GIRLS ATHLETIC LEADERSHIP SCHOOL
LOS ANGELES
CHARTER PETITION

Submitted to the Los Angeles Unified School District Board of Education
September 25, 2014

For charter term of July 1, 2016 – June 30, 2021
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Assurances and Affirmations

Girls Athletic Leadership School Los Angeles (also referred to herein as “GALS” and “Charter School”) shall:

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


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

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


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

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

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

---

1 Per 34 CFR 106.32(c)(4), GALS will operate as a non-vocational, single-gender charter school for female students.
Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

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

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

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

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

A. GENERAL INFORMATION

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Carrie Wagner, Executive Director</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>735 Marine Street, Unit #2, Santa Monica, CA 90405</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>424.272.5028</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>Van Nuys, CA</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>District 3 or District 6</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>North</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>6-8</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>6</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
<td>August 22, 2016</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>375</td>
</tr>
<tr>
<td>(Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).</td>
<td></td>
</tr>
</tbody>
</table>
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional, Single Track

The bell schedule for Charter School will be: 8:00 am - 3:30 pm

The term of this charter shall be from: July 1, 2016 to June 30, 2021

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

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

**B. COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL**

**1. TARGET STUDENT POPULATION**

Girls Athletic Leadership School (GALS) will be a middle school serving grades 6-8 located in the community of Van Nuys, that includes zip code 91405 and portions of zips codes of 91343 (Panorama City) and 91402 (North Hills).
Source: googlemaps.com

Household Income for Zip Codes 91402, 91405 and 91343

Source: factfinder2.census.gov (2020 census).
Education for Zip Codes 91402, 91405 and 91343

- < 9th grade: 20.6%
- Some high school, no diploma: 21.7%
- High school graduate: 19.1%
- Some college or AA degree: 14.2%
- Bachelor's degree or higher: 24.4%

Source: factfinder2.census.gov (2010 census).

Race / Ethnicity for Zip Codes 91402, 91405 and 91343

- Hispanic: 64.8%
- White: 11.5%
- Black: 3.7%
- Asian: 18.1%
- Other: 1.8%

Source: factfinder2.census.gov (2010 census).
<table>
<thead>
<tr>
<th></th>
<th>91402</th>
<th>91405</th>
<th>91343</th>
<th>Weighted Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>70,676</td>
<td>53,395</td>
<td>59,886</td>
<td>61,319</td>
</tr>
<tr>
<td><strong>RACE/ETHNICITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>73.4</td>
<td>60.7</td>
<td>60.4</td>
<td>65.48</td>
</tr>
<tr>
<td>White</td>
<td>9.2</td>
<td>24.6</td>
<td>20.6</td>
<td>17.38</td>
</tr>
<tr>
<td>Black</td>
<td>3.1</td>
<td>4.5</td>
<td>3.6</td>
<td>3.67</td>
</tr>
<tr>
<td>Asian</td>
<td>12.9</td>
<td>7.9</td>
<td>13.7</td>
<td>11.71</td>
</tr>
<tr>
<td>Other</td>
<td>1.4</td>
<td>2.3</td>
<td>1.7</td>
<td>1.76</td>
</tr>
<tr>
<td><strong>INCOME for families</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;$25,000</td>
<td>31</td>
<td>32.1</td>
<td>22.9</td>
<td>28.68</td>
</tr>
<tr>
<td>$25,000-49,999</td>
<td>30.5</td>
<td>30.5</td>
<td>23.4</td>
<td>28.19</td>
</tr>
<tr>
<td>$50,000-74,999</td>
<td>17</td>
<td>14.6</td>
<td>16.1</td>
<td>16.01</td>
</tr>
<tr>
<td>$75,000-99,999</td>
<td>10.8</td>
<td>9.8</td>
<td>12.8</td>
<td>11.16</td>
</tr>
<tr>
<td>&gt;$100,000</td>
<td>10.6</td>
<td>13</td>
<td>24.8</td>
<td>15.92</td>
</tr>
<tr>
<td>% Families with students under 18 below poverty line in last 12 months</td>
<td>34.2</td>
<td>31</td>
<td>25.5</td>
<td>30.44</td>
</tr>
<tr>
<td><strong>EDUCATION of residents over age 25</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;9th grade</td>
<td>26.2</td>
<td>17</td>
<td>18.7</td>
<td>21.09</td>
</tr>
<tr>
<td>Some H.S., no diploma</td>
<td>15.3</td>
<td>14.6</td>
<td>10.6</td>
<td>13.57</td>
</tr>
<tr>
<td>H.S. graduate</td>
<td>23.5</td>
<td>25.5</td>
<td>20.2</td>
<td>23.01</td>
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<tr>
<td>Some college or AA degree</td>
<td>14.9</td>
<td>18.3</td>
<td>21.2</td>
<td>17.94</td>
</tr>
<tr>
<td>Bachelor’s degree or higher</td>
<td>15</td>
<td>20.1</td>
<td>23.3</td>
<td>19.18</td>
</tr>
</tbody>
</table>
2. How GALS Will Meet Community Need

Based on the highly successful Girls Athletic Leadership School in Denver, Colorado, the Girls Athletic Leadership School Los Angeles (GALS) will provide a small-school learning environment predicated on best practices in gender-based and active learning for middle grade girls in the Van Nuys area of Los Angeles. We specifically chose this area based on the racial/ethnic background of residents, the achievement gap present when comparing the surrounding schools (see below) and the lower quantity of charter schools in the area compared to other areas in Los Angeles. When reviewing the 2013 STAR test results for the LAUSD surrounding schools listed below, there is a gender based achievement gap in the areas of math, algebra, social science and science. Also, in this area and in Los Angeles, there is not a public school option for girls who want to attend a school such as Archer School for Girls or Marlborough School. Every girl deserves this valuable option regardless of her socio-economic status. GALS LA is modeled after GALS Denver, which is in its fifth year and is consistently ranked as a Performance school by the Colorado Department of Education. GALS is poised to be an additional choice for parents/guardians of girls. The school will provide an innovative and necessary educational option that engages health and wellness as a key-contributing factor in optimizing academic achievement and self-development.

GALS is committed to educating a diverse group of young women with a wide range of backgrounds, skills, and interests through the implementation of the active learning and gender-based learning model described in this proposal. GALS will provide a rigorous, college-preparatory curriculum that promotes depth and breadth of experience and knowledge through real-world, project-based learning. Derived directly from state content standards, including California Common Core State Standards (CA CCSS), the school will teach the integration of content and skills in each core subject. In addition, GALS takes a holistic stance to development that recognizes the deep connection between a healthy mind and a healthy body. Scientific evidence demonstrates that movement and moderate exercise enhance cognition.\(^2\) The integration of a health and wellness curriculum addressing the physical, emotional, and psychosocial needs of female adolescent development, GALS balances the goal of building strong minds and bodies with the opportunity for students to garner the skill set to emerge as leaders of their own lives.

**GALS’ Athletic Program Will Promote the State’s Interest in Achieving Gender Equality in Athletics and Provide Direct Benefits for Low-Income Girls and Girls of Color**

The California State Legislature recognizes the State’s compelling interest in achieving gender equality in K-12 athletics and the need to achieve greater equality for girls of color and low-income girls who have not yet realized the same benefits as

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\(^2\) Jensen, Eric. Teaching with the Brain in Mind 2nd Edition. Association for Supervision & Curriculum Development
Caucasian girls according to current statistical data. This is demonstrated by the recent passage of California Senate Bill 1349 ("SB 1349") as well as a recent informational hearing of the Senate Committee on the Judiciary.

In passing SB 1349, the California State Legislature found and declared that Title IX has not managed to extend the social and health benefits of sports to all girls equally. On August 22, 2014, the Governor signed California SB 1349 into law. Based on legislative findings showing the gender gap in female participation in athletics, SB 1349 requires public schools to report information including “[t]he number of pupils enrolled at the school who participate in competitive athletics, classified by gender.” (2014 Cal ALS 248 (SB 1349).) According to the author of SB 1349, “Girls, particularly girls of color, receive far fewer opportunities to play sports than boys, as well as inferior treatment in areas such as equipment, facilities, coaching, and publicity. Although data on gender equity in athletics is not as readily available at the elementary and high school level as it is at the college level, the available information indicates that discrimination against girls and young women in athletics is every bit as much of a problem in elementary and secondary schools as it is in colleges. SB 1349 begins shining the light on opportunities, or lack thereof, for girls to participate in grade and high school athletics.” (Assembly Floor Analysis, SB 1349 (July 2, 2014), available at http://leginfo.legislature.ca.gov/faces/billHistoryClient.xhtml.)

In addition, the Legal Aid Society-Employment Law Center supported SB 1349 because “participating in sports has a profound and lasting positive effect on the future of girls. Studies show that high school girls involved in team sports are significantly more likely to graduate from high school and are more likely to be successful in the workplace. This is especially true for low-income girls and girls of color.” (Id.)

Then, in passing SB 1349, the California State Legislature specifically found and declared the following (2014 Cal ALS 258; 2014 Cal SB 1349; 2014 Cal Stats. ch. 258):

(a) Female pupils receive substantial benefits from participating in athletics, including physical benefits, psychological and emotional health benefits, learning responsible social behavior, and achieving greater academic success. The achievements of women in athletics is demonstrated by their performances in the Olympic Games, women’s professional sports leagues, and other national and international women’s sporting events that receive public attention.

***

(c) Between 1972 and 2011, the number of girls competing in high school sports jumped from under 295,000 to nearly 3,200,000. But the level of opportunity for girls still has not reached the level of opportunity for boys that existed when Title IX of the Education Amendments of 1972 to the Civil Rights Act of 1964 was enacted.

***
Unfortunately, Title IX has not managed to extend the social and health benefits of sports to all girls equally. In 2008, a national survey of pupils in grades 3 to 12, inclusive, by the Women’s Sports Foundation found that 75 percent of Caucasian girls play sports, compared to less than two-thirds of African American and Hispanic girls, and about one-half of Asian girls. And, while boys from immigrant families are well represented in youth sports, less than one-half of the girls from those families are playing sports.

The gender gap is also worse in urban schools and among kids from low-income families. These disparities in youth sports persist at the collegiate level. African American women are underrepresented in all sports except for Division I basketball and track and field, and Latinas make up just 4 percent of the female athletes in the NCAA.

On January 20, 2015, the Senate Judiciary Committee held an informational hearing entitled, “Attaining Equal Opportunities for Girls in California’s Secondary Schools: How our Schools are Complying with Title IX.” The report prepared for the hearing recognized that California law is aligned with Title IX, which has been described as “a dynamic statute, not a static one. It envisions continuing progress toward the goal of equal opportunity for all athletes.” (P. 7 of the report, infra, quoting Neal v. Board of Trustees of the California State Universities (9th Cir. 1999) 198 F.3d 763, 769.) Further, the following excerpt from the report prepared for the hearing demonstrates the Senate Judiciary Committee’s interest in promoting gender equality in athletics for the benefit of minority females specifically:

“According to the National Women’s Law Center (NWLC), more than 40 years since Title IX was passed, girls’ opportunities are still not at the level boys’ opportunities were in 1972; schools still provide 1.3 million fewer chances for girls to play sports in high school. Moreover, girls of color, in particular, NWLC reports, play sports at far lower rates than Caucasian girls with only 64% of African-American and Hispanic girls and 53% of Asian girls playing sports in comparison to 76% of Caucasian girls. (NWLC Fact Sheet, Title IX 40 Years and Counting, (June 2012), p. 1.)

Citing several reports, the NWLC asserts that competitive athletics promotes greater academic and employment success, increased personal skills, and a multitude of health benefits. Not only does the availability of athletic scholarships dramatically increase a woman’s ability to pursue a college education and choose from a wider range of colleges, but minority female athletes also perform better academically than their nonathletic peers. (NWLC, The Battle for Gender Equity in Athletics in Colleges and Universities, (August 2011) p. 2, internal citations omitted.) It is reported that in
particular, black female athletes are 15% more likely to graduate from college and Hispanic female athletes are more likely to graduate from high school and attend college. (Id., internal citations omitted.) In general, NWLC writes, "[y]oung women who play sports are more likely to graduate from high school, have higher grades, and score higher on standardized tests than non-athletes. They are also more likely to do well in science classes than their classmates who do not play sports." (NWLC Fact Sheet, Title IX 40 Years and Counting, (June 2012), p. 3.)

With respect to health issues, it is asserted that, “[p]laying sports decreases a young woman’s chances of developing heart disease, osteoporosis and breast cancer. Research shows that girls who had an opportunity to play sports because of Title IX had a [seven] percent lower risk of obesity 20 to 25 years later . . . . Female athletes have higher levels of self-esteem, a lower incidence of depression, and a more positive body image compared to non-athletes. Female students are also less likely to smoke or use drugs and have lower rates of both sexual activity and pregnancy than non-athletes.” (Id.)

Finally, with respect to employment, the NWLC notes a 2010 National Bureau of Economic Research study which concluded that an increase in female sports participation leads to an increase in women’s labor force participation down the road and greater female participation in previously male-dominated occupations— particularly high-skill, high-wage jobs. (Id.) Additionally, NWLC reports that four out of five executive businesswomen played sports growing up—the vast majority of which attribute lessons they learned on the playing field as having contributed to their success in business. (Id.)”

GALS’ athletic program will provide direct benefits to minority and low-income females.

As described in this petition, by locating in the Van Nuys area of Los Angeles, GALS will be well-situated to recruit and serve minority and low-income females. Through GALS’ athletics program, these girls will have an opportunity to realize the substantial benefits of participating in athletics that are specifically recognized by the Legislature including physical benefits, psychological and emotional health benefits, learning responsible social behavior, and achieving greater academic success. Further, GALS will contribute to the State’s broader effort to achieve greater gender, ethnic, and economic equality for minority and low-income females.

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3 This excerpt is from pages 8-10 of the report prepared for the January 20, 2015 informational hearing of the Senate Committee on the Judiciary entitled, “Attaining Equal Opportunities for Girls in California’s Secondary Schools: How our Schools are Complying with Title IX” and is available on the California State Senate Website (senate.ca.gov) at http://sjud.senate.ca.gov/sites/sjudsenate.ca.gov/files/title_ix_info_hearing_-_background_paper.pdf.
### 3. Surrounding Schools

#### Surrounding Schools Demographic and Performance Data

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2013</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Latino</th>
<th>% Black</th>
<th>% Asian</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>[2011-13] API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>SPF Classifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vista MS (6-8)</td>
<td>1359</td>
<td>100</td>
<td>15</td>
<td>28</td>
<td>94</td>
<td>2</td>
<td>1</td>
<td>684</td>
<td>no</td>
<td>no</td>
<td>671</td>
<td>1</td>
<td>4</td>
<td>watch</td>
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<tr>
<td>Sepulveda MS (6-8)</td>
<td>1498</td>
<td>100</td>
<td>13</td>
<td>25</td>
<td>85</td>
<td>4</td>
<td>3</td>
<td>731</td>
<td>no</td>
<td>no</td>
<td>729</td>
<td>2</td>
<td>6</td>
<td>watch</td>
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<tr>
<td>Fulton College Prep (6-12)</td>
<td>1620</td>
<td>73</td>
<td>15</td>
<td>26</td>
<td>90</td>
<td>3</td>
<td>2</td>
<td>657</td>
<td>yes</td>
<td>no</td>
<td>648</td>
<td>2</td>
<td>2</td>
<td>watch</td>
</tr>
</tbody>
</table>

#### Charter Schools

| Lashon Academy (K-6)*          | n/a                | n/a                                        | n/a                        | n/a       | n/a     | n/a     | n/a     | n/a            | n/a                          | n/a                          | n/a                          | n/a                          | n/a                          | n/a                          |
| Valley Charter MS              | 106                | 55                                         | 10                         | 10        | 56      | 6       | 0       | 742            | no                           | yes                          | n/a                          | 3                           | 1                            | n/a                          |
| Valor Academy Charter School (5-8) | 468               | 92                                         | 13                         | 27        | 88      | 3       | 4       | 879            | yes                          | yes                          | 879                          | 9                           | 10                           | excelling                    |

Sources: [http://dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest) and [http://schoolinfosheet.lausd.net/budgetreports/spfsearch.jsp](http://schoolinfosheet.lausd.net/budgetreports/spfsearch.jsp).

