred.

Responsibilities

- Serve as the point of contact for all matters involving special education due process
- Draft and revise IEPs as necessary to ensure that needs of special education students are being served.
- Maintain detailed, meticulous student IEP, 504, and EL records according to state and federal guidelines.
- Working with the Head of School, prepares, budgets, and solicits funds to provide financial support for programs and equipment.
- Prepares and submits documentation to secure funding through IDEA and the state of California.
- Provides on-going training to staff and school administrators on special education and EL compliance and instructional best practices.
- Ensures compliance with all state-mandated instruction, assessment and reporting.
- Hire and supervise contracted vendors who provide services like speech therapy, in coordination with Head of School.
- Embody mission and vision of school.
- Coordinate annual or biannual formative and summative evaluations of the special education program
- Create standards-aligned curriculum including scope and sequence, annual plan, unit plans, and lesson plans; develop interim, midterm, and final assessments as needed.
- Provide academic support and tutoring to small groups or individual students as needed/scheduled
- Assist with interviewing of special education teachers and related service professionals
• Analyze student achievement data in collaboration with Dean of Curriculum and Instruction (Y3) and Head of School.
• Implement data tracking system and use data to inform instructional development and delivery
• Collaborate with other staff members and actively participate in all professional development and learning activities.
• Work to continuously improve effectiveness in all instructional practices, using school’s teacher performance rubric as a guide.
• Provide direct student services as needed
• Use feedback to make productive changes in performance.
• Complete all administrative requirements before given deadlines.

Special Education Teacher (Certificated)
The Special Education Teacher will be hired by the Head of School and supervised, evaluated by, and held accountable to the Principal. Under the direction of the Student Services Manager and Principal, the special education teacher will plan and provide for appropriate learning experiences for students with disabilities. The person in this position is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.

Qualifications
• TB Clearance
• Strong commitment to, belief in, and alignment with mission and vision of the school.
• California State teacher credential or certification eligibility.
• Minimum of a Bachelor’s degree.
• State certification in special education.
• Highly qualified as determined by applicable federal and state requirements.
• Minimum of one year working in urban education with a history of significant gains in scholar performance and/or growth.
• Experience in writing excellent Individual Education Plans (IEPs) and communicating the contents in an accessible way to multiple audiences.
• Experience compiling and managing special education reporting data.
• Excellent verbal and written skills.
• Experience or familiarity analyzing data and using data to inform decisions and/or instruction.
• Strong organizational skills.
• Openness to feedback, desire to continue development as professional, and willingness to take responsibility for scholar outcomes and achievement.
• Spanish speakers preferred.

Responsibilities
• Deliver instruction using variety of targeted learning modalities in order to develop necessary skills (motor, language, cognitive, memory) using methods to enhance student achievement.
• Create and maintain a system for monitoring and compliance, ensuring that all federal and state rules and policies are followed with regards to special education
• Create and coordinate an annual schedule for IEPs
• Embody mission and vision of school.
• Teach and enforce school-wide systems, rules and consequences, disciplinary codes, and rewards at all times.
• Facilitate review of intake assessments for incoming students
• Facilitate the evaluation/reevaluation process
• Develop and implement ambitious and standards-aligned lesson plans with the end goal of student performance at or above grade level.
• Coordinate push-in and pull-out schedules with special education instructional consultants and general education teachers
• Ensure compliance with all Federal and District SPED regulations regarding parent/guardian consent
• Work directly with general education teachers on issues that may arise in classroom settings
• Maintain up-to-date Welligent records
• Provide Welligent data analysis for all Modified Consent Decree meetings
• Communicate regularly and proactively with students and families.
• Draft student report cards and revise as required.
• Participate in additional activities including field trips, intensive academic support sessions, and other required programs as needed throughout the year.

**General Education Teacher (Certificated)**
Teachers are the most critical lever that Excelencia will have to ensure the success of the academic program and student achievement. Teachers will report to and be evaluated by the Principal.

**Qualifications**
• TB Clearance
• Strong commitment to, belief in, and alignment with mission and vision of school.
• California State teacher credential or certification eligibility.
• Teachers teaching TK must possess credentials that authorize instruction in transitional kindergarten classrooms as outlined by the Commission on Teacher Credentialing.
• Minimum of a Bachelor’s degree.
• Highly qualified as defined by applicable federal and state requirements.
• Minimum of one year working in urban education with a history of significant gains in scholar performance and/or growth (preferred).
• Excellent verbal and written skills.
• Experience or familiarity analyzing data and using data to inform decisions and/or instruction.
• Strong organizational skills.
• Openness to feedback, desire to continue development as professional, and willingness to take responsibility for scholar outcomes and achievement.
• Spanish speakers preferred.
Responsibilities

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

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

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

Responsibilities

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

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

Responsibilities

• Review and support the development and refinement of unit plans
• Ensure sound vertical alignment across the grade levels within the department
• Ensure that unit plans align with scope and sequence
• Lead content level meetings and content planning sessions
• Analyze content data across the school from diagnostics and interim assessments

**Teacher Fellow (Classified)**
Teacher Fellows are hired and evaluated by the Principals. Teacher Fellows provide support to third, fourth, and fifth grade students, primarily in a one-on-one or small group capacity. Teacher Fellows collaborate with grade level teachers around data analysis processes, instructional goals and methods, and curricular development to ensure the support provided is strategic. Grade level teachers and Teacher Fellows identify the needs of scholars who are struggling with skills or who need additional challenge, and Teacher Fellows are incorporated in the action plans to provide this necessary support. The experience that Teacher Fellows gain over the course of a year makes them ideal candidates to assume a lead teaching position the following year, significantly enhancing the talent and expertise of our lead teaching staff, which then ensures that the best talent is supplied to our scholars.