* Opened in the fall of 2014 with K-2 students only.

GALS will offer an educational option for families in this community who desire a small school environment, single-gender environment and real world, project-based learning.
<table>
<thead>
<tr>
<th></th>
<th>6th Grade</th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Mathematics</td>
<td>Algebra 1</td>
<td>Social Science</td>
<td>Science</td>
<td></td>
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</tr>
<tr>
<td>LAUSD</td>
<td>46%</td>
<td>46%</td>
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<tr>
<td>Sepulveda MS</td>
<td>35%</td>
<td>32%</td>
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C. STUDENT POPULATION TO BE SERVED

1. TARGET STUDENT POPULATION

As indicated, GALS plans to serve middle grades (6-8) in an all-girls environment. Based on surrounding schools data, we expect that a significant portion of our students (70%) will qualify for free or reduced price meals, 27% will be English Learners, and 12% will be special education GALS seeks to expand opportunities and promote equality for minority and low-income students by providing a public all-girls education with a focus on mental and physical fitness.

2. ENROLLMENT PLAN

GALS plans to open in August 2016 with 6th grade. In August 2017 we plan to add 7th grade, followed by 8th grade in 2018 until the school reaches full enrollment serving approximately 375 girls in 6th-8th grades. While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter,
with class sizes of 25-32 students per class. Given the level of parent interest to date, we feel confident that we will be able to meet our enrollment numbers in year one. We estimate a wait list by year two.

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<td>Total</td>
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D. GOALS AND PHILOSOPHY

1. MISSION AND VISION

The mission of Girls Athletic Leadership School Los Angeles (GALS) is to provide a personalized and holistic college preparatory education in a supportive environment that fosters the academic mastery and personal development necessary for every young woman to become a powerful advocate for herself and a leader of her community in the 21st century.

The Girls Athletic Leadership School envisions a world where all young women, regardless of their background, have the opportunity to access the skills, knowledge, and self-determination to succeed in secondary school, college, their communities and the world.

GALS’ mission is to support young women to become powerful advocates for themselves and leaders for their communities. Preparing students to make informed choices and direct their own lives serves this mission deeply, and preparation for college is an essential component of this self-efficacy. All students – regardless of their income, native language, racial and ethnic heritage, or developmental challenges – deserve the opportunity to choose college. Without rigorous academic preparation, many students have no choice at all. While we hold high expectations for students to excel in a rigorous academic program, GALS asks more still. We ask that students discover how they learn, that they choose opportunities for challenge, and that they foster a desire to develop and improve in an effort to create their own futures, and we provide an environment that responds to the unique needs of girls to ensure this opportunity.

There is a compelling need to fulfill this Mission in the communities that GALS will serve with high minority and low income populations in order to decrease the opportunity gap and to increase the physical, emotional, and academic achievement of the protected populations served by GALS.
STRATEGIC INTENT
Empowering girls to succeed academically, live boldly, lead confidently, & thrive physically.

Based upon the data provided above, this Strategic Intent fulfills a critical need for the GALS targeted low income, minority population.

2. An Educated Person in the 21st Century

GALS recognizes that the 21st century mandates the establishment of schools that prepare students for a diverse, globally linked/ttech-based, environmentally sustainable world regardless of socio-economic background and challenges. As such, GALS targeted students will graduate from GALS ready for success in secondary school, college and their chosen career path. They will have developed their intellectual acumen, critical thinking and leadership skills, curiosity, discipline, and self-awareness. They will be able to:

- read and analyze information successfully, and communicate effectively when speaking and writing (ideally in two languages)
- function in a culturally diverse environment, collaborating effectively both as a leader and as a group participant
- behave professionally and ethically in difficult situations and exhibit personal responsibility
- engage in personal goal-setting and self-reflection
- demonstrate leadership through service
- be able to effectively using critical thinking skills and creativity, and
- use technology as a tool to access information, solve problems, and communicate.

These goals inherently encompass college and career readiness and integrated technology use for 21st century learning. Our emphasis is on helping students develop problem-solving strategies, critical thinking, persistence, and other crucial habits for a sound mind and body that allow them to function independently and achieve their own goals. Technology is embedded throughout the curriculum in online curriculum and assessments, internet research, online communications, document processing and presentation development, and self-monitoring their own progress via access to our student information system, possibly Illuminate. Students set and measure their progress on academic, behavioral and physical goals. These goals are tracked, celebrated and supported by GALS staff. Students who reach their goals are pushed to set higher or additional metrics. Students who struggle are supported with extra academic support or interventions. GALS series curriculum focuses on the GALS four habits of Heart & Mind: power, focus, flexibility and balance. 21st century learning skills as stated above are melded into the GALS series curriculum. The 21st century skills are important regardless of gender. These learning skills are accessible through many different educational programs; not specific to an all-girls education setting.

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5 Envision Schools
3. How Learning Best Occurs

Guiding Principles
In order to achieve our strategic intent and foster the habits of heart and mind at GALS, we are committed to fostering a learning environment where:

- Rigorous, standards-based academic programming ensures engagement. All students at GALS are challenged, take risks, learn from failure, and leverage their individual strengths.

- Through movement, students at GALS experience the connection between pushing themselves physically and thriving academically. Students who have limited ability to move are encouraged to participate through physical modifications and support.

- Academic health is strengthened through social-emotional support.

- Students at GALS are taught to be self-aware, to set goals and to become advocates in their learning and growth.

- Students engage in learning that has purpose in the world and know what works best in service of their own learning.

- Students at GALS are well known in the community.

- Diversity is an asset that binds us, difference is celebrated, and individuality is embraced in the distinct community that makes up GALS.

- Leadership does not have a prescription; it is an outcome of an individual’s sense of self and sense of duty to passionately participate in her community.

Additionally, GALS will incorporate and integrate some of the most proven, successful curriculum methodologies, educational philosophies, and “best thinking” in the fields of neuroscience, sociology, psychology, and education to ensure that our students excel. We believe learning best occurs when:

1. Students feel safe, nurtured and well-known in a small, caring school environment with clear and consistent expectations for student and adult conduct. Our small school, single-gender environment with small class sizes helps foster a student-centered approach to learning in which students form meaningful relationships with each other and with their teachers and receive daily individualized instruction and attention. Students, parents, teachers and staff develop an important sense of “belonging” in our school community, a powerful force that fosters learning and
self-esteem \(^6\) in combating the challenges faced outside our school walls.

2. Students are challenged and held to high expectations for intellectual and personal growth. Our entire organization is premised on the belief that student achievement is not limited by socio-economic status, race/ethnicity, English language fluency or other “risk factors.” We believe strongly that all students can achieve rigorous, comprehensive learning objectives with the individualized and caring support of highly qualified teachers. We hold everyone in our school community – school leaders, faculty, staff, students, parents -- accountable for working hard and continuously striving to meet our high expectations in a school culture of excellence. Research conducted over the last two decades steadfastly notes that teacher quality is a powerful predictor of student performance. In Darling-Hammond’s (2000) research from teacher preparation and student achievement across the states, she contends that measures of teacher quality are more strongly related to student achievement than to other kinds of educational investments, such as reduced class size, overall spending on education, and teacher salaries even when controlling for student poverty and language status.

3. Students are given appropriate, individualized support to achieve goals. Teachers must continuously analyze student achievement data, then scaffold learning and differentiate instruction in order to lead all students to academic growth and achievement. As Linda Darling-Hammond says, “If what students know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning.” (Darling-Hammond, 2008.)

4. Students are engaged and can be actively involved in their own learning, rather than passive recipients of knowledge transmitted from a teacher. (Freire, 1972.) Our athletic/physically-themed curriculum builds on students’ natural desire to move and promotes engagement in the learning process. Physical activities serve as a vehicle to develop focus and attention, work ethic, active participation and a commitment to excellence while developing students’ confidence and motivation. Activities for students with disabilities are modified for differing levels of activity. The transfer of ideas, skills and focus from the discipline of sport and fitness to the discipline required in an academic classroom is a powerful tool for promoting critical thinking.

5. Teachers have the time, training and support (including collaboration with their peers) to develop their teaching practice and provide a differentiated learning

experience for all of their students.

6. Collaboration, cooperation and communication are highly valued throughout the school community, including home-school, teachers with one another, and students with their peers. Schools should "promote the growth of students as healthy, competent, moral people . . . [including] the discourse of responsibility, interdependent sociality, community, and commitment . . . the topics that arise in common human experience." (Nel Noddings’ “The Challenge to Care in Schools,” 2005.)

Perhaps most importantly, we believe learning best occurs when students believe they can learn and when they have confidence in themselves to persist through the hardest challenge. Through a holistic approach to learning, students have continuous opportunities to express their skills, talents and intelligence across a variety of contexts. “If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.” (Howard Gardner, Multiple Intelligences: New Horizons, 2006.)

Research supports the benefits of single gender education for students who are at risk. At Risk students refers to students or groups of students who are considered to have a higher probability of failing academically or dropping out of school. Numerous peer-reviewed social science studies and journal articles report the unique benefits of single-sex education for African-American students, Hispanic/Latino students, and low-income students.


- “Riordan (1990) studied the effect of single-sex education specifically on racial/ethnic minority students. After controlling for initial ability and socioeconomic background, Hispanic and African-American girls at single-sex schools showed higher achievement than their counterparts in mixed-sex schools, most notably in science and civics, by almost one full letter grade (Riordan, 1990). Riordan (1990) noted improvements for African-American girls, in particular, across all categories, citing increases in cognitive achievement (as noted above), self-esteem, internal control, and less stereotypical attitudes towards traditional women’s gender roles.” (Linda J. Sax, Women Graduates of Single-Sex and Coeducational High Schools: Differences in their Characteristics and the Transition to
“Riordan also has discovered that while the results of single-sex education are apparent for girls, these positive impacts are even more dramatic for African-American and Hispanic children, male and female. The performance of African-American and Hispanic students in single-sex schools is stronger on all tests, on average scoring almost a year higher than similar students in coeducational settings.” (Foundation for Education Reform & Accountability, A Summary of Research on the Benefits of Single Sex Education (Sept. 2006), available at http://www.nyfera.org/?page_id=669.)

“Poor and disadvantaged students, Riordan found, were especially likely to benefit from single-sex education. When he studied data on minorities attending Catholic schools, he found that black and Latino students in single-gender schools academically outperformed their peers in co-ed Catholic schools. ‘The more disadvantaged the student,’ Riordan says, ‘the more likely the students are to gain an advantage from attending single-sex school.’” (Hughes, Teresa, The Advantages of Single-Sex Education, p. 10, National Forum of Educational Administration and Supervision Journal (2006-2007), available at http://files.eric.ed.gov/fulltext/ED492000.pdf, citing Vail, K., Same-Sex Schools May Still Get a Chance, Education Digest, p. 36 (2002). See also Craig E. Ogden, A Comparison of Student Performance in Single-Sex Education and Coeducational Settings in Urban Middle Schools, p. 43-44 (Spring 2011), available at http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1361&context=etd.)

Several other researchers including Marquis Dwarte, Teresa Hughes, K. Caplice, and Diane Pollard have documented benefits of single-sex education for minority and low-income students. These benefits include improved reading and academic achievement, improved graduation rates, and encouragement to explore non-stereotypical gender roles:

“The academic underperformance of African American students continues to limit their academic, career, and life opportunities. Consequently, many urban school districts have implemented single-sex instructional programs in an effort to better address the schooling needs of African Americans. This study's purpose was to evaluate to what extent the restructuring of a coeducation school to a single-sex school impacted reading achievement for African American students. ...findings for African American females proved significant in favor of the single-sex school structure.” (Dwarte, Marquis, The Impact of Single-Sex Education on African American Reading Achievement (Abstract), Journal of Negro Education (Spring 2014.).)

“In public school single-sex environments, student achievement improves, especially for minority students or students in poverty, as a result of improved behaviors and teacher focus on learning-style differences.” (Hughes, supra (Abstract). See also Chrissy Guarisco, Single-Sex Schools and Gender Roles (2010), available at
• “Caplice notes, ‘single-sex schools also have a proud record of minority graduation rates’ (1994) and she further comments, ‘minorities tend to outpace non-minorities, even within the single-sex setting (1994).” (Hughes, supra, p. 10, citing Caplice, K., The Case for Public Single-Sex Education, Harvard Journal of Law & Public Policy (1994).)

• “Evidence from both the literature and our research in the African-centered schools suggest that girls in single-sex classrooms can be more easily encouraged to explore a range of roles and options.” (Diane S. Pollard, Single-Sex Education (Oct. 1999), available at http://secure.edc.org/WomensEquity/pubs/digests/digest-singlesex.html.)

Research also indicates that students in single-sex educational programs have more open attitudes about race and ethnicity generally. “Harjes (2010) measured how attitudes about gender and race were different in children from single-sex classrooms versus traditional classrooms. The students in single-sex environments reported more adaptive psychosocial outcomes, including lower reporting of any life difficulty and the impact of life’s difficulties on learning. Students in single-sex classes reported more adaptive attitudes about race than students overall. They scored higher in measurements of ethnic identity and belonging, and of liking individuals with an ethnic background other than their own.” (State Education Resource Center, Single-Sex Education (Technical Report), p. 9 (2013), available at http://ctserc.org/docs/Single-Sex%20Education%20report%20SERC%202013.pdf, citing Harjes, R., Attitudes about Gender and Race: They affect children’s well-being; they are different in single-sex classrooms, Advances in Gender and Education (2010), available at http://www.mcrcad.org/2010-Harjes.pdf.)

Thus, GALS seeks to expand opportunities and promote equality for minority and low-income students by providing a public all-girls education. Research by Teresa Hughes, E.C. Logsdon, K. Vail, and M. Heise supports this approach:

• “It is well-documented that students in poverty and minority students overall are not performing as well as other students in the public school system. . . . ‘Single-sex public education provides poorer families the chance to see their children excel in single-sex classrooms, an option once only available to families able to pay private school tuition.’” (Hughes, supra, p. 10, quoting Logsdon, E.C., ‘No Child Left Behind and the Promotion of Single-Sex Public Education in Primary and Secondary Schools: Shattering the Glass Ceilings Perpetuated by Coeducation, Journal of Law and Education (2003).)

• “Historically, families with money have had a choice to send their children to single-sex schools in the form of private schooling. By providing single-sex education in the public schools, all students, including those in poverty and minorities, will have the same choices as those who can afford private schools. Advocates of single-sex schooling argue, ‘...poor parents should have the same opportunity as wealthy
parents to send their children to all-girls or all-boys schools.” (Hughes, supra, p. 10, quoting Vail, supra, p. 33.)


The literature has led researcher Teresa Hughes to advocate: “Each public school district should act immediately in this educational reform effort providing the choice to families in order to improve student achievement among students in poverty and minorities.” (Hughes, supra, p. 10.)

4. **GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS**

The program at GALS has been carefully designed to develop students to be self-motivated and competent, who view **themselves** as life-long learners:

- **Self-motivated learners:** Decades of research on true motivation found that three elements are needed for students to be self-motivated: autonomy, mastery, and a sense of purpose. (Pink, 2010.) Through our student-centered differentiated, hands-on instruction, (autonomy) students come to understand that they can achieve and they can experience the rewards and confidence that come with achievement (mastery). As students develop confidence in their own abilities they approach learning enthusiastically, for their own benefit and the benefit of others (purpose), fostering an authentic self-motivation to learn.

- **Competent learners:** Through “backwards design” and a relentless focus on student achievement data, teachers will ensure that learning objectives are met by students. Students will continuously be asked to reflect on their own learning, helping them gain understanding of the way they learn best. Students who can effectively express how they learn best can ‘own’ their education and be successful and enthusiastic life-long learners.

- **Life-long Learners:** Beyond mastering specific skills and facts, students at GALS will learn how to learn. Student learning at GALS will be structured in the context of real-world scenarios with meaningful, integrated subject context for the individual learners. In this way, students actively participate in their own learning, seeing the relevance and applications of their education and their daily lives. Thus, well beyond the mastery of specific skills and knowledge, students will develop a lifelong ability to continue to learn.

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

The following chart details the school’s 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), including specific annual actions the school will take to achieve each of the identified annual goals.
### TEACHER ASSIGNMENTS AND CREDENTIALING  
**STATE PRIORITY #1: BASIC SERVICES**

| **ANNUAL GOALS** (Identify schoolwide and subgroup goals as applicable) | **SPECIFIC ANNUAL ACTIONS** | **MEASURABLE OUTCOMES**  
| | | Method for Measuring: Credential Review |
| All students will be instructed by teachers who are fully credentialed and “highly qualified” as per ESEA. | Credential Review will take place during the pre-hire process and will be ongoing. We will maintain a database of credential expiration dates and be in constant communication with the employees regarding their credentials. We will verify with the CTC that all information has been submitted by employees and is in process well before expiration. | 100% of teachers hold a valid credential | 100% of teachers hold a valid credential | 100% of teachers hold a valid credential | 100% of teachers hold a valid credential | 100% of teachers hold a valid credential |

### ACCESS TO INSTRUCTIONAL MATERIALS  
**STATE PRIORITY #1: BASIC SERVICES**

| **ANNUAL GOALS** (Identify schoolwide and subgroup goals as applicable) | **SPECIFIC ANNUAL ACTIONS** | **MEASURABLE OUTCOMES**  
| | | Method for Measuring: Instructional Materials Review |
| All students will have access to all CA CCSS-aligned instructional materials necessary to participate fully in the instructional program free of cost.  
- Each ELD student will have full access to ELD program materials and any supplemental necessary to access the instructional | Instructional Materials will be purchased in the summer to ensure that all students have textbooks and instructional materials on the first day of school.  
- Annual budget review and planning to ensure funds are available for instructional materials  
- Annual review of ELD and SWD needs to identify and obtain all instructional materials needed | Schoolwide: 100%  
ELDs: 100%  
SWD: 100% | Schoolwide: 100%  
ELDs: 100%  
SWD: 100% | Schoolwide: 100%  
ELDs: 100%  
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program
-Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.

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<th>FACILITIES MAINTENANCE</th>
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<td>State Priority #1: Basic Services</td>
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<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Facility Walkthrough</th>
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<td>Facilities will be maintained so that student's safety is ensured, that repairs are made timely, and that buildings are in accordance with applicable law.</td>
<td>Monthly facility walkthroughs will take place. Facility review will take place at the beginning of the summer to ensure appropriate maintenance occurs before school starts. Any staff member who notices an issue with the facility will be required to report the issue as soon as possible to the school office staff.</td>
<td>Repairs occur within 60 days of issue arising. Repairs requiring immediate attention will be done as soon as possible. Greater than 70% of Parent and Student surveys show satisfied with facilities and timeliness of repair and maintenance.</td>
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### IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
State Priority #2

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<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CAASSP and ELPAC</th>
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<td>The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments. The school will meet annual AMAO 1 targets for English Learners (ELs).</td>
<td>Prior to school opening, only course materials aligned with State content and performance standards will be selected and purchased. Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and adjust comprehensive instructional delivery of CA CCSS-aligned program for all students, including ELs and SWDs. Teachers will participate in professional development focused on State Content and Performance Standards.</td>
<td>Schoolwide: 100% of students’ growth rates meet or exceed the performance of local, similar schools in the district. ELDs and SWDs growth rates meet or exceed the growth rates of local, similar schools in the district. Meet or exceed AMAO 1 target(s).</td>
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Parents will be engaged in several ways throughout the school year including Principal’s coffee talks, Parent Council and the parent representatives on the school site council which is responsible for developing with staff assistance and approving the Single Plan for Student Achievement and the School Safety Plan.

- School Site Council and Board of Directors meetings Twice annual parent-student-teacher conferences;
- Parent information sessions, parent education sessions, Town Hall meetings, Principal Coffee Talks, and individual parent/student conferences scheduled regularly and as needed;
- A school website, email listserv, phone messaging system, and/or announcements/communications sent home with students in hard copy;
- *Parent and Student Handbook* containing the school's mission, vision, curricular goals, behavioral guidelines, and emergency procedures will be

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<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: # of meetings and # of parent representatives and parent surveys</th>
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<tr>
<td>Parents will be engaged in several ways throughout the school year including Principal’s coffee talks, Parent Council and the parent representatives on the school site council which is responsible for developing with staff assistance and approving the Single Plan for Student Achievement and the School Safety Plan.</td>
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<td>At a minimum, the required # of parents serve on the School Site Council, if not more. Minimum of 6 Principal coffee talk sessions. Parent surveys will occur twice a year to assess feelings of being heard by management and ability to provide input in order to impact changes at the school</td>
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</tr>
</tbody>
</table>
distributed to all families annually in English and Spanish.

<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: Targets set by CA State Board of Education (CAASSP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will annually increase the number of students achieving &quot;proficiency&quot; or equivalent on CAASSP English Language Arts and Mathematics assessments</td>
<td>Provide high quality educational program that includes data driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. Provide intervention support and additional resources for students identified as having a need.</td>
<td>Schoolwide: 100% of students' growth rates meet or exceed the performance of local, similar schools in the district. ELDs and SWDs growth rates meet or exceed the growth rates of local, similar schools in the district.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schoolwide: 100% of students' growth rates meet or exceed the performance of local, similar schools in the district. ELDs and SWDs growth rates meet or exceed the growth rates of local, similar schools in the district.</td>
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</tr>
</tbody>
</table>

input in order to impact changes at the school.
## Academic Performance Index (API)
### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: API</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will meet the annual API Growth Targets, or equivalent schoolwide and for all numerically significant subgroups, as mandated by the CA State Board of Education.</td>
<td>Provide high quality educational program that includes data driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. Provide intervention support and additional resources for students identified as having a need.</td>
<td>Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups</td>
</tr>
</tbody>
</table>

### A-G Course/ CTE Course of Study Completion Rate(s) [High School Only]
### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### English Learner Adequate Progress Rate
### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL Students will advance at least one grade level on the ELPAC (or other available)</td>
<td>Teachers will receive professional development on educational strategies for EL students. Students will receive</td>
<td>Baseline - ELPAC Baseline +2% Baseline +4% Baseline +6% Baseline +8%</td>
</tr>
</tbody>
</table>
external and internal assessments each year.

- intervention support and additional resources to meet the needs of each individual student.
  - ELA support classes
  - Targeted EL tutoring

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**ENGLISH LEARNER RECLASSIFICATION RATE**

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School reclassification rate will meet or exceed the District’s rate.</td>
<td>Teachers will receive professional development on educational strategies for EL students.</td>
<td>Baseline-ELPAC</td>
</tr>
<tr>
<td>(Subgroups: EL, RFEP)</td>
<td>-Professional Development is based on the work by Kate Kinsella: sentence frames, vocabulary instruction across all content areas, close reading, academic discourse, and precision partnering</td>
<td>Reclassification rate will meet or exceed the District’s rate.</td>
</tr>
<tr>
<td></td>
<td>Students will receive intervention support and additional resources to meet the needs of each individual student.</td>
<td>Reclassification rate will meet or exceed the District’s rate.</td>
</tr>
<tr>
<td></td>
<td>-ELA Support Classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Targeted EL tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Monitor progress of RFEPs toward English mastery</td>
<td></td>
</tr>
</tbody>
</table>

---

**AP EXAMINATION PASSAGE RATE** [High Schools Only]

**State Priority #4: Student Achievement**
<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable.</td>
<td></td>
<td></td>
<td></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>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will maintain a high ADA rate.</td>
<td>Office Manager will monitor student attendance via the student information system daily and inform the Principal via email of attendance issues such as students being chronically absent or teachers not taking attendance. Office Manager will text Principal if an emergency issue should arise. Communication will be sent out to the parents at the beginning of the year about the</td>
<td>&gt;94% of enrollment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt;95% of enrollment</td>
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<tr>
<td></td>
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<td>&gt;95% of enrollment</td>
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<td>&gt;95% of enrollment</td>
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<tr>
<td></td>
<td></td>
<td>&gt;95% of enrollment</td>
</tr>
</tbody>
</table>

Charter School will maintain a high ADA rate.

Office Manager will monitor student attendance via the student information system daily and inform the Principal via email of attendance issues such as students being chronically absent or teachers not taking attendance. Office Manager will text Principal if an emergency issue should arise. Communication will be sent out to the parents at the beginning of the year about the >94% of enrollment. >95% of enrollment. >95% of enrollment. >95% of enrollment. >95% of enrollment.
importance of student attendance and parents will receive quarterly updates as to the success of the school attendance rate.

<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: ADA Rate (Attendance Reports)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will maintain a high ADA rate, and limit chronic absenteeism. -Decrease the number of students missing 10 or more days each school year.</td>
<td>Office Manager will monitor student attendance via the student information system daily and inform the Principal via email when a student becomes chronically absent and thereafter text the Principal immediately when it is aware that the student is absent (via the student information system). Communication will be sent out to the parents at the beginning of the year about the importance of student attendance and parents will receive quarterly updates as to the success of the school attendance rate. Principal and Teachers will communicate directly with specific parents if issues arise such as a student not attending school and a parent has not called in to explain absence.</td>
<td>95%  95%  95%  95%  95%</td>
</tr>
</tbody>
</table>

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>
<th>MEASURABLE OUTCOMES Method for Measuring: Dropout Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will have a zero rate of dropouts</td>
<td>Through relationship building, Additional adult support and intervention will be provided to students and their families when needed to ensure student is engaged and to prevent dropouts.</td>
<td>N/A/ - no 8th grade class</td>
</tr>
</tbody>
</table>

<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: Graduation Rate [High Schools Only]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable.</td>
<td></td>
<td></td>
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</tbody>
</table>

<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: Suspension Rates</th>
</tr>
</thead>
</table>
| Charter School will continue to maintain < 1% suspension rate. | School will provide a handbook and orientation to students and parents about the behavior expectations. Additionally, students will be reminded on a daily basis via classroom environment materials and announcements. Parents will be kept informed of the expectations and policies via a weekly Principal's message sent via email and in print. School will provide ongoing professional development for teachers. PD will be in alignment with LAUSD's Discipline Foundation Policy with an emphasis on utilizing restorative justice. As determined by behavior logs in the student information system, additional adult support and intervention will be provided to students and their families when needed. -Provide alternatives to suspensions to maintain a positive school culture and supportive environment -Develop a behavior support team | < 1%. | < 1%. | < 1%. | < 1%.
<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: <strong>Expulsion Rates</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will continue to maintain &lt; 1% expulsion rate. (Schoolwide)</td>
<td>School will provide ongoing professional development for teachers. Additional adult support and intervention will be provided to students and their families when needed. -Wrap-around services for students with a history of disciplinary infractions -Partner with mental health service provider(s) -Train staff on restorative discipline techniques</td>
<td><strong>2016-2017</strong></td>
</tr>
<tr>
<td></td>
<td>Schoolwid e: Expulsion rates are &lt; 1%. Foster youth: Expulsion rates are &lt; 1%. Socioeconomically disadvantaged: Expulsion rates are &lt; 1%.</td>
<td>Schoolwid e: Expulsion rates are &lt; 1%. Foster youth: Expulsion rates are &lt; 1%. Socioeconomically disadvantaged: Expulsion rates are &lt; 1%.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: <strong>Surveys</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use feedback from survey data to improve in areas identified by stakeholders (Schoolwide)</td>
<td>Analyze survey data and focus on improving indicators below schoolwide average Increase parent outreach and engagement</td>
<td><strong>2016-2017</strong></td>
</tr>
<tr>
<td></td>
<td>Baseline</td>
<td>Increase stakeholder satisfaction by Baseline +5% Increase stakeholder satisfaction by Baseline +10% Increase stakeholder satisfaction by Baseline +15%</td>
</tr>
</tbody>
</table>
### BROAD COURSE OF STUDY

**State Priority #7**

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will provide all students, including all subgroups, a broad course of study that is based on the academic content and performance standards as well as the CA CCSS adopted by the State board and with a level of rigor designed to prepare students for success at college preparatory high schools as outlined in the charter petition. Schoolwide)</td>
<td>-All academic areas will be available to all students, inclusive of all subgroups and all grades. -The Principal will work in conjunction with staff during summer planning to ensure that all courses meet the state and federal requirements</td>
<td><strong>2016-2017</strong></td>
</tr>
<tr>
<td>100% of students will have access to the program as outlined in the charter.</td>
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<td>100% of students will have access to the program as outlined in the charter.</td>
</tr>
</tbody>
</table>

### [OTHER STUDENT OUTCOMES]

**State Priority #8**

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: End of year Lexile Level Set Test Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percentage of students meeting (or exceeding) expected yearly growth target as measured by Lexile</td>
<td>Professional development for teachers on Lexile growth (purchase of literacy/Lexile digital content)</td>
<td><strong>2016-2017</strong></td>
</tr>
<tr>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
</tbody>
</table>
E. INSTRUCTIONAL DESIGN

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

The foundation of our program is defined by three core values:
1. Single-gender Education
2. Knowing Students Well
3. Active Pedagogy