**Qualifications**
- TB Clearance
- Must meet federal and state requirements in accordance with Title I funding parameters. (1) Completed two years of study at an institution of higher education; (2) Obtained an associate’s (or higher) degree; or (3) Met a rigorous standard of quality and are able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing and mathematics (or as appropriate, reading readiness, writing readiness and mathematics readiness).
- Must be organized, creative, independent and self-motivated, enthusiastic, dependable, detail-oriented, flexible in scheduling and prioritization and driven by excellence.
- Must possess good communication skills to present facts and recommendations effectively in oral and written form, including accurate grammar and business correspondence knowledge.
- Interpersonal skills to establish and maintain effective relationships; demonstrated ability to communicate in situations requiring tact and poise; skilled in confidentiality and discretion.
- Must present a neat, professional appearance.
- Must be able to adjust tasks and focus with composure, and in accordance with changing deadlines and priorities.
- Spanish speakers preferred.

**Responsibilities**
- Teacher Fellows provide intervention support, primarily in a one-to-one or small group capacity, to our Upper Elementary (grades 3-5) scholars.
- Supervise children in all indoor and outdoor activities ensuring a safe environment, especially during transitions and bathroom breaks.
- Supervise children during breakfast, lunch and snack time, encouraging good eating habits are developed.
- Assist in teaching children to become responsible for their decisions and actions.
- Guide children’s behaviors in a positive way that teaches self-respect along with respect for others and the community around them.
• Encourage children to interact positively with other children and people around them.
• Provide a wide variety of age appropriate activities that offers physical and emotional growth.
• Prepare instructional materials needed to implement the daily activity plans with the classroom teacher.
• Maintain open lines of communication with the classroom teacher and team to ensure individual needs of all children are met.
• Prepare and distribute healthy snacks as necessary for children.
• Lead the classroom if teacher is running late or requested a substitute.
• Help and supervise during any field trip and school-related activities.
Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.
**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.
In accordance with California Department of Justice requirements, the Office Manager will serve as Excelencia Charter Academy’s custodian of records. The Head of School will serve as the custodian of records until the Office Manager is hired in Y1.

Excelencia Charter Academy (“Excelencia”) will implement and maintain a comprehensive set of health, safety, and risk management policies that will be carefully reviewed by the school’s stakeholders – staff, students, parents, the governing board, and insurance carriers. Our Health, Safety, and Emergency Plan will be kept on file and secured in the main office. The plan and policies will be made available upon request. In order to ensure the daily health and safety of our scholars, staff will be trained annually on our health and safety procedures. These procedures include, but are not limited to:

- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Mantoux Tuberculosis (TB) tests.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and EPA.
- A requirement that each employee of the School to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.
- A policy that the school will be housed in facilities that has a valid certificate of occupancy. Periodic inspections shall be undertaken, as necessary, to ensure such applicable safety standards are met.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies,
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A policy that details pest management at the school that is in compliance with the Healthy Schools Act (Ed Code §17608).

**Monitoring Credentials**
Excelencia will ensure all teachers are highly qualified and closely inspects and maintains current copies of teacher credentials. The Head of School ensures that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of Highly Qualified for the purposes of compliance with applicable federal and state requirements. Credentials are reviewed annually for all returning staff and carefully vetted during the hiring process for new staff. Excelencia will comply with all State and Federal laws concerning the maintenance and disclosure of employee records. Teachers of core content areas 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.
**Nutritional School Lunch Program**
Excelencia will participate in the National School Lunch Program (NSLP) – a federally funded meal program. Each school day, NSLP will provide a nutritious and balanced reduced or free lunch to students. Excelencia and its approved vendors will comply with all federal and state regulations of the program.

**Prescription Medications**
Excelencia will adhere to Education Code Section 49423 regarding administration of medication in school.
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 throughout the term of the Charter 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. The District may receive 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.

In 2018, Excelencia Charter Academy (“Excelencia”) will begin with 60 students in Transitional Kindergarten and Kindergarten and 60 students in first grade. By the start of 2025-2026 school year, we will operate at full scale and serve 540 students in TK-8.