Single-gender Environment:
Our school design is predicated on the belief that a single-gender environment can realize powerful outcomes for adolescent girls. In 2006, Congress amended Title IX to specifically allow for single-gender instructional environments in public schools. According to the National Association for Single Sex Public Education, in the 2011-2012 school year there were 116 completely single-sex public schools in the U.S. There were an additional 390 public schools, which offer single-gender classrooms. Some research has documented the success of these programs. A study by Valerie Lee and Anthony Byrk found that girls’ schools are beneficial in a variety of ways: whether considering academic achievement, future educational plans, affective measures of locus of control or self-image, sex role stereotyping, or attitudes and behaviors related to academics, single-gender schools appear to deliver specific advantages to their students; the results are particularly strong for girls’ schools.7 Dr. Cornelius Riordan, an educational researcher and professor of sociology at Providence College, found that the performance of minority students in single-gender schools is stronger on all tests, on average, almost one academic year above that of their peers in coeducational settings.8 A recent High School Survey of Student Engagement (“HSSSE”) which was taken by nearly 13,000 girls compared the experiences of girls in coeducational environments with girls in single gender learning environments. The survey identifies several areas in which surveyed females that attended all-female educational environments reported increased preparedness for success including:

- Higher aspirations and greater motivation to learn (83.9% of students at all-girls schools compared to 66.1% of girls at coed public schools).
- Being challenged to achieve more. (80% of students at all-girls schools compared to 44.3% of girls at coed public schools)
- Active engagement in the learning environment (95% of students at all-girls schools compared to 80.4% of girls at coed public schools)
- Authentic self-expression (87% of students at all-girls schools compared to 58.1% of girls at coed public schools)
- Feeling more supported in their endeavors (96% of students at all-girls schools compared to 79.5% of girls at coed public schools)

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• Academic gains (95% of students at all-girls schools compared to 76.6% of girls at coed public schools)\(^9\)

In *Same, Different, Equal: Rethinking Single Sex Education*, Dr. Rosemary C. Salomone examines a significant amount of research evidence studies from the United States and abroad. She concludes her chapter titled “Research Evidence” with the following:

“There appears to be strong evidence that single-sex schools and classes develop in students more positive attitudes toward certain traditionally more male or female subjects, whether math, science or technology for girls or foreign languages, English, arts for boys. These changed attitudes, in turn, may lead to more advanced course taking and ultimately broader career options. ... And finally, there is a growing body of data pointing to academic and social benefits that disadvantaged minority students above all might derive from single sex programs.” (pg. 235)

She also states in her book:

“All-girl settings seem to provide girls a certain comfort level that helps them develop greater self confidence and broader interests, especially as they approach adolescence.”

Dr. Salomone, concludes her book, with the following thoughts:

“For at least some students, and for reasons that we are just beginning to comprehend, it has become increasingly clear that the most effective way to reach that end (preparation for adulthood) is to offer an emotional and developmental “safe haven” apart from the other sex for at least a portion of their education, whether in particular classes or grades, across the curriculum, or in completely separate schools.” (pg. 243)

The Charter School affirms that it will comply with AB 1266 (2013) and all applicable state law regarding transgender or questioning students. The Charter School will make school facilities available to students of both genders.

The success of the Young Women’s Leadership Network (YWLN) demonstrates the ability of single-gender schools to provide high-quality education options and pathways to post-secondary opportunities for underserved, urban populations. YWLN operates 5 6th - 12th grade public charter secondary schools that promote high-quality student learning opportunities in New York and 11 affiliated schools throughout the nation (Illinois, Maryland, Missouri, New York and Texas). Their schools provide a single-sex educational choice for predominantly low-income students who will be the first in their families to attend college. In their single-gender environment, students produce test scores, attendance rates, graduation rates, and college acceptance rates well above district

\(^9\) High School Survey of Student Engagement, Center for Evaluation and Education Policy (CEEP) (2013)
averages. In 2008, 100% of the senior class at The Young Women’s Leadership School (TYWLS) in East Harlem graduated and were accepted to college.\textsuperscript{10}

The following statistics demonstrate the impact of the YWLN:

- TYWLS alumnae achieve four-year college degrees at more than triple the rate of their peers.
- Since 2001, YWLN has helped more than 5,500 students enroll in college.
- In 2014-2015, YWLN will serve approximately 13,000 students in the 6\textsuperscript{th} - 12\textsuperscript{th} grades.
- 100% of seniors from TYWLS of East Harlem have been accepted to college for all 14 of the school’s graduating classes.\textsuperscript{11}

Similar research has proven true at GALS in Colorado:

\textit{Self-Efficacy at GALS Denver:} As GALS Denver is only in its 5\textsuperscript{th} year, it has yet to have a class of graduating seniors. However, in addition to collecting academic performance and growth data, GALS Denver does conduct surveys on academic self-efficacy. In late December 2013, students at GALS in Denver were asked to complete a 35 item survey about how they feel about school, how they feel about themselves, and their school environment. At the time of the survey, more than half of the students are minority (56.5%), 22% are English Language Learners, 14.9% have Individual Education Plans (IEPs), and 53% are eligible for the Free or Reduced Lunch program (FRL).

The questions were written to gauge each participant’s level of academic self-efficacy. Self-efficacy is a term that describes how people feel about themselves, think about their surroundings, make decisions and act based on those thoughts and beliefs. Individuals with low self-efficacy tend to have low self-esteem, do not believe in their own ability to succeed, are more easily discouraged by challenges, and have pessimistic thoughts about their own personal development. By contrast, individuals with high self-efficacy have a strong sense of confidence in their ability to take on and complete challenging tasks, are committed to goals despite setbacks, more readily explore new or creative environments. In terms of cognitive process, those who maintain a resilient sense of efficacy set themselves challenging goals and use good analytic thinking, which pays off in performance accomplishments.

The survey was administered to all of the girls at the school at the end of December 2013, which coincided with the end of the first semester. School administrators are interested in knowing if the program is working with regards to building confidence among their students, and will continue to survey cohorts of students over the course of their time at GALS.

\textsuperscript{10} The Young Women’s Leadership Network. http://www.ywlfoundation.org

\textsuperscript{11} The Young Women’s Leadership Network, www.ywln.org 2014
Results from the survey demonstrate that girls see themselves in a supportive environment. Students report that teachers like them regardless of how well or how poorly they perform in school. Additionally, they report that adults care if they do well. Students are optimistic about their future:12

87% Think they are smart  
87% Think hard work translates into good grades  
77% Agree that morning movement at GALS improves their ability to focus and learn  
95% Believe they will graduate from high school  
92% Believe they will go to college  

Based on these results in conjunction with their academic success, GALS is now embarking on a national expansion, with GALS Los Angeles and another GALS being launched in Massachusetts.

GALS Denver is in its 5th year in Denver, currently serving 240 girls in its middle school and beginning its high school expansion. GALS Denver consistently meets or exceeds district expectations, terms used by the Denver community to evaluate all district and charter schools. In its past four years, GALS Denver has demonstrated strong growth and proficiency scores that outperform Denver Public School averages. In 2013-2014, GALS Denver results placed GALS Denver in the top 6 of all Denver middle schools for overall academic growth. Recent results for the 2014 TCAP place GALS Denver as the 13th highest in growth of the 50 schools serving students in grades 6-8. These strong results emphasize the success of the GALS model.

Demographics for GALS Denver are as follows:
- 58% students of color
- 56% Free/Reduced Lunch (average over 3 years)
- 21% English Language Learners
- 16% Special Education Students

For the past three years, students in Denver Public Schools (DPS) have taken the Transitional Colorado Assessment Program. Students in every grade 3-10th take Reading, Writing and Math assessments. In 2011-2013, students also took a science exam in 5th and 8th grade.

Over its past three years, GALS Denver average proficiency scores outperformed district content scores.

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12 Gals: Academic Self-Efficacy Survey Results, The Evaluation Center, University of Colorado Denver, 2014
Science was not tested in 2014

Colorado also evaluates schools according to student growth. School growth rates are determined by combining growth percentiles from individual students on the TCAP in reading, writing and mathematics over consecutive years. These individual growth scores are combined into a single number: the school’s median growth percentile. The state median growth percentile for any grade is 50. Schools or subgroups with medians less than 50 are growing at a slower rate than the state. Schools and subgroups with numbers at or above 50 are growing as fast or at a faster rate than the state.

*SOC = students of color, IEP = Special Education Students
There is also precedent in California for an all-girls school. New Village Charter School, a public charter school authorized by LAUSD, has served pregnant and parenting and other at-risk girls in a single-gender environment since 2006. California also piloted six single-gender academies in the late 1990’s, prior to the change in Title IX. Research studies completed by Amanda Datnow and Lea Hubbard conducted extensive qualitative interviews and observations in three of California’s six single-gender pilot academies, finding that single-gender instructional environments had the capacity to allow students, especially those from chaotic home environments, to eliminate distractions present in co-ed environments and better focus on academic subjects. While the researchers noted that the single-gender environment, in itself, was not enough to increase the potential for positive student outcomes, the single-gender environment combined with other positive attributes (e.g., positive student:teacher relationships) was a factor in more successful social and academic outcomes for the students who participated.

At GALS, we will draw upon all available research about the way girls grow and learn. Together, the community, the culture, and the climate create an environment that supports optimal academic achievement and self-development by motivating our students to take on new challenges and stretch themselves academically and personally. It instills the qualities necessary for success such as grades, behavior, attendance, social emotional growth, self-awareness, and positive self-image. GALS draws on the same culture of high expectations, responsible decision-making, and college preparatory emphasis that propels these girls to achieve.

**Knowing Students Well:**
The second core belief we have at GALS is that in order for our students and school to be successful, we must know each and every one of our students well. This starts with a small school environment. Students have the opportunity to participate in inclusive classrooms and have access to both the academic and physical curriculum to the extent that best serves their learning needs. They are known well in this environment that addresses their academic as well as developmental needs. Multi-layered intervention and support services, challenging expectations, and research-based instructional practices ensure that all students have the opportunity to achieve. All learning is personalized, with each student having an individual learning plan.

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Students in every grade are part of a 18-20 student advisory (called “Wellness Team”) that explores the issues directly relevant to female adolescent development and ensures that every student is known well by an adult (called a “Wellness Coach”) and a group of peers in the school. All core teachers, the Principal, and the Executive Director serve as Wellness Coaches. Wellness teams meet daily at the beginning of each day and then when scheduled during weekly community meetings; wellness coaches keep track of student academic and social progress and serve as powerful mentors and resources for their students. Wellness coaches communicate with GALS admin and GALS teachers to ensure that GALS faculty are able to support students with both academics and social-emotional realities. At GALS Denver, all teachers serve as wellness coaches as well as supporting administrators. At times, the Principal also serves as a wellness coach. GALS LA will seek to follow this model.

Wellness teams are intentionally and heterogeneously grouped to provide full diversity. Groupings are flexible. Changes can be made to place a girl in a group that is a better fit for her socially or relationship-wise with her peers and coach.

Wellness teams are then paired across grades 6, 7, 8 and form “Houses” based on GALS’ Habits of Hearts and Mind: Power, Focus, Flexibility and Balance. These houses meet twice a month during community meeting and allow for students to draw on different levels of experience and perspective. Students and teachers loop together over multiple years. This design emphasizes our explicit goal of fostering leadership as cross-grade groupings provide a natural environment to work with one another and for leaders to develop. These goals are implemented through wellness team activities and full school community meetings.

Active Pedagogy:
Our third foundational value in designing our program is a focus on the health and wellness and daily movement needs of our students. A 1997 President’s Council on Physical Fitness and Sports report found that teenaged girls are less physically active than teenaged boys. Not only does physical activity have positive, cognitive effects on academic achievement, but becoming active is also an essential part of the self-development process. Some of the distinct benefits of engaging in physical activity for women include an enhanced body image, self-esteem, and sense of confidence. In addition, the Journal of Adolescent Research study found that female athletes and girls who exercise regularly are less likely to be sexually active and to become pregnant. GALS believes that engaging in healthy behaviors in middle school is ideal for instilling, leadership skills that will evolve throughout adolescence and into adulthood.

Our school honors the youthful expression of athletic spirit found in today’s young women, ties it to intellectual analysis and moral decision-making based on the rules of competition and fair play, and builds on this vitality as an organic pathway towards leadership. Eighty-two percent of women executives surveyed reported playing organized sports after grammar school, including school teams, intramurals or recreational leagues. They attribute their ability to compete in the world-at-large to a skill set that was first introduced and nurtured in their youth through sport and physical activity. Due to this philosophical foundation, students have the opportunity to explore the same four skills articulated in our physical education curriculum, power, focus, flexibility and balance. In terms of their relationship to character development and academic mastery as they align with 21st century work readiness skills, these attributes will serve to support curriculum development as well as measures of achievement through student reflection in core subjects and structures such as student-led conferences and portfolio presentations.

At GALS, all students and teachers engage in physical activity as their first period of the day in order to optimize the effects that it has on the brain. As illustrated by the successful model at GALS Denver as well as Naperville Central (IL) High School, students find drastic improvements in their academic achievement when they participate in physical education before their most difficult classes. Because of Naperville’s success and movement’s positive impact at GALS Denver, GALS Denver teachers implement active pedagogy throughout the instructional day. Teachers use brain breaks, breathing techniques, and other action-based instructional tools and pedagogies to help students focus and optimize their learning potential.

GALS Denver breaks down active pedagogy into three primary strategies during academic classes. GALS LA plans to follow this model:

Brain Breaks: Short 3-4 minute activities that spark the brain. Brain breaks can be small motor-skill activities or larger more dynamic activities involving full body movement. Examples include: Classroom-wide game of Rock-Scissors-Paper, 1-song workouts (different cardio activities such as jumping jacks, burpees, plank, stretches completed for the length of one song played on classroom speakers), sprints through the hallway, or a quick series of stretches. Most of these activities can take place in classrooms that range in size from small to large. Occasionally, activities will need to be adapted due to physical space constraints. However, GALS LA will purposely seek a facility that allows for classroom movement.

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19 Game Face, From the Locker Room to the Boardroom: A Survey on Sports in the Lives of Women Business Executives, Feb. 2002
20 Ibid.
21 Naperville Central High School and PE4Life. www.learningreadinesspe.com

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Reviewing Content through Movement:
These are classroom activities that involve movement as an instructional strategy to review or to transition to a purposeful location in the classroom. Examples include classroom centers, gallery walks, chalk talks, or having groupings of students move to a whiteboard to solve problems.

Teaching Content through Movement:
These are instructional strategies where content is primarily delivered through full-body investment in an activity. Examples include laying a number line or coordinate graph on the floor and representing points or algebraic transformations through moving your body from one coordinate to another. In 7th grade social studies, students reading poetry about African slaves will lie down next to each other to simulate sleeping positions on a trade ship. Students with a 504 plan or with Disabilities will be accommodated.

2. CURRICULUM AND INSTRUCTION

GALS’ integrated and balanced instructional approach will provide a standards-based curriculum that is both skills-based and hands-on, in order to ensure each and every student meets our high expectations for success, well beyond achieving proficiency on state standards. To be clear, instruction at GALS starts first with the state standards, including the California Common Core State Standards (CA CCSS) and the frameworks for instructional design, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement. Purchased curricular materials described in the sections below will be used as a basis upon which teachers will build.