Excelencia will implement a strategic recruitment plan that ensures all parents and families are informed about the educational opportunities we will provide. Excelencia will maintain a strong commitment to serving all families in Los Angeles and therefore, we will utilize various communication and outreach methods to recruit student from all backgrounds. These efforts include, but are not limited to:

- Marketing materials that are developed in both English and Spanish
- Effective use of social media and school website to notify parents and families of enrollment opportunities and important application and lottery dates
- Canvassing (door-to-door outreach) of households within a one-mile radius of the central location of the future school site
- Community outreach to local businesses, companies, and organizations such as grocery stores, medical & wellness centers, apartment complexes, faith-based organizations, public libraries, shopping plazas, social services centers, and parks.
• Information sessions at local community centers and organizations that maintain a high presence of TK-8 children, including:
  o Weingart East LA YMCA
  o Youth Soccer League
  o East LA Boys & Girls Club
  o Barrio Youth Action
  o First Five LA

The demographics of East Los Angeles (comprised of zip codes 90022, 90023, and 90063) are outlined in Figure 43. Excelencia will commit to the strategic recruitment plan to achieve our goal of a 70:30 racially balanced student body. Our targeted population reside within these three zip codes and our enrollment efforts will center on this area. Based on a frequent assessment of achieving our racially balanced goal, we will modify our recruitment plan as necessary to ensure our applicant pool is reflective of the general population.

**Figure 43: Demographics by Zip Code**

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>Hispanic / Latino</th>
<th>African-American</th>
<th>Asian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>90022</td>
<td>97.0%</td>
<td>0.3%</td>
<td>1.1%</td>
<td>1.5%</td>
</tr>
<tr>
<td>90023</td>
<td>96.6%</td>
<td>0.6%</td>
<td>0.8%</td>
<td>2.0%</td>
</tr>
<tr>
<td>90063</td>
<td>96.9%</td>
<td>0.3%</td>
<td>1.1%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

Our community engagement work is cyclical and continuous, to ensure that Excelencia is seen and received by as many families within the 90022, 90023, and 90063 zip codes.

In preparing the charter petition and collecting parent signatures, we have engaged in the critical work of building awareness for the school and connecting with scores of future families and students. We will continue and amplify these efforts going forward, which we anticipate will continue to grow the depth of our community support leading up to the proposed school’s launch in the Fall of 2018. A list of outreach activities conducted thus far is provided in Figure 44.

**Figure 44: Community Outreach Events & Activities**

<table>
<thead>
<tr>
<th>Outreach Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/15/16</td>
<td><em>Mariachi 5K Run</em></td>
</tr>
<tr>
<td>10/22/16</td>
<td>Family Outreach at The Wellness Center</td>
</tr>
<tr>
<td>10/25/16</td>
<td><em>LA School Report Education Town Hall at East Los Angeles College</em></td>
</tr>
<tr>
<td>10/29/16</td>
<td>Family Outreach at Superior Grocers on Cesar Chavez Ave.</td>
</tr>
<tr>
<td>11/5/16</td>
<td>Family Outreach at El Mercado de Los Angeles</td>
</tr>
<tr>
<td>11/30/16</td>
<td><em>Boyle Heights Neighborhood Council Meeting</em></td>
</tr>
<tr>
<td>12/07/16</td>
<td><em>El Sereno Neighborhood Council Meeting</em></td>
</tr>
<tr>
<td>12/17/16</td>
<td>Family Outreach at Atlantic Square Shopping Center</td>
</tr>
<tr>
<td>12/21/16</td>
<td><em>Best Start East LA Community Partnership Meeting</em></td>
</tr>
<tr>
<td>12/22/16</td>
<td><em>East LA YMCA Toy Drive Giveaway</em></td>
</tr>
<tr>
<td>01/14/17</td>
<td>Family Outreach at Target on Whittier Blvd.</td>
</tr>
<tr>
<td>01/21/17</td>
<td>Family Outreach at Superior Grocers on Cesar Chavez Ave.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>01/25/17</td>
<td>Boyle Heights Neighborhood Council Meeting</td>
</tr>
<tr>
<td>01/28/17</td>
<td>Family Outreach at East LA YMCA</td>
</tr>
<tr>
<td>02/04/17</td>
<td>Family Outreach at White Memorial Medical Center</td>
</tr>
<tr>
<td>02/11/17</td>
<td>My Child, My Choice Rally – Mariachi Plaza</td>
</tr>
<tr>
<td>02/11/17</td>
<td>Family Outreach at El Mercado de Los Angeles</td>
</tr>
<tr>
<td>02/22/17</td>
<td>Family Outreach at The Wellness Center</td>
</tr>
<tr>
<td>02/28/17</td>
<td>Family Outreach at Target on Whittier Blvd.</td>
</tr>
<tr>
<td>03/04/17</td>
<td>Family Outreach at Belvedere Community Regional Park</td>
</tr>
<tr>
<td>03/11/17</td>
<td>Family Outreach at East LA YMCA</td>
</tr>
<tr>
<td>03/21/17</td>
<td>Presentation to parents – Sunrise Preschool</td>
</tr>
<tr>
<td>03/25/17</td>
<td>Family Outreach at White Memorial Medical Center</td>
</tr>
<tr>
<td>03/26/17</td>
<td>Family Outreach at Belvedere Community Regional Park</td>
</tr>
<tr>
<td>04/08/17</td>
<td>Family Outreach at East LA YMCA</td>
</tr>
<tr>
<td>04/13/17</td>
<td>Family Outreach at Target on Whittier Blvd.</td>
</tr>
<tr>
<td>04/14/17</td>
<td>Family Outreach at Target on Whittier Blvd.</td>
</tr>
<tr>
<td>04/16/17</td>
<td>Family Outreach at Belvedere Community Regional Park</td>
</tr>
</tbody>
</table>
Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