Teachers will collaboratively plan units of study using the ‘backward design’ guidelines described in Understanding by Design (Wiggins & McTighe, 1998). This strategy advises teachers to “begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences.” There are three steps to this process:

1. Identify Desired Results: Beginning with the standards, teachers will determine a three-tiered hierarchical set of learning expectations:
   - **Enduring understandings:** How will students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
   - **Information and skills worthy of familiarity:** What prior knowledge do my students need to make meaning of this new information?
   - **Important knowledge and skills:** What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic or process: (1) represents a “big idea” having enduring value beyond the classroom; (2) resides at the heart of the discipline, and is tied directly to standards and standardized testing; (3) requires “uncoverage” to the
extent that parts of these concepts are difficult for students to understand; and (4) offers potential for engaging students.

2. Aligning Assessments to the Desired Results: Recognizing that teachers will be shaping their standards-based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers will assess throughout the unit of study using a variety of assessment methods including:

- Formative and summative assessments including online assessments, quizzes or tests aligned with the style students will encounter on standardized-assessments
- Checks for understanding such as informal checks, student observation, 1:1 conferencing, performance tasks and projects.

Teachers will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

3. Differentiating Instruction to Meet the Needs of All Learners: Now that the learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers will design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English language learners and students with special needs). Teachers will write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement

As teachers implement their lesson plans, they will continuously be assessing their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of sub-groups. Teachers do this by assessing student exit tickets and student mastery of standards. This data is kept in a data management system such as Illuminate that allows teachers to review their student mastery of standards and revisit standards as needed. Our instructional program will be driven by student data gathered by the teachers in order to make informed decisions about assessment, curriculum, pedagogy, and student services. As an example, if a teacher observes that the majority of the students in a class have mastered a CCSS, but that 1-2 students have not mastered the standard, the teacher will likely recommend the students attend tutoring to reinforce the material. If that does not lead to mastery, a teacher may recommend the student for the RTI process to identify further supports that are needed. Teachers will continuously look at student work and questions in order to inform, structure and refine their instructional practice.

3. Key Features and Components of the School’s Educational Program by Subject Area

a. English Language Arts

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22 Schooling By Design: Mission, Action, and Achievement. ASCD 2007; Tomlinson, Carol Ann, How to Differentiate Instruction in Mixed Ability Classrooms, (2nd ed.) Alexandria, VA: ASCD-Association for Supervision and Curriculum Development
Proficiency in reading and writing is essential to academic mastery. In general, GALS graduates are born of a school culture of literacy that is defined by actively engaging in common practices; reading and writing are integrated into all subject areas as a means to both teach content and to develop literacy skills. Teachers in each subject area expose students to reading and writing through the lens of their particular academic field. As a result, students get the opportunity to become versed in a wide variety of genres, perspectives, formats, and sources. In addition to this integrated approach, students in every grade attend literacy class five days a week in order to reinforce explicit skills and strategies. Middle school literacy classes focus on skill building in areas like grammar and mechanics, organization, comprehension, and analysis. Additional literacy classes are available for students performing below grade level through our daily schedule that allows for intervention classes and after school tutoring.

Snow, C.E. & Brancarosa, G.
Adolescent literacy and the achievement gap: What do we know and where do we go from here? New York: Carnegie Corporation of
Mahwah, NJ: Erlbaum.
Culham, R. 6+1 Traits of Writing. Stenhouse Press. 2003
The English Language Arts (ELA) standards for public schools in California -- including the new Common Core Standards -- establish high expectations for all students, with the goal that all students “become effective language users so that they can succeed academically, pursue higher education, find challenging and rewarding work, participate in our democracy as informed citizens, appreciate and contribute to our culture, and pursue their own goals and interests throughout their lives.”

The integrated curriculum at GALS will provide daily occasion for teachers to “take every opportunity to link reading and writing to other core curricula, including history, social science, mathematics, science, and the visual and performing arts, to help students achieve success in all areas.” To support teaching the standards, teachers will use the Reading / Language Arts Framework; A Look At Kindergarten Through Grade Six in California Public Schools; and A Look at Grades Seven and Eight in California Public Schools: Transitioning to the Common Core State Standards in English Language Arts and Mathematics for planning and guidance. The framework will also be used as a reference guide during the selection of instructional materials and for professional development activities.

Based on the acclaimed Readers’ and Writers’ Workshop Programs from Lucy Calkins and Teachers College in New York, GALS’s English Language Arts program is designed to ensure that on a daily basis, all students engage in reading, writing, speaking and listening activities to become fluent readers who comprehend and value literature, and are competent writers, articulate speakers and thoughtful listeners who can communicate effectively. These programs will be supplemented with leveled readers and books from the CDE-recommended reading lists.

**Reading**

Reading instruction incorporates four main components: (1) Shared Reading, (2) Guided Reading, (3) Letter and Word Study and (4) Independent Reading. Within this framework, teachers are able to incorporate different strategies and approaches daily in order to meet the diverse needs of students. Students will receive direct instruction, work with partners and small groups and engage in independent work, all of which provide for multi-level

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24 Taken from the introductory message by Jack O’Connell, former State Superintendent of Public Instruction, regarding the ELA standards.
learning. Teachers will explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice.

Authentic literature will be used as well as the following textbooks:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Textbook Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>6</td>
<td>Reading Wonders</td>
<td>Glencoe McGraw Hill</td>
</tr>
<tr>
<td>ELA</td>
<td>7</td>
<td>Literature: California Treasures</td>
<td>Glencoe McGraw Hill</td>
</tr>
<tr>
<td>ELA</td>
<td>8</td>
<td>Literature: California Treasures</td>
<td>Glencoe McGraw Hill</td>
</tr>
</tbody>
</table>

In 6th through 8th grade, the CCSS ELA standards are fully implemented. Teachers engage in vertical articulation, following the instruction and integration of high leverage strands through the implementation in the ELA classrooms and in the Social Sciences and Science classes. Lesson plans in ELA classes utilize close reading and informational text, which is articulated at different levels of rigor (in accordance to the specific grade level standards) in each grade level. Because the strands are directly aligned between grades, students that demonstrate mastery are given accelerated instruction in the next grade level’s articulation of that strand during the core class when differentiation is appropriate. Differentiated instruction will be provided through rotating small group instruction in which students will apply learned skills to text at their independent reading level and will receive systematic decoding and fluency instruction if appropriate. Teachers, intervention specialists, and the Principal all work to move struggling students towards grade-level reading proficiency. The Principal works extensively with the teachers during professional development data days to help identify students in need of support and to work with the teachers to develop strategies to re-teach or review the standards needed for students to approach grade-level. The Principal and the teachers also make considerations for flexible student cohorts to provide them with targeted instruction that meets their needs.

**Writing**

Hand in hand with the school’s reading program is a structured daily writing program, which is directly aligned to the CA CCSS emphasis on writing. The chief component of the writing program will be the acclaimed Writer’s Workshop, based on the Lucy Calkins’/Teachers College Writer’s Workshop model. Writer’s Workshop, which is based on the constructivist principle that learning to write is as much about the process as the product, is used to teach students in all grade levels how to enjoy writing and at the same time reach the goal of becoming competent writers.

The Writer’s Workshop design consists of three components that occur daily: the Mini-lesson or direct instruction, independent writing time and share time. Mini-lessons can relate to craft (applications, content, or strategies), skills (conventions and editing) or
procedures relating to workshop. These short, focused lessons are based on standards or elements of a particular genre and on the observed needs of the students. Mini-lessons follow the same basic structure school-wide: teachers provide a connection to previous learning; explicitly teach a strategy using modeling techniques, published literature and teacher and student writing; provide active engagement (often in the form of partner talk); and provide a link which sets the intention for students to apply the new strategy in their own work. During independent writing time, students choose writing topics, a strategy that helps develop personal investment in the writing process. They apply learning from mini-lessons, move themselves through the writing process and may engage in partner talk to help focus and develop ideas. Students understand the rituals and procedures of the workshop including how to access materials and information from around the room (charts, posters, model authors) and to organize their writers’ notebooks and folders. The teacher uses this time to take quick inventories of the class, confer formally and informally with students and track student progress on conference logs. The sharing component of workshop occurs at the end of workshop and provides another opportunity for teaching and reinforcing the content of the mini-lesson. Sharing takes a variety of forms, including Author’s Chair, pair-share, or popcorn around the room. During this time the teacher can also address listening and speaking standards. Teachers model the process that teaches students to use the language of the genre and the standards, to refer to the author’s text to support comments and to provide specific feedback to help peers move forward.

The writing conference is an integral part of workshop. These frequent, on-going conferences that occur during ELA classes allow teachers the opportunity to further provide personal, targeted instruction that equips all students with the necessary tools to develop their authorship. The frequency of conferencing depends on the unit plans developed by GALS teachers. During classroom workshops, students work individually while teachers meet one-on-one with students. The teacher’s role is to understand where an individual writer is at a particular moment in time, to determine the goals/needs of that student along with an appropriate course of action and then to guide the student toward those goals. The teacher reinforces the child’s strengths and motivates the child to push himself/herself by applying new learning. Teachers keep detailed conference notes in order to evaluate students’ progress and determine next steps for instruction. Additional support for students demonstrating difficulties might include scaffolding in the form of graphic organizers or sentence frames, more frequent meetings with the teacher or instructional aide and peer support in the form of a specific writing partner. Teachers might also allow students struggling to articulate their thoughts on paper to dictate their ideas to them in order to facilitate the writing process until students become more confident in their abilities.

6th Grade English Language Arts: In sixth grade, reading focuses on fluency and comprehension of both fiction and non-fiction texts. Students practice their fluency through guided group and individual reading of a variety of texts and genres. Reading progress is closely monitored to ensure success in these critical skills. Regular teacher/student conferences help teachers to assess students’ reading progress. Writing includes explicit instruction in grammatical foundations, all steps of the writing process, writing essays in a variety of genres, and all elements of the research and research writing
process. Both the reading and writing include a strong focus on vocabulary development. In grades 6 and 7, the level of complexity in text selections increases. Students are able to grapple with different texts and analyze the development of arguments throughout each text, comparing and contrasting the writer’s argument, and analyzing the validity of evidence presented. As the CCSS strands increase in rigor from grades 6 to 7, the teachers appropriately plan to strategically pace and scaffold lesson plans to ensure all students can successfully achieve at the rigor of the particular grade level.

7th Grade English Language Arts: In 7th Grade, students integrate writing skills and develop a stronger sense of writing for a specific audience and increased opportunities for formal writing. Students identify analogies, idioms, metaphors, and similes.

Seventh Grade English includes the correct use of modifiers and active voice. Students correctly use infinitives, participles, pronouns and antecedents. They identify and correctly use all parts of speech and sentence structures and use hyphens, dashes, brackets, and semicolons correctly. Their mechanics and spelling reflect standards for grade-level proficiency. Students use the writing process and grade-level appropriate revising and editing strategies to compose:

- fictional and autobiographical narratives with a clear plot line, defined setting, major and minor characters, and a variety of authors’ techniques
- responses to literature that exhibit careful reading and thorough comprehension, organized interpretation around several clear ideas, and justified interpretations through examples and textual evidence
- research reports based on a relevant question, formal research, a clear perspective, accurate evidence, and documented references
- persuasive compositions that state a clear position, employ well-articulated evidence, and address the reader's concerns and counterarguments
- summaries of reading materials that include the text's main idea and significant details, use quotations and the student's own words, and reflect a deep understanding of the text

Seventh Grade English students continue to experience both self-selection of topics and responding to assigned prompts. They also develop word processing skills, with programs such as Microsoft Word and PowerPoint.

8th Grade English Language Arts: In 8th grade, students integrate reading and writing skills to prepare for high school English courses by demanding advanced levels of rigor, critical thinking, research, and increased independence. The class also incorporates non-fiction texts from science and social studies to prepare students for high levels of reading and writing in the content areas. Eighth Grade English includes a complex study of words, designed to ensure a precise understanding of new words, idioms, analogies, metaphors, and similes. Students begin a study of the history of the English language and the influence of common word origins. Reading and writing are blended, in alignment with Advanced Placement high school courses and college level English classes. Students are able to
independently apply the reading strategies gained in grades 6 and 7, including close reading of complex texts, the use of academic discourse with less use of pre-determined sentence frames, analyze their writing products against a rubric and self-assess both their current levels of mastery and plan to increase mastery and integrate informational text from science and social studies into ELA writing assignments that align with the CCSS ELA standards and integrate the Literacy anchor standards.

Students analyze nonfiction texts using compare and contrast and proposition and support patterns. They find similarities and differences in texts and compare texts to summaries to determine accuracy and underlying meaning. Students use a variety of consumer, workplace, and public documents and technical directions to explain the use of complex mechanical devices. Students evaluate the unity, coherence, internal consistency, and structural patterns of a text. Eighth grade students study different forms of poetry—elegy, ode, sonnet, ballad, couplet, epic, and lyric. They use their previous knowledge of plot to analyze more complex structures of subplots and parallel episodes and the degrees to which conflicts are resolved. Students analyze character motivations and actions, themes, significant literary devices, and cultural impacts of literary works. Most of the assigned texts in Eighth Grade English have historical significance, and many will tie in with the United States history standards.

Students in Eighth Grade English continue to write clear, coherent, and focused essays that also reflect the author’s personal style. Greater emphasis is placed on the quality of thesis statements, smooth transitions, effective use of evidence, and original ideas. English class also integrates technology and public speaking, as students create presentations, using such applications as Microsoft PowerPoint.

Students in 8th grade write:

- biographies
- autobiographies
- short stories
- narratives
- responses to literature
- research reports
- persuasive compositions
- documents related to career development, including applications and business letters
- technical documents
- high school application essays

It is expected that students at this level have mastered standard English conventions of spelling, capitalization, punctuation, and grammar. New grammar skills include subordination, coordination, apposition and other devices to show the relationship between ideas.
b. Mathematics

Mathematical skills are essential to empowering students to be prepared for a wide range of college and career paths. At GALS math is taught in an inquiry-based manner as emphasized by the National Council of Teachers of Mathematics (NCTM) standards. Students attend math class daily all three years at GALS, but in an effort to stress the authentic application of skills, content and skills are also integrated throughout investigations within other disciplines such as science and humanities when applicable. This approach encourages students to find patterns and relationships, to become flexible problem-solvers, to articulate their reasoning, and to become meta-cognitive about their strategies; essentially, it promotes the ability to think and act like mathematicians. Teachers at GALS cultivate mathematical habits of mind: curiosity, risk-taking, perseverance, craftsmanship, and tolerance for ambiguity.

To achieve these goals, students in grades 6-8 utilize the College Preparatory Mathematics (CPM), a CCSS standards-based curriculum that helps students and teachers develop important mathematical concepts, skills, procedures, and ways of thinking and reasoning, in number sense, geometry, measurement, algebra, probability and statistics. The curriculum teaches students to reason and communicate proficiently in mathematics through a unit-based approach.