Admission Requirements

By charter school law, our school has open admission for any student who seeks to enroll in our academic program. Enrollment will be tuition free and no specific GPA or test scores will be
required for admission as outlined in Education Code § 47605(d)(2)(A). Our recruitment efforts reflect our objective nature as a charter school and in no way favor or bias any demographic. After students with Individualized Education Plans (IEPs) are admitted and enrolled, it is the school’s policy to collect any and all information pertaining to the student’s IEP. Our school is committed to serving academically low-achieving and economically disadvantaged students to offer them a seamless path to success in college and life. Our school will serve a community where on average 90% of the students in our target population qualifies for free or reduced price lunch according to federal guidelines. We are dedicated to making sure that all community members are equally aware of the alternative we will be providing to students within the communities we intend to serve.

Student Recruitment

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

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

Lottery Preferences

Years 1 and 2 (If receive PCSGP Funding)

In order to comply with the PCSGP Federal Start-up Grant regulations, if the Charter School receives PCSGP funding it will enroll with the following preferences during the first 2 years of its charter term:

Lottery Preferences

All general applicants will be entered into a lottery drawing based upon the below lottery preferences:

1. Pupils who reside in the District.
2. Siblings\textsuperscript{133} of a currently attending Excelencia Charter Academy student.
3. Students at a non-charter elementary school or in the elementary school’s attendance area if at least 50% of the elementary school students are eligible for free or reduced lunch (E.C. Section 47605.3).
4. Children or wards of Excelencia Charter Academy employees who reside in the District and children or wards of Excelencia Charter Academy employees who do not reside in the

\textsuperscript{133} For the purposes of Enrollment Preferences, “sibling” shall be defined as a child who has continuously lived with the currently enrolled student for at least 6 months and is supported by at least 1 of the same adults living in the household.
District, limited to 10% of the charter school’s total enrollment and subject to District’s Founding Parent’s Guideline.

5. Other California residents

*In-District Students – in accordance with State law, Charter School will employ a single lottery with a higher weighting for students in this category. All students in the lottery living in the Los Angeles Unified School District boundaries will receive weighted drawing preference over students living outside the LAUSD boundaries by having their names submitted twice in the lottery pool.

*Other California residents – all students in the lottery living within the State of California, but not within the boundaries of the Los Angeles Unified School District will receive no weighted drawing preference and will have their name submitted once in the lottery pool.

**Years 3 through 5 (Or All Years if Do Not Receive PCSGP Funding)**
If no PCSGP funding is awarded to the charter school, then the below preferences and exemptions shall apply for the entire charter term (years 1-5). If PCSGP funding is awarded, then after the 2-Year PCSGP Federal Start-up Grant period has expired, and during the final three years of the school’s charter term, the Charter School will enroll with the following preferences:

### Lottery Procedures

Our admissions process begins with the submission of a Lottery Application Form that must be submitted by February of the year prior to enrollment. Submitted applications are date-and-time stamped and student names are added to an application roster to track receipt. Applicants who submit a Lottery Application Form are counted to determine if the number of applications exceeds available seats. If there are more applicants than available seats, the school holds a public random drawing to determine enrollment. The public is notified of the random drawing through written notices posted at the school campus and on our website. Applicants who have submitted a Lottery Application Form are notified of the lottery via automated and/or personal telephone calls, email notifications, and letters sent to home addresses. If there are more available seats than there are applicants, all students who have submitted a Lottery Application Form will be offered a seat.

### Summary of School’s Application and Enrollment Process

1. Completion of a Lottery Application Form at school site or online.
   1. Optional attendance at an Information Session (multiple opportunities available throughout the winter and spring months).
   1. Lottery (if necessary, in the event that applications for enrollment exceed school capacity).
   2. Notification to families of outcome (offering of seat or waitlist position).
3. Enrollment Packet Submission (to be completed by family within two weeks after notification of acceptance).
   1. Completion of all necessary enrollment paperwork.

Applications will be available digitally online on the Excelencia Charter Academy school website and hard copies will be available upon request. Our school advertises the open application period
to the surrounding communities and also communicates the timeline, rules and procedures for the lottery process. Typical methods these communications include, but are not limited to, web advertising, newspaper and magazine ads, home mailers, fliers, and sign/billboard advertising. All communications address the timeline, rules and procedures for the lottery process.

The rules to be followed during the lottery process are outlined in the opening narrative and in subsequent sections below.

The lottery is coordinated by the Office Manager but moderated by an objective third party (usually a community leader or liaison) in a location open to the public and advertised to the school community. The Principal will actively participate in the public lottery to ensure a school administrator is present. Given the native languages of the anticipated target community, all proceedings are conducted in English and Spanish, as needed.

The lottery is open to the public and families are encouraged to attend, however, families are not required to be present at the time of the drawing to be eligible for admission. Results are published in English and Spanish and will be made available upon request at the school site.

Families who have been offered admission are notified of acceptance within a week of the lottery by the Office Manager and must accept enrollment for their student within two weeks of notification by confirming with the school staff or our Office Manager their intent to complete the enrollment process and/or submitting a completed Enrollment Packet. Any families who decline an offered seat or who fail to confirm by the deadline will lose their position to the next applicant on the waiting list. The waiting list is kept on file at the school and is valid for the duration of the school year.

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

The random public drawing (lottery) is held in a public space in the community that is large enough to accommodate all interested families. It is often the case that the largest available space is at the school site. The lottery process is open to the public. The public is notified of the random drawing through written notices posted at the school campus and on our website at least 30 days in advance. Applicants who have submitted a Lottery Application Form are notified of the lottery via automated and/or personal telephone calls, email notifications, and letters sent to home addresses.

The Random Public Drawing (month of year – March) will be scheduled during March of each year, in the event that applications for enrollment exceed school capacity. Our first lottery will be scheduled for March 17, 2018. The lottery will be held at a time that is determined to be convenient for the families in our school community to attend. This is typically between the hours of 6pm and 8pm on a weeknight, or between 8am-10am on a Saturday morning.
A waiting list is implemented when the number of applications exceeds the enrollment capacity. In the event of a lottery, admission to the school will be offered to applicants based on the results of the public random drawing until capacity is reached. All remaining names drawn after capacity is reached will be placed on a waiting list in the order they are drawn.

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

As seats become available in a grade level, the student with the highest numerical ranking will be offered that seat.

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

Copies of all Lottery Application Forms, lottery results, and waiting lists are readily available for inspection at the school office. These records will be maintained by the Office Manager. Waitlists will not carry over to the next year. Element 8 of our petition is available to the public at any time by contacting the Office Manager at the Excelencia Charter Academy office. It is available to the public at any time.
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).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

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

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

Excelencia Charter Academy ("Excelencia") will be a fiscally independent, directly funded charter school. Each fiscal year, a CA certified independent auditor shall verify the accuracy of the school financial statements, attendance, and enrollment accounting practices, and internal controls. The Board selects the auditor through a request for proposal. An auditor is chosen on experience with charter school finance, auditing experience, approved by the State Controller on its published list as an educational audit provider and cost.

Excelencia Charter Academy will develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The Head of School and Board are knowledgeable about the audit guide “Standards and Procedures for Audits of California K-12 Local Educational Agencies” and, as required under Ed. Code § 47605 (b)(5)(I), the school hires an independent auditor to conduct a complete fiscal audit of the books and records.

Audit exceptions and deficiencies are resolved in conference with the auditor to the satisfaction of LAUSD. Excelencia Charter Academy, specifically the Head of School, will resolve any outstanding issues within three weeks from the audit prior to the completion of the auditor’s final report. Excelencia Charter Academy’s Board of Directors and Head of School will provide a copy
of the auditor’s final report to the District, the County, the State Controller, the CDE and/or any other required agencies with the final audit results within four months following the close of the fiscal year and by December 15 of each year. Excelencia Charter Academy will ensure timely submission of all documents.

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

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

**NOTIFICATION OF THE DISTRICT**

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

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

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

**OUTCOME DATA**

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

**REHABILITATION PLANS**

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

**READMISSION**

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

**REINSTATEMENT**

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

**GUN-FREE SCHOOLS ACT**

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

**School Climate and Discipline System**

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

– LAUSD Discipline Foundation Policy

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

136 Ibid.
137 Ibid.
The goal of our discipline policy is both to maintain a physically, emotionally, and intellectually safe learning environment for our students and to help students develop into positive, engaged members of their communities who embody our LEAD with Excellence core values (Leadership, Enthusiasm, Accountability, Determination, and Excellence). As students grow from our early elementary academy (TK-2) to middle school (6-8), we must support their character development and independence as they develop their own moral code, helping students move from mere compliance to the development of their personal ethical code.

**Discipline System**

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

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

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

- Receiving a “shout-out” during a community meeting
- Being selected to help lead and/or plan a community meeting
- Parent/guardian phone call or letter home
- Receiving the Excelencia Scholar of the Month award
- Being designated as the Homeroom Captain for the week

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• Special school-level privileges (lunch with the Head of School/Principal, etc.)