The curriculum provides entry points for students with varying learning needs, and data shows that it positively impacts student achievement across diverse populations. The CMP program was chosen for GALS because its design aligns with the philosophical foundations of an inquiry, project-based curriculum, and we recognize that when GALS graduates enter high school demands will be placed on them that rely on problem-solving skills and both oral and written communication. All students in grades 6-8 receive instruction in both Math Procedures and Math Problem Solving. Math Procedures focus on the procedural fluency, problem solving skills, and core knowledge and skills that the CCSS Mathematics standards require. GALS also recognize the need to ensure that students develop discrete mathematical skills. GALS will provide this balance by using an assessment cycle that evaluates students' transfer of knowledge within the conceptual inquiry of the CMP curriculum to more traditional math tasks so that teachers can be instructionally responsive in skill-based blocks.

Sixth grade math reinforces basic skills, procedural computation, and conceptual understanding. Students master strategies needed for learning facts, working computation problems, and solving story problems. Math concepts are not taught in isolation, but are constantly reinforced. Sixth grade math reinforces the skills learned in the previous year, with an emphasis on application and problem solving.

Seventh Grade Pre-Algebra prepares students for Algebra in eighth grade. By the end of seventh grade, students are skilled at manipulating numbers (constants and variables) and solving equations. They are able to factor numerators and denominators and use exponents. They are able to use the Pythagorean Theorem to solve problems, computing the length of an unknown side of a triangle. Students are able to convert units of measurement and compute the surface area and volume of basic three-dimensional objects, understanding how area and volume change with scale. Students are able to convert between fractions, decimals, and percents. They continue to practice with ratio and proportions, compute percents of increase and decrease, and compound interest. Students graph linear functions and understand the concept of slope.

Eighth Grade Algebra is a one-year college-preparatory algebra course. Students study symbolic reasoning and the use of symbolic language of mathematics and science. Algebraic skills and concepts are used in a wide variety of problem-solving situations. Students continue to use arithmetic operations with integers, rational, irrational and real numbers. They use advanced rules of exponents, solve equations and inequalities with absolute values, simplify expressions, and solve multi-step problems. They graph linear equations and inequalities, identify points on a line, understand slopes, and solve systems of two linear equations. Students factor second and third degree polynomials and simplify fractions with polynomials. Students use the quadratic formula to find the roots of a second-degree polynomial, solve quadratic equations, find the x-intercepts, and solve physical problems, such as the motion of an object. Students also know and use aspects of a logical argument, use deductive and inductive reasoning, and determine the validity of an assertion.

c. Social Studies

GALS students attend daily social studies classes. The curriculum will incorporate the acclaimed History Alive! (6-8) program. The TCI curriculum includes structured, research-based lessons that are highly interactive and build critical reading and thinking skills. Additional primary and secondary resources will be chosen by faculty in order to support student investigations into multiple perspectives on historical events and concepts. Primary and secondary resources will be chosen by relevance to topic and standard.

The History Alive curriculum includes the following components:

- History Alive! The Ancient World – grade 6
- History Alive! The Medieval World and Beyond – grade 7

Each of these curriculum guides for each grade includes detailed alignment with CCSS and each lesson addresses one or more standards.

Teachers will provide students with access to primary and secondary historical sources, maps, charts, and timelines from which to draw information about the historical time periods and cultures studied. In teaching social science, teachers will use a variety of graphic organizers, charts, and visual aids to support students’ developing analytic skills and to assist English language learners. To further increase understanding and motivation, social studies will be taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

Because social studies are taught in an integrated project-based instructional block, students will also read fictional texts related to social studies content, further increasing their motivation and understanding. Additional integration of social studies curriculum will occur in the math and science block, when students may study the scientific and mathematical contributions of cultures they are studying. At all grade levels, the curriculum will be enhanced whenever possible with multimedia resources, hands-on experience (e.g. artifacts from cultures studied) and field trips. While covering the social studies standards, teachers will also focus on reinforcing and employing reading comprehension, writing, and listening and speaking standards through social studies content. For example, students will apply reading comprehension and vocabulary strategies to their social studies text and will complete assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

**Grade 6 – Ancient Civilizations:**
In alignment with CCSS, the sixth grade social studies curriculum includes the study of major Western and non-Western ancient civilizations including Mesopotamia and Egypt, the Ancient Hebrews, Ancient Greece, Rome, China and early Indian civilizations. Within studies of each of these cultures, students focus on how the people, events, and geography of each civilization helped develop its social, economic and political structures. Students examine reasons behind the rise and fall of civilizations and will analyze the ways in which ideas from these civilizations transformed the world in which we live. Students access information from a wide variety of sources, including textbooks, primary sources, novels, internet sources, maps, and graphs. In this way, students constantly reinforce and utilize skills learned in other content areas.

**Grade 7—Medieval and Early Modern Times**
Seventh Grade Social Studies teaches students about the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500 A.D. to 1789. The course begins with a study of the fall of the Roman Empire Islam in the Middle Ages. Students then study the geographic, political, economic, religious, and social structures of China, Ghana, Mali, Japan, and Europe in the Middle Ages and Meso-American and Andean civilizations. They analyze the origins, accomplishments, and diffusion of the Renaissance, Reformation, Scientific Revolution, Age of Exploration, Enlightenment, and Age of Reason.
Grade 8—U.S. History
Eighth Grade Social Studies covers American history from the framing of the Constitution up to World War I. Students study the foundations of our Judeo-Christian heritage and the influence of British parliamentary procedure on the foundation of our democracy and Constitution. Students trace the development of American politics, society, culture, and the economy and also study regional differences within the country. They study the causes, course, and consequences of the Civil War and the Industrial Revolution. Throughout the course, students make connections to contemporary social, political, and economic conditions.

d. Science

Our rigorous science curriculum offers deep content knowledge and teaches authentic inquiry skills in order to spark student interest and adequately prepare them for higher levels of study. Science classes occur daily. GALS will incorporate NextGen Science Standards into our science program.

Our science program will be informed by Lawrence Hall of Science, at the University of California, Berkeley. This curriculum, known as the Science Education for Public Understanding Program (SEPUP) is distributed nationally by LAB-AIDS, Inc. and supported by grants from the National Science Foundation. SEPUP is fully aligned with California CCSS, NGSS, and National Science Foundation education standards (see http://www.sepup.com/correlations/CA/CA%206-8%202011_v2.5.pdf), and provides hands-on investigations, student resources, laboratory experiences, and projects. The school will utilize standards based materials for the few state standards not covered by SEPUP. SEPUP also lends itself to traditional, quantitative assessments that are appropriate for middle grade students. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding via students’ own inquiries, investigations, and analyses. The curriculum provides students with science experiences that are appropriate to their stages of cognitive development. The experiences serve as a foundation for more advanced ideas that prepare students for life in an increasingly complex scientific and technological world.

SEPUP learning modules are organized under the following strands:

- Issues and Life Science
- Issues and Physical Science
- Issues and Earth Science
- Issues, Evidence and You
- Science and Sustainability
- Science and Life Issues.

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Most modules and courses are designed to be appropriate for two grade levels, and work in conjunction with one another. In addition to the science standards, SEPUP reinforces many mathematics, language arts and social studies standards. For example, when studying life and earth sciences, students will also study man’s relationship with flora, fauna and the natural environment, throughout time and in different locations. In this way, life and earth sciences will be connected to economics and history. When studying the physical sciences, students will explore man’s inventions and discoveries in the realm of physics and engineering and the greater ramifications of industrialization, warfare and technology. In this way, students will see connections between the physical sciences and their present reality, history and economics.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Program</th>
<th>Middle School Scope and Sequence aligned to NGSS and CA Science Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>IAES: Issues and Earth Science</td>
<td>Unit C: Erosion and Decomposition</td>
</tr>
<tr>
<td>7</td>
<td>IALS: Issues and Life Science</td>
<td>Unit A: Studying People Scientifically</td>
</tr>
<tr>
<td>8</td>
<td>IAPS: Issues and Physical Science</td>
<td>Unit B: Chemistry of Materials</td>
</tr>
</tbody>
</table>

e. Health And Fitness - The GALS series: Movement, GALS 101, 201 and 301.

*Movement:* GALS is committed to a varied, challenging and standards-aligned physical education and fitness program for all students. GALS promotes a spirit of adventure through academic and physical challenges that push students to pursue excellence and assume responsibility for their own learning. Like any other subject, GALS recognizes that fitness is a lifelong process for which students must develop appropriate knowledge, skills, attitudes, and behaviors. GALS recognizes the connection to a healthy body and a healthy mind. Movement is an effective strategy to improve learning, memory and retrieval and enhance learner motivation. Accordingly, GALS holds fitness as an integral piece of our curriculum.

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28 http://www.nlm.nih.gov/medlineplus/magazine/issues/winter08/articles/winter08pg4.html
Morning movement at GALS provides rigorous skill development based on Crossfit Kids, a strength and conditioning program that boasts a model of a broad, general, inclusive fitness. CrossFit Kids was founded in 2004 and is a method for teaching Greg Glassman’s CrossFit to children, ages 3-18, CrossFit Kids emphasizes good movement throughout childhood and adolescence. In the same way that traditional, academic subjects prepare students for their unknown futures by preparing them with knowledge and skills, Crossfit was built as a program “to best prepare trainees for any physical contingency – prepare them not only for the unknown but for the unknowable.”

Through Crossfit, students have the opportunity to harness skills across the spectrum of sports and activities. Students gain competence in Crossfit’s ten, broad, physical attributes - power, strength, flexibility, coordination, endurance, stamina, agility, speed, accuracy, and balance. They are then able to implement their skills across vast domains. In fact, these themes carry into the curriculum across all subject areas, reflecting mastery of 21st century skills (described under school culture). The Crossfit Kids curriculum follows a pattern: warm-up skill, Workout of the Day, and game. In this pattern, GALS focuses on skills that both fulfill CrossFit for Kids vision but also physical education CCSS.

Four days a week, all students and teachers begin their day with Morning Movement, a 40-minute rigorous class designed to support and challenge students to push themselves physically. These activities will be adapted for students with physical disabilities. The course is broken out into modules:

Quarter 1 – Running. All students are placed into “pacing groups” by a baseline mile time. Over the course of the quarter, students and teachers participate in running activities designed to support and increase student capacity to run one mile. As students progress at different rates, pacing groups are flexible and allow for students to change and advance from one pacing group to another.

Quarter 2 – Circuit training. Heavily influenced by Crossfit Kids and SportXcel, this module combines a variety of activities including light weights, body resistance and other physical activities designed to promote strength, stamina, and agility.


Quarter 4 – Team Games and the GALympics. A hallmark of the GALS program – all students compete with their wellness teams in both mental and physical challenges designed to stimulate the mind and body.

Students with physical disabilities and 504 plans: GALS staff is trained on modifications – both physical and social – in order to support full-inclusion. Students who can’t participate in an activity are placed within an alternative setting. At the beginning of each unit, GALS staff members connect with families of students with disabilities to determine appropriate accommodations. As an example, during a running module, a student in a wheelchair will be asked what an appropriate goal is for her to set physically. Staff will monitor her progress (and supervise) accordingly.

GALS 101, 201 and 301

The GALS series classes are required courses throughout middle school that integrate the study and practice of health and wellness. These classes are built off of research-based studies and programs that demonstrate that girls are more successfully academically and socially when they know themselves well (Deak Deak, JoAnn (2010). *How Girls Thrive.* Green Blanket Press

Structurally, these are 40-minute courses that depending on student schedules, occur at the beginning or in the middle of the school day, 4 days a week. The GALS 101 series occurs during 6th grade, 201 occurs during 7th grade and 301 occurs during 8th grade. Although this series builds over the three years, it is not required for a student who may be new to GALS in the 8th grade to take GALS 101 or 201.

The GALS series courses are built off the pledge that GALS uses, “I know who I am. I know that I matter. I know what matters to me.” The GALS scope and sequence that pushes girls towards self-development where girls own and manifest an assertive decision-making process in all areas of their lives. GALS designs classes for each grade that teach girls practices in the areas of healthy relationships, positive self-image and critical life skills used in both school and in the world.

The intention of the GALS 101 Series is to introduce students to their GALS community. Students examine what it means to be a student at GALS as well as what it means to be a girl in the world. GALS 101 focuses on examining the following essential questions:

- Why does GALS focus on movement and health?
- How do you define yourself? How can definitions of who you are change over time? What doesn’t change?
- How can we show our identities through art?
- How can we be powerful advocates for our environment?
- How does the media represent women and girls? How do those representations affect us individually? How do those representations affect women’s access to power?

In GALS 201, students learn about broader topics that are needed in order to be successful in the 21st century. These modules include:

- What does it mean to be nutritious? Why does GALS have a food policy? What makes food healthy or unhealthy?
- What is financial literacy? Why is it important? How do I create a budget for myself?
- How can I continue to express my identity through art? How do others see me vs. how do I portray myself?
- In yoga, we practice focus and flexibility – how do these concepts apply to my academics and my lifestyle?
As 8th graders in GALS 301, students continue their exploration with a deep dive into the following areas:

- **Anatomy and Physiology** – Why does my body move the way it does? What is the relationship between my muscles and the way they feel during morning movement?
- **Social Action Project** – How can I design, implement, and evaluate a social action project that impacts my school and/or broader community.
- **Women in Leadership** – What are traits and characteristics of strong leaders? How can I be a strong leader for my community?

### f. World Languages

GALS' graduates emerge as informed, global citizens who recognize the increasing demands of our integrated world. As such, graduates will be proficient or fluent in a foreign language. Classes in Spanish will be offered beginning the third year of operation, The school will utilize Dr. James Asher’s Total Physical Response (TPR) – a research-based method of language instruction that mimics the effects of immersion and engages students’ multiple intelligences. TPR is based on learning a language through actions – the teacher serves as the director and the students as the actors. In this way, students have the opportunity to be involved in situational language, to demonstrate comprehension through language-generated tasks, to understand the overall meaning of sentences, and to engage their minds and bodies.

Our school’s foreign language program that is included after year 3 will incorporate the California World Language Standards and the California Framework for Foreign Language K-12. Unlike the standards for other content areas, the California World Language Standards are not broken down by grade level nor based on any specific foreign language. These standards were created recognizing the varying levels of student proficiency and the multiple points of entry and exit from California’s public school language programs, and consequently provide benchmarks for progress at the various stages of performance:

- **Stage I (Formulaic)**: learners understand and produce signs, words, and phrases.
- **Stage II (Created)**: learners understand and produce sentences and strings of sentences.
- **Stage III (Planned)**: learners understand and produce paragraphs and strings of paragraphs.
- **Stage IV (Extended)**: learners understand and produce cohesive texts composed of multiple paragraphs.

The Language Learning Continuum also includes Stage V (Tailored), which represents highly advanced performance typically achieved through university level study.

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33 [www.la-stars.net/standards.pdf](http://www.la-stars.net/standards.pdf)
The length of time required for students to advance from one stage to the next is not specified in the California Framework for Foreign Language K-12 due to the understanding that student’s progression could vary widely depending on such factors as a student’s native language and their proficiency level in that native language, as well as whether the student already speaks more than one language and thus may have an easier experience acquiring a new language than a student who is only monolingual.34

The standards are separated into five main classifications that are taught in an integrated manner as part of the Language Learning Continuum:

- **Content:** Language users address a wide variety of topics that are age and stage appropriate. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity from stage to stage on the Language Learning Continuum.