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

**Alternatives to Suspension**

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

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

- Non-verbal cue from teacher to correct behavior
- Teacher conference with student
- Detention (served during lunch)
- Loss of privileges
- Referral to Head of School or Principal
- Parent phone call or letter home
- Parent conference
- Community service

While our approach to student discipline is focused on proactive strategies and positive reinforcement, there are specific, succinct consequences for student misconduct. We will seek to “address student misconduct and harm in a way that strengthens relationships and focuses on the harm done rather than only rule-breaking,” connecting student choices to our core values and the effect they have on our learning community. Our tiered-level of consequences are consistently enforced without discrimination across the entire school. We understand the need to have a school-wide approach to discipline, as quality instructional time must be maximized. Teachers are thoroughly trained to address misbehaviors through strong classroom management techniques such as non-verbal cues to students. Our focus is on quickly addressing misbehavior through minimally invasive corrective actions. Slight, or low-level, misbehaviors are addressed within the classroom by the classroom teacher. Teachers implement a standard schoolwide conduct system that visually shows where students are behaviorally at any given time. For slight misbehaviors, students may move from “green” to “yellow,” and as they move further they may lose certain privileges such as lunch with their peers. If the consequence imposed is not effective, staff

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139 Los Angeles Unified School District: Restorative Justice. [http://achieve.lausd.net/Page/4754](http://achieve.lausd.net/Page/4754)
members may ask the Principal to intervene. Teachers notify the Principal of any significant or repeated discipline issues and seek support from them in finding ways to modify student behavior where needed. Students who repeatedly struggle to make the right choices will have a meeting with the Head of School or Principal and a parent/guardian to develop a behavior plan with personal goals, a timeline for achieving them, and appropriate consequences for continued misconduct. Our tiered system of consequences outlined above seeks to support the individual growth and development of each child while preserving a safe and supportive learning environment for the school community.

**Professional Development**

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

Teachers will receive annual training during four weeks of summer professional development and the first two months of the school year on our system of Restorative Justice and high-leverage classroom management techniques, including those outlined in Teach Like A Champion. Teachers will spend time practicing prevention strategies and quick behavioral corrections that will allow students to maximize distraction-free instructional time.

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

**In-School Suspension**

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

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

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

**Grounds for Out-of-School Suspension and Expulsion**

This **Element 10: Suspension and Expulsion Procedures Policy** (“Policy”) has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this Policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the noncharter schools’ list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq*. The Charter School is committed to annual review of policies, procedures, Ed. code surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion consistent with material revision requirements if applicable to a particular change.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent/Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all Charter School and Charter School-related activities unless otherwise agreed by the Charter School and the student’s parent/guardian during the period of suspension or expulsion.

**Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for any of the acts enumerated in California Education Code 48900 related to school activity or school attendance that occur at any time including, but not limited to:
• While on school grounds
• While going to or leaving from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity

**Enumerated Offenses**

**Discretionary Suspension Offenses:** Cases where suspension shall be considered include those where the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

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

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

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

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

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

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2. “Electronic Act” means the creation or transmission originated on or off the
schoolsite, by means of an electronic device, including, but not limited to, a
telephone, wireless telephone, or other wireless communication device, computer,
or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, or image.
   ii. A post on a social network Internet Website including, but not limited to:
      a) Posting to or creating a burn page. A “burn page” means an Internet
         Website created for the purpose of having one or more of the effects
         as listed in subparagraph (1) above.
      b) Creating a credible impersonation of another actual pupil for the
         purpose of having one or more of the effects listed in subparagraph
         (1) above. “Credible impersonation” means to knowingly and
         without consent impersonate a pupil for the purpose of bullying the
         pupil and such that another pupil would reasonably believe, or has
         reasonably believed, that the pupil was or is the pupil who was
         impersonated.
      c) Creating a false profile for the purpose of having one or more of the
         effects listed in subparagraph (1) above. “False profile” means a
         profile of a fictitious pupil or a profile using the likeness or attributes
         of an actual pupil other than the pupil who created the false profile.
   iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall
        not constitute pervasive conduct solely on the basis that it has been
        transmitted on the Internet or is currently posted on the Internet.
   v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or
      attempted infliction of physical injury to another person may be subject to suspension, but
      not expulsion, except that a pupil who has been adjudged by a juvenile court to have
      committed, as an aider and abettor, a crime of physical violence in which the victim
      suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant
      to subdivision (1).
   w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any
      object of this type, the student had obtained written permission to possess the item from a
      certificated school employee, with the Principal or designee’s concurrence.

**Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for
expulsion for any of the following acts when it is determined the pupil:
   a) Possessing, selling, or furnishing a firearm
   b) Brandishing a knife at another person
   c) Selling a controlled substance
   d) Committing or attempting to commit a sexual assault or sexual battery as defined in Section
      48900 of the Education Code
   e) Possession of an explosive
   f) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object
      unless, in the case of possession of any object of this type, the students had obtained written
      permission to possess the item from a certificated school employee, with the Principal or
      designee’s concurrence.
**Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

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

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

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

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

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

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of
actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,
computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Website including, but not limited to:
   a) Posting to or creating a burn page. A “burn page” means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
   b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
   c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessing, selling, or furnishing a firearm
b) Brandishing a knife at another person
c) Selling a controlled substance
d) Committing or attempting to commit a sexual assault or sexual battery as defined in Section 48900 of the Education Code
e) Possession of an explosive
f) Possessed, sold, or otherwise furnished any firearm or explosive unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
If it is determined by an Administrative Panel during an expulsion hearing or the Board of Directors in an expulsion appeal that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure (for in-school and out-of-school suspensions)

Suspensions shall be initiated according to the following procedures:

1. **Conference:**
   Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. The Principal or designee has authority to suspend a student.

   At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of when the student committed the offense, unless the pupil’s parent/guardian waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The student and parent/guardian will be afforded the opportunity to respond to the allegations prior to the issuance of the suspension. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. **Notice to Parents/Guardians:**
   At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person when the parent comes to the

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school. Whenever a student is suspended, the Principal or designee shall notify the parent/guardian in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice shall also state the date and time when the student may return to school. If the Principal or designee wish to ask the parent/guardian to participate in another meeting or phone conference regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion:**

   Out-of-school suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year, unless for purposes of adjustment, a pupil enrolls in another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) school days in any school year. For students with disabilities, suspensions may not exceed ten (10) days per school year.

   Upon a recommendation of expulsion by the Principal or Principal’s designee\(^{144}\), the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. The student will receive meaningful access to education during suspension, and will have the opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classrooms teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through classroom teacher during their suspension and be provided the opportunity to make up any missed exams. All assignments will be provided by the teacher and available for pick-up or mailed to the child’s home. The method in which assignments will be delivered will be decided on a case-by-case basis and prior to the end of the 1\(^{st}\) day of suspension.

**Authority to Expel**

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Principal. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School’s governing board. The panel will be comprised of member from other Charter schools operating in the District. The Charter School’s Board will appoint an impartial Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense. In cases of discretionary offenses, additional findings will be used to determine if expulsion is appropriate.

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A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School’s Board, which will make the final determination. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing.

**Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The interim placement for students who are suspended pending expulsion hearing and expulsion appeal hearing will be in accordance with the Alternative Educational Placement MOU with the District. The student or their representative shall receive a hearing. Unless postponed for good cause by the Principal, designee, family, or Administrative Panel, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student through his or her representative makes a written request for a public hearing no later than three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded by the Principal or designee145 to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date, place and time of the expulsion hearing;
2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses;
9. A statement that the pupil’s parent/guardian may request a postponement of the hearing for good cause;
10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

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Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Administrative Panel. Copies of these sworn declarations, redacted to delete the name and identity of the witness, shall be made available to the pupil.

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

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand/area where the witness will be seated during the hearing.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel member presiding over the hearing (“presiding official”) shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting.
would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the pupil, parent, or guardian with five (5) business days of a written request.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs, such as but not limited to testimony or documentary evidence of a similar nature as that used in other types of hearings or official proceedings. A determination by the Administrative Panel to expel must be supported by substantial evidence presented at the hearing or in another format that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.
Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Administrative Panel’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of appeal rights/procedures; and (c) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School. The notice will also include information regarding the rehabilitation and reinstatement eligibility and the term of the expulsion.

The Principal or designee\textsuperscript{146} shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

Right to Appeal

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) (or student aged 18 or over) must attend to present their appeal. Hearing procedures will be substantially similar to those offered during the original hearing. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Principal or designee will send written notice to the student or parent/guardian of the Board’s decision within seven (7) calendar days of the appeal hearing. The Charter School Board’s decision shall be final. If the Board overturns the expulsion, the pupil shall immediately be returned to his/her educational program.

Rehabilitation Plans

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of Excelencia Charter Academy’s governing board and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil’s readmission is also contingent upon the capacity of Excelencia Charter Academy at the time the pupil seeks readmission. Students who are

\textsuperscript{146} Designee could be Head of School
not reinstated are sent written notification of such, including specific reasons why reinstatement was denied; and will be given a new eligibility review date.

For students expelled from other districts, we will obtain the rehabilitation plan from the expelling district and providing supports and interventions to assist these students in successfully enrolling and attending Excelencia Charter Academy.
Element 11 – Employee Retirement Systems

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

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

Excelencia Charter Academy will not participate or offer coverage in CalSTRS or CalPERS.

All classified and certificated employees will be covered by Medicare and Social Security and the school will make the required contributions. Full-time employees may elect to participate in a 403b retirement contribution plan. The Office Manager will oversee this process.
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 of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Parents and students will be informed of their public school attendance alternatives by the Office Manager during the enrollment process.
Element 13 – Rights of District Employees

“*The rights of an 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

Excelencia Charter Academy
Head of School
Address to be determined

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 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).)

Revocation of the Charter

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

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

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

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

Closure Action

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

Closure Procedures

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

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

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

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

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

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

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

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

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

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

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

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

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

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

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

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

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher
gradebooks, Charter School payroll records, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the
person designated to maintain all Charter School personnel records after the closure.
Personnel records to be transferred to and maintained by the designee must include any
and all employee records, including but not limited to, records related to performance and
grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

8. 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.