- **Communication:** Real-world communication occurs in a variety of ways. It may be interpersonal in which culturally appropriate listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be interpretive in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be presentational in which speaking, signing, and writing occur in culturally appropriate ways.

- **Cultures:** Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie them. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

- **Structures:** The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems in languages that have them; phonology, the sound systems of language or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

- **Settings:** Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication is determined by the requirements of the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.35

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34 www.la-stars.net/standards.pdf
35 www.la-stars.net/standards.pdf
Our teachers will impart in our students an understanding and appreciation for the various Spanish speaking cultures across the world as well. We will make instruction relevant providing engaging, contemporary reading material from different Spanish speaking countries, as well as exposing students to Spanish music and culturally relevant films. Students will be able to practice their Spanish skills in “conversation groups” that the class may break into on certain days, as well as through other informal opportunities like a Spanish Club.

As with our EL instruction, all Spanish class instruction will incorporate sheltered instruction strategies. These strategies include scaffolding, connecting to prior knowledge, cooperative grouping, and providing visual cues. We will also apply Specially Designed Academic Instruction in English (SDAIE) strategies that make connections between foreign language acquisition and other content areas. Differentiated instruction will help ensure all students are able to access the lessons and experience success mastering a new language.

g. The Arts

GALS recognizes the role of creativity and innovation skills as essential to college preparation and 21st century work readiness. Arts courses occur as part of the GALS series. In all cases, the arts serve as a vehicle to support curriculum through: 1) the design of projects and products that require students to learn the techniques of an artistic or technological medium to represent their understanding of content, 2) response to fieldwork, exhibitions, performances and literature using various art forms, 3) the integration of visual arts, movement and drama to make sense of concepts in various disciplines, 4) building habits of critique and revision to support critical thinking and problem solving skills.

4. Innovative Components of the Instructional Program

As detailed throughout this petition, GALS will be quite innovative by offering a single-gender model with an emphasis on health and fitness and personalized instruction.

Structures Modeled after GALS Denver

Based on the success of GALS Denver, GALS will incorporate the following structures:

- Rotating Schedule: Each day of the week, students and teachers follow a rotating schedule. A rotating schedule changes the order of classes each day. The benefits of a rotating schedule are two-fold. Many studies have shown that exercising and energizing the body then stimulates the brain. A recent study examined two groups of volunteers, one group who exercised immediately prior to testing and one group who did not. The study found that those who exercised had a higher level of protein that links to memory and recall. Reynolds, Gretchen. “How Exercise Benefits the
Brain” WELL, New York Times. Blog Post, November 30, 2011. The rotating schedule allows for different classes to occur after morning movement as well as recess, which allows for the different courses to benefit from morning movement. Additionally, GALS teachers and students report that they find a rotating schedule beneficial because both students and teachers say they perform differently at different times of the day. The rotating schedule included in the supplemental materials demonstrates this pattern. Four days a week, the daily schedule follows the same bell-schedule each day. There are two academic core course blocks before lunch, and two after lunch. However, the courses within those blocks rotate. On Monday, the order is Block 1,2,3,4. On Tuesday, the order rotates to 4,1,2,3 and so on.

- **Dress Code:** GALS students and teachers follow a movement-based dress code. All students at GALS wear black or grey athletic pants and either a GALS or plain-color t-shirt as well as sneakers/running shoes. The dress code was created to allow for freedom of movement and to allow physical flexibility. Students may purchase clothes anywhere as long as they follow the GALS guidelines. GALS will provide shirts and pants for students who can’t afford clothes.

- **Food Policy:** GALS students are allowed to eat in class when hungry, provided they are not disruptive to other students. However, GALS food policy centers around nutritious foods. Students are allowed to bring fruits, vegetables, water, crackers and other healthy items to school. Foods that are not permitted include: candy, cookies, soda and heavily sugared drinks, and most nuts (due to nut allergies). Students and guardians are informed of food policies via the parent and student handbook when they enroll in GALS and during the first week of school. Teachers and administrators enforce these rules throughout the year. Additionally, the GALS 101 series includes a component on nutrition to help students understand the reasoning behind this policy.

- **Community Meeting and Wellness Teams (Advisory):** All GALS students pause their academic classes for 45 minutes each Wednesday and take part in a weekly tradition of Community Meeting. GALS students come together for speakers, special events, and student performances. This time also includes Wellness Team time and time for students to meet in Wellness Houses, which are a subset of community meetings. Students have dedicated time with their Wellness Coach (advisor). Wellness coaches meet with students and discuss academic, social, and behavioral goals as well as work extensively with 8th grade students on high school planning.

5. **INTERVENTION AND ENRICHMENT PROGRAMS**

There are three kinds of courses regularly offered during intensives: GALS series classes, electives, specific academic support, and enrichment courses. While some students will be enrolled in the GALS series and enrichment intensives to provide depth to programming, others will be enrolled in interventions targeted on building reading or mathematical skills.

*Intervention Scheduling:* In addition to their primary academic blocks, Core teachers also teach small intervention courses. Interventions take place during 4 different 40-minute
blocks four days a week. The sample staff schedule included in this application
demonstrates how interventions fit into the school schedule.

*Interventions at GALS Denver:* When GALS Denver opened, the daily schedule included
Reading Interventions and seminars. In 2012, data from the 2012 TCAP demonstrated that
GALS students outperformed district averages in Reading and Writing, but fewer GALS
students performed proficient in math than the average district student. When looking for
root causes for this pattern, GALS identified that in its first two years, the GALS
intervention program focused primarily on reading. To build on the success of its reading
interventions, GALS then created structured math interventions. These small courses are
skill driven – When not working individually or in small groups with a teacher, students
often work on computer programs such as Khan Academy or IxL in order to develop
concrete math skills. These interventions resulted in increased math proficiency and
growth on the 2013 TCAP.

*Data and Interventions:* All interventions are both data-driven and flexible. Interim and
classroom assessments provide intervention teachers with valuable information on each
student’s level of standard mastery. Interventions are taught by core content teachers who
are credentialed in their subject area. Teachers then use this information to guide the
student’s instruction. The data also promotes flexibility within intervention classes. If a
student in an intervention course demonstrates increased standards mastery, they then
may move out of an intervention class.

## 6. Curricular and Instructional Materials

All of our courses have been designed in alignment with state standards, including CA CCSS.
Given the importance we place on collaboration, we will have our teacher teams work
together to develop detailed pacing plans for our courses using the key principles of
backwards planning and Understanding By Design.36

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| **ELA - Core** | Reader’s Workshop, Writer’s Workshop  
Grade level appropriate literature organized by lexiled libraries that support rigor of the Common Core State Standards  
([www.corestandards.org/assets/Appendix_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)) |
| **Math - Core** | CPM Educational Program: Foundations for Algebra  
Algebra I - Prentice Hall |
| **Social Studies/History - Core** | History Alive! |
| **Science - Core** | SEPUP |
| **ELD** | In line with the California State Board of Education, content |

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standards are not altered for English Learners (ELs) because doing so would deny them the opportunity to achieve them. Instead, support is given to them so that they may meet the standards. To support ELLs, teachers incorporate components of the SIOP (Sheltered Instruction Observation Protocol) model of instruction, which provides ELs comprehensible access to content concepts, while at the same time supporting their development of academic English. Also, reading, writing, listening, and speaking is incorporated throughout the content areas, in the context of a rich, substantive core curriculum.

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<td>PE/ Health</td>
<td>Holt McDougal texts for Health</td>
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<td></td>
<td>Activities and Skills taught via CrossFit Kids and other physical activities align with the Common Core State Standards in English Language Arts and Literacy in Health and PE</td>
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<tr>
<td>Drama/ Music/ Art</td>
<td>VAPA Standards-based teacher-created materials, varies by subject</td>
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<tr>
<td>GALS Series and Movement</td>
<td>GALS Denver created curriculum</td>
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7. **Comprehensive Course List**

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<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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<tbody>
<tr>
<td>Language Arts 6</td>
<td>Language Arts 7</td>
<td>Language Arts 8</td>
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<tr>
<td>Math 6</td>
<td>Math 7 – Pre-Algebra</td>
<td>Math 8 - Algebra</td>
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<tr>
<td>The Ancient World</td>
<td>The Medieval World and Beyond</td>
<td>The United States through Industrialism</td>
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<tr>
<td>Earth Science</td>
<td>Life Science</td>
<td>Physical Science</td>
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<tr>
<td>GALS 101: Creativity</td>
<td>GALS 201: Financial Literacy</td>
<td>GALS 301: Social Action Project</td>
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<tr>
<td>Environmental Sustainability</td>
<td>Nutrition</td>
<td>Women in Leadership</td>
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<tr>
<td>GALS 101</td>
<td>Creativity/Visual Art</td>
<td>Anatomy and Physiology</td>
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<td>Media Literacy</td>
<td>Focus and Flexibility</td>
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Health and Fitness: Morning Movement (6-8)
- Running
- Circuit Training (similar to CrossFit Kids)
- Yoga/Stretching
- Team Games and GALympics

Interventions and Seminars (6-8)
- Literacy Intervention
- Math Intervention
- Humanities Independent/Small Group Project
- Socratic Seminar (critical reading and discussion)

8. INSTRUCTIONAL METHODS AND STRATEGIES

Students at GALS will acquire knowledge by doing and experiencing learning through hands-on, personalized inquiries and expressions of learning through a highly engaging project-based learning model that emphasizes critical thinking and problem-solving abilities crucial for success in secondary school, college and the global workforce. A visitor to our school will notice how incredibly active our students are – these are not students sitting quietly in rows as teachers lecture, but rather students are seen debating ideas energetically, collaboratively creating machines and models, and expressing their interpretations of literature through art. Student work will be continuously showcased and celebrated in culmination exhibitions of project work in which families and community members come see student presentations of their learning. Our students will be engaged, inspired and motivated to learn.

GALS teachers:
- Model and make use of comprehension strategies to make sense of subject-specific texts
- Provide multiple opportunities to engage students in complex, problem-based activities, labs, and investigations, and to represent and analyze data
- Ask students to articulate their theories, explanations, and understandings
- Ask students to represent and reflect on their thinking by creating analogies, making graphs, building models, etc.
- Encourage students to apply knowledge in diverse and authentic contexts, explain ideas, interpret texts, predict phenomena, and construct arguments based on evidence, rather than just focusing exclusively on getting "the right answer"
- Teach students to take and defend positions and consider multiple perspectives
- Look for misconceptions and create experiences for students that challenge them.

Most importantly, the key to our instructional methodologies is a focus on individualized instruction, tailored to meet the needs of students. We believe that all students can and will achieve state standards mastery, regardless of their background or circumstances. The challenge as educators is to discover the means with which to help each individual child achieve her full potential. By using these active learning strategies, a strong focus on data and ongoing multi-faceted assessments to inform instruction, we are confident that all sub-groups and individual students will succeed.
Our school’s professional learning community supports best-practice, instructional methodologies that respond to students’ specific learning styles including cooperative, multi-sensory, and experience-based learning, which align with the priorities of the education model.37 These include:

**Project-Based Learning:** Through project-based learning, our students will engage in complex and challenging tasks and problem-solving, both independently and in small groups, engaging in a depth of learning that creates true understanding beyond rote memorization of facts. Explicit instruction – particularly in reading, writing and mathematics – will play an important role within the overall delivery of instruction. Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction.

Through projects however, our faculty is able to accomplish a number of objectives in an engaging, relevant way for students of all ages, and enable students to:

- *Acquire, communicate, and investigate worthwhile knowledge in depth.* Instead of dividing instruction into disconnected learning blocks, students will be able to view school subjects as connected and interrelated, much like real life. As students explore topics in a variety of ways and through various sources, they will learn to relate what they are learning to their own lives. When students view their learning as having personal relevance, they put more effort into their schoolwork and achievement. (Willis, 1995; Csíkszentmihályi, 2009.) Activities will be assigned for home exploration that will help students bridge school learning and their lives at home, with the intent of helping students develop problem-solving and decision-making skills.

- *Integrate reading, writing, listening, speaking, and thinking across the curriculum.* As noted by the current California Science Standards Framework: “Effective science programs use standards-based connections with other core subjects to reinforce science teaching and learning. Reading, writing, mathematics, and speaking skills are all needed to learn and do science. In self-contained classrooms, teachers incorporate science content in reading, writing, and mathematics.” (CA Science Framework, p. 13.)38 Narrative and expository literature and high interest trade books will serve as key resources for thematic instruction. Extensive research documents the power of reading and writing across the curriculum to create “active readers and writers by engaging students in authentic literacy tasks that emerge


38 We note that the new NextGen Science Standards in California are designed to take these integrated concepts a step further.
naturally from interesting and worthwhile topics and ideas.” (Vogt, 2010; see also Heibert, 1994, Fielding and Pearson, 1994.)

- **Make choices, interact, collaborate, and cooperate.** Students will explore topics individually, in small groups, and together as a whole class. Reading and writing tasks will be authentic, motivating, relevant, and contextualized. Students will make appropriate choices based on their interests, abilities, and needs.

- **Participate and learn, regardless of ability, level of language development, or background.** One of the most important advantages of cross-curricular thematic instruction is that it is flexible and adaptable. Thematic learning allows teachers to implement a variety of instructional approaches that best meet the students’ needs. For example, while some students may need extra practice with a strategy or skill, others may need additional time for writing or independent reading. This flexibility is central to thematic teaching.

Project-based learning has significant benefits for English Learners (ELs) as well. Karen Carrier, in “Key Issues for Teaching English Language Learners in Academic Classrooms,” (Middle School Journal, November 2005) identifies three key challenges English Learners face in the academic classroom:

- The amount of time required for second language acquisition
- The dual job of ELs – learning content and learning the language
- The need for multiple modes of input and output

At GALS, specific time is devoted to projects in our daily schedule, during the Science/Social Studies extended block. While the projects will stem from themes in science and social studies literacy skills, writing, math and the arts will all be integrated. Teachers in the project-based learning block will be able to frontload key vocabulary and concepts, and engage in multiple modes of instruction within one class period, therefore meeting the needs of diverse learners. Project-based learning also naturally allows for multiple modes of input and output, providing students with real-world applications and built-in visuals and realia to contextualize new learning.

There is a wealth of resources available to our faculty online to help them develop ideas and lesson plans for project-based work, including the acclaimed Buck Institute for Education (bie.org), Edutopia, pbl-online.org and dozens of others. In addition, we hope to partner with established schools in the area that already have been implementing successful projects to learn from their experience. Schools such as Open Charter Magnet School in LAUSD, with a highly acclaimed and recognized model of project-based instruction, offer popular teacher training institute that our faculty can attend.39

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**Active Pedagogy:** Action-based learning further involves the students’ minds and bodies. Teachers are fully trained in brain-based methods of learning readiness, exerlearning, brain breaks, and other practices grounded in real-world learning known to engage a student’s mind and body.

**Differentiation:** A few examples of how our teachers will differentiate include:

- **Content** – different reading sources of the content areas during expeditions and literacy based on student reading proficiency
- **Process** – using active pedagogy, flexible grouping strategies and providing students with choices during process
- **Products** – students will have choices to exhibit knowledge to a certain extent, but all products must have developed rubrics, focused goal setting, and meet the learning target
- **Learning Style** – teachers will use learning style inventories to assist with planning and use different “input” strategies during expeditions to allow for students to access information in multiple ways
- **Interest** – teachers will use interest surveys to incorporate appropriate student interests into expedition planning, while also including career exploration and real world connections.

**Data-Driven Instruction:**
Essential to the school’s success and student success, GALS has outlined very specific expectations around assessment practices. Assessment (and the performance data it reveals) play an enormous role in designing curriculum and ensuring that GALS is preparing all young women to see college as a legitimate choice. GALS uses Stiggins’ (2004) distinction between assessment for learning and assessment of learning in its educational design.

Assessment for learning is also called “formative assessment”. Assessment of learning is also called “summative assessment”. [However], the term assessment for learning has a broader meaning than formative assessment. The traditional way to think of formative uses of assessment is teachers assessing frequently and using the results to plan the next steps of instruction. Assessment for learning goes beyond that. It involves teachers providing descriptive rather than evaluative feedback to students. It also includes students – from clarifying targets to self-assessing to communicating with others about their own progress. It’s this descriptive feedback and student-

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involvement aspect of assessment for learning that results in the remarkable achievement gains (pp.36-37).

The distinction is pivotal, we believe, to using assessment effectively at GALS in order to leverage the right kind of support to ensure student success and to be strategic about the best intervention. Learning targets are central to giving descriptive feedback to students and central to the way we determine grades and report on progress. Recent research found that teaching students to assess their own progress was as effective as after-school tutoring. In schools where these practices are pervasive, both high performing and low achieving students gain. Thus, this is an important tool in closing the achievement gap. Learning targets are student friendly statements of the intended learning. They align with standards and are contextualized to the current study. Learning targets help students see where they are expected to go, thereby supporting our mission around leadership that the young women of GALS are empowered to chart their own course. Assessment for learning explicitly supports students in assessing their own progress, builds genuine self-esteem, and is one GALS’ design features.

A variety of formative and summative assessment tools (end-of-unit curriculum tests, informal checks, observation/dialogue, standards based quiz/test, open-ended prompts, performance tasks and presentations) will enable our faculty to develop and refine their instructional strategies and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success.

As a school dedicated to continuous improvement, upon receiving the results, as a staff, we analyze test data to measure student improvement, instructional effectiveness and school effectiveness. We use test data to determine the areas of curriculum and instruction that may need to be revised and the additional supports students need. Formative data points in each of the content areas are collected regularly. Formative assessments are thoughtfully organized throughout the year to provide teachers, students, and families with timely, relevant data. Not all areas are assessed within the same benchmark windows. The Principal will facilitate data conferences after each round of interim assessments (three times a year) to engage teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, the school will systematically collect and analyze student data on key demographic, behavioral, and proficiency indicators. We will collect data through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data (including the new CAASPP and CELDT/ELPAC data, etc.) and provide continuous information about student progress towards standards. The school will implement diagnostic assessments such as the NWEA MAPS. These formalized diagnostic assessments will provide data at least three times per year that informs student grouping, lexile levels, math placement, intervention and enrichment needs, and pre- and re-teaching needs.

Formative diagnostics will be part of our daily teaching practice. Teachers and students will collaborate to set measureable goals that personalize individual achievements for students of varying abilities. Data-driven conversations will also focus on teacher-
generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion, or compliance).

Departments and grade levels will be provided with common planning time. During this time, teachers will meet weekly to discuss content related concerns. They also will review data captured in Illuminate to strategize their lesson plans to help build student mastery. The Principal will monitor the progress of all subgroups (particularly English Language Learners and students with disabilities) by looking at the patterns of standard mastery presented by the Illuminate data management system and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups. The Principal ensures that all diagnostics and assessments are administered within their appropriate instructional windows and oversees the timeliness and accuracy of the data input by the teachers. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers will be expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students, and close any gaps that may exist.

Explicit instruction – particularly in reading, writing and mathematics – will play an important role within the overall delivery of instruction. Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction.

9. **How The School’s Instructional Methodologies And Curriculum Will Ensure Student Mastery Of The California CCSS And Other State Content Standards**

All of GALS’ courses have been designed in alignment with the California state standards ([www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss)) and the new CA CCSS ([www.corestandards.org](http://www.corestandards.org)). Our staff will receive training and support to ensure our students receive individualized support and instructional strategies as they work to master the content standards.

10. **How The Instructional Program Will Support Student Development Of Technology-Related Skills And Student Use Of Technology**

In order to prepare our students for 21st century careers, we recognize that technology fluency is imperative. Students will have access to computers in the classrooms and in our computer lab/mobile computer carts. The computer-to-student ratio will be 5:1 in the beginning with a goal of getting to 2:1 within 5 years. During testing, a laptop cart will be used to test up to 30 students at a time until all students are tested. Students will conduct research online, write papers, create presentations and use a variety of technological tools to communicate and organize their learning. Students and their families will be able to access information about assignments, their own progress and achievement, and more via a web-based platform that is secure and requires a password and user id to access. Each student’s unique data is confidential to the student’s family/guardians.
Online instruction may be introduced over time to supplement core learning through programs such as Khan Academy or IXL. Regular integration of technology will ensure that our students have the skills necessary to navigate standardized tests administered on a computer as the online platform is what is required of all students, school-wide, for the SBAC. Programs such as Khan Academy and IXL provide the option for English Language Learners or any other student subgroup to access content that is at their comprehension level, thus building their confidence in their tech skills to navigate a digital learning portal.

11. Western Association of Schools and Colleges (WASC) Accreditation

While not required, GALS plans to seek WASC accreditation during its first charter term.

F. Academic Calendar and Schedules

Academic Calendar and Schedules

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

1. Academic Calendar

The year will be divided into three trimesters (11-12 weeks long) with a 5-7 day intensive/assessment period after the first and second trimesters. In its first year, GALS students will be in school for 182 days. Thirty-four of these days (once a week) are Early Release days described below.

Instructional Days
August – 11
September – 21
October – 20
November – 19
December – 12
January – 16
February – 18
March – 22
April – 15
May – 22
June – 6
Total: 182
Sample Daily Schedules
The formal school day extends from 8:00 a.m. – 3:30 p.m in order to offer sufficient instructional time based on how and when students learn best. For example, research from Naperville, IL has led them to schedule the most difficult classes after gym, so that student learning benefits from exercise. Accordingly, GALS organizes its school day so that students optimize the effects of physical activity on their learning potential.

The organization of the day supports interdisciplinary teacher collaboration by providing common planning time. Once a week, classes are scheduled 15 minutes shorter to allow for an early dismissal at 2:35. Commonly these shorter classes are used as assessment blocks to ensure that students are on track to master learning targets and provide teachers with the information to design responsive instruction. Teachers are in professional development on this day until 4:30. This promotes integrated learning across the curriculum and quality instruction. Additionally, full professional development days are scheduled in between each trimester to allow for data analysis.

The culture of GALS supports students fully in their lives and extends far beyond the hours of a traditional school day. Tutoring is offered every day after-school, with every teacher required to stay and tutor at least one day each week. The school hosts one or two competitive teams each season but will also have club teams.

Sample 6th Grade Schedule

Movement classes occur at the beginning of each day. The students are divided into two time slots and then broken up into small groups during their movement period. Movement classes are run by a primary movement instructor supported by GALS teachers. As an example, during the Running movement block, students are divided into pacing groups that are led by a GALS teacher who runs with the group. The primary Movement coordinator designs the daily lessons to support each running group. The Movement coordinator position is filled by the Special Ed teacher.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday (Early Release)</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40 - 8:00 Breakfast</td>
<td>Optional: Breakfast/WT</td>
<td>Optional: Breakfast/WT</td>
<td>Optional: Breakfast/WT</td>
<td>Optional: Breakfast/WT</td>
<td>Optional: Breakfast/WT</td>
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<td>8:00 - 8:40 Period A</td>
<td>Movement - Yoga</td>
<td>Movement - Yoga</td>
<td>8:00 - 9:10 LA 7</td>
<td>Movement - Yoga</td>
<td>Movement - Yoga</td>
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</table>

<table>
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<th>Period</th>
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<th>GALS 101: Media Literacy</th>
<th>GALS 101: Media Literacy</th>
<th>GALS 101: Media Literacy</th>
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</thead>
<tbody>
<tr>
<td>8:44 - 9:24</td>
<td>B</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>11:46 - 12:26</td>
<td>C</td>
<td>Math Intervention</td>
<td>Math Intervention</td>
<td>Math Intervention</td>
<td>Math Intervention</td>
</tr>
<tr>
<td>12:30 - 1:10</td>
<td>D</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:14 - 2:19</td>
<td>Block 3</td>
<td>Ancient World 6</td>
<td>Math 6 or Adv. Math 6</td>
<td>LA 6 or Adv. LA 6</td>
<td>Earth Science 6</td>
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Sample 7th Grade Schedule

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<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Optional: Breakfast/WT</td>
<td>Optional: Breakfast/WT</td>
<td>Optional: Breakfast/WT</td>
<td>Optional: Breakfast/WT</td>
<td>Optional: Breakfast/WT</td>
</tr>
<tr>
<td>Breakfast</td>
<td>8:00 - 8:40</td>
<td>Movement - Circuit Training</td>
<td>Movement - Circuit Training</td>
<td>8:00 - 9:10 LA 7 or Adv. LA 7</td>
<td>Movement - Circuit Training</td>
</tr>
<tr>
<td>8:44 - 9:24</td>
<td>Period A</td>
<td>Period A</td>
<td>Period A</td>
<td>Period A</td>
<td>Period A</td>
</tr>
<tr>
<td>9:28 - 10:33</td>
<td>Period B</td>
<td>Mat B</td>
<td>Mat B</td>
<td>Mat B</td>
<td>Mat B</td>
</tr>
<tr>
<td>10:37 - 11:42</td>
<td>Block 1</td>
<td>Block 1</td>
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<td>Block 1</td>
<td>Block 1</td>
</tr>
<tr>
<td>11:46 - 12:26</td>
<td>Period C</td>
<td>Period C</td>
<td>Period C</td>
<td>Period C</td>
<td>Period C</td>
</tr>
<tr>
<td>12:30 - 1:10</td>
<td>Period D</td>
<td>Period D</td>
<td>Period D</td>
<td>Period D</td>
<td>Period D</td>
</tr>
<tr>
<td>1:14 - 2:19</td>
<td>Block 3</td>
<td>Block 3</td>
<td>Block 3</td>
<td>Block 3</td>
<td>Block 3</td>
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<td>Optional: Breakfast/WT</td>
<td>Optional: Breakfast/WT</td>
<td>Optional: Breakfast/WT</td>
</tr>
<tr>
<td>Breakfast</td>
<td>8:00 - 8:40</td>
<td>Movement - Circuit Training</td>
<td>Movement - Circuit Training</td>
<td>8:00 - 9:10 LA 7 or Adv. LA 7</td>
<td>Movement - Circuit Training</td>
</tr>
<tr>
<td>8:44 - 9:24</td>
<td>Period A</td>
<td>Period A</td>
<td>Period A</td>
<td>Period A</td>
<td>Period A</td>
</tr>
<tr>
<td>9:28 - 10:33</td>
<td>Period B</td>
<td>Mat B</td>
<td>Mat B</td>
<td>Mat B</td>
<td>Mat B</td>
</tr>
<tr>
<td>10:37 - 11:42</td>
<td>Block 1</td>
<td>Block 1</td>
<td>Block 1</td>
<td>Block 1</td>
<td>Block 1</td>
</tr>
<tr>
<td>11:46 - 12:26</td>
<td>Period C</td>
<td>Period C</td>
<td>Period C</td>
<td>Period C</td>
<td>Period C</td>
</tr>
<tr>
<td>12:30 - 1:10</td>
<td>Period D</td>
<td>Period D</td>
<td>Period D</td>
<td>Period D</td>
<td>Period D</td>
</tr>
<tr>
<td>1:14 - 2:19</td>
<td>Block 3</td>
<td>Block 3</td>
<td>Block 3</td>
<td>Block 3</td>
<td>Block 3</td>
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</tbody>
</table>

Notes:
- Optional: Breakfast/WT
- Movement - Circuit Training
- GALS 201: Nutrition
- Lunch
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday (Early Release)</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40 - 8:00</td>
<td>Optional: Breakfast/WT</td>
<td>Optional: Breakfast/WT</td>
<td>Optional: Breakfast/WT</td>
<td>Optional: Breakfast/WT</td>
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<td>Breakfast/WT</td>
<td>Breakfast/WT</td>
</tr>
<tr>
<td>8:00 - 8:40</td>
<td>Movement - Running</td>
<td>Movement - Running</td>
<td>8:00 - 9:10 LA 8 or Adv. LA 8</td>
<td>Movement - Running</td>
<td>Movement – Running</td>
</tr>
<tr>
<td>Period A</td>
<td></td>
<td></td>
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<tr>
<td>Period B</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>9:28 - 10:33</td>
<td>LA 8 or Adv. LA 8</td>
<td>Physical Science 8</td>
<td>US through Indust. 8</td>
<td>Algebra or Geometry</td>
<td></td>
</tr>
<tr>
<td>Block 1</td>
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<td></td>
</tr>
<tr>
<td>10:37-11:42</td>
<td>Algebra or Geometry</td>
<td>LA 8 or Adv. LA 8</td>
<td>Physical Science 8</td>
<td>US through Indust. 8</td>
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<td>Block 2</td>
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<td>Period C</td>
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<td></td>
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<td>12:20 - 1:25</td>
<td>Physical Science 8</td>
<td></td>
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Sample 8th Grade Schedule
### Sample Teacher Schedule for Monday

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<tr>
<th>Time</th>
<th>Teacher A</th>
<th>Teacher B</th>
<th>Teacher C</th>
<th>Teacher D</th>
<th>0.5 SPED</th>
<th>0.5 ELD</th>
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<tr>
<td>8:00-8:40</td>
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<td>8:44-9:24</td>
<td>PREP</td>
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<td>PREP</td>
<td>GALS 101</td>
<td>GALS 101</td>
<td>GALS 101</td>
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<tr>
<td>9:28-10:33</td>
<td>1 Sci</td>
<td>SS</td>
<td>math</td>
<td>ELA</td>
<td>Plan</td>
<td>Plan</td>
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<td>10:37-11:42</td>
<td>2 Sci</td>
<td>SS</td>
<td>math</td>
<td>ELA</td>
<td>Plan</td>
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<tr>
<td>11:46-12:26</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>math intv</td>
<td>ELA intv</td>
<td>SPED</td>
<td>ELD</td>
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<tr>
<td>12:30-1:10</td>
<td>40 mins</td>
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<td></td>
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</tr>
<tr>
<td>1:14-2:19</td>
<td>65 mins</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2:23-3:28</td>
<td>65 mins</td>
<td></td>
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</table>

Each Core of teachers has an additional 80 minutes of prep per week (2 forty minute periods)
Core 1: Teachers A and B have a prep period on Thursday and Friday.
Core 2: Teachers C and D have a prep