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

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

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

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

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

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

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the 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. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

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

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

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

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

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

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

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.
Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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

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

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

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

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 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 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

The Head of School, Principal, and Board will serve as closure agents.
**Additional Provisions**

**Facilities**

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, 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 acknowledges and 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. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. 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 that 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. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

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

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

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

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

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

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

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

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

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

INSURANCE

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

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

The following insurance policies are required:

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

2. Worker’s 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 Worker’s Compensation Act (Statutory Coverage). The Worker’s 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 transportation service. If Charter School provides student transportation 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 $500,000 per occurrence and $500,000 general aggregate, with no self-insured retention.

5. Cyber liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

7. 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.

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

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

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.
Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

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

Fiscal Matters

District Oversight Costs
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.
**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

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

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

**Student Body Funds**
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

**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 shall develop and maintain sound internal fiscal control policies governing all financial activities.

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

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

District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Assurances, Affirmations, and Declarations

Excelencia Charter School (also referred to herein as “Excelencia” and “Charter School”) shall:

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

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

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

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

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

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

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

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

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

Charter School hereby declares that Charter School, operated by or as its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for
the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. Charter School shall comply with all provisions of the 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.

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

**Element 1 – The Educational Program**

“The educational program of the charter school, designed, among other things, to identify those whom the charter 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).)

“The annual goals for the charter school 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 charter 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 offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

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

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

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

**MATHEMATICS PLACEMENT**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

**HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

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

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or 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:

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

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. 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 provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

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

**Special Education Program**
Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter 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 for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section 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 measurable 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 charter 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**
  
  The standard 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**
● 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

  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

● Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently 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 directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

**Element 2 – Measurable Pupil Outcomes and**

**Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

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

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

**Measurable Goals of the Educational Program**

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

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

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

**Element 4 – Governance**

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

**GENERAL PROVISIONS**

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

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

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

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

**LEGAL AND POLICY COMPLIANCE**

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

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

Charter School shall comply with the Brown Act and the Public Records Act.
Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

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

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

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

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

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

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

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

**RESPONDING TO INQUIRIES**

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School’s public funds shall be subject to all necessary and appropriate District charter school oversight.

**NOTIFICATION OF THE DISTRICT**

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

**STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

**PARENT ENGAGEMENT**

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

**FEDERAL PROGRAM COMPLIANCE**
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal 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 ESEA and other applicable federal programs. 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 5 – Employee Qualifications**

“The qualifications to be met by individuals to be employed by the charter 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**Element 6 – Health and Safety Procedures**

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

**HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**
Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.
Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

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

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

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

**COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.
Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. *(Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)).* The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter 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. The District may receive 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.

**Element 8 – Admission Requirements**

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

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

**HOMELESS AND FOSTER YOUTH**

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

Charter School shall comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

**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).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:
- P1, first week of January
- P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
- t. Other reports as requested by the District
Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?

D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

**READMISSION**

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

**REINSTATEMENT**

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

**GUN-FREE SCHOOLS ACT**

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

**Element 11 – Employee Retirement Systems**

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.
If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

**Element 12 – Public School Attendance Alternatives**

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

**Element 13 – Rights of District Employees**

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

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

**Element 14 – Mandatory Dispute Resolution**

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.
Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

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

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

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

Director/Principal
Charter School
[See Element 14]

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

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

**Element 15 – Charter School Closure Procedures**

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).)

**REVOCATION OF THE CHARTER**

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

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

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

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

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

**Closure Procedures**

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

**Designation of Responsible Person(s) and Funding of Closure**

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

**Notification of Closure Action**

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

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

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

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

12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
13. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

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

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

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

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

5. The effective date of the closure of Charter School

6. The name(s) and contact information for the person(s) handling inquiries regarding the closure

7. The students’ school districts of residence

8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

3. A description of the circumstances of the closure

4. The location of student and personnel records

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

4. Information on how to enroll or transfer the student to an appropriate school

5. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports,
discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School

5. The name(s) and contact information for the person(s) handling inquiries regarding the closure

6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

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

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

11. Charter School’s process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

12. 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.
13. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

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

15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).

16. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

17. 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.

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

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

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

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

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

6. An assessment of the disposition of any restricted funds received by or due to Charter School.
This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

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

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

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

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

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

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. *The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.*

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

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

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

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

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

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

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

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

   f. *Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).*

*This Element 15 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 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.*

**Additional Provisions**
**FACILITIES**

**District-Owned Facilities**

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

*Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.*

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, 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 acknowledges and 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. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. 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 that 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. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

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

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

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

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

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

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(iii) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(iv) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

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

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

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

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

**INSURANCE**

**Insurance Requirements**

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

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

The following insurance policies are required:

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

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

7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation 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 $500,000 per occurrence and $500,000 general aggregate, with no self-insured retention.

10. Cyber liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

12. 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.

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

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

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

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

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

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

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

**Hold Harmless/Indemnification Provision**

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

**Fiscal Matters**

**District Oversight Costs**

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

**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.
**Third Party Contracts**
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

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

**Student Body Funds**
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

**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 shall 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).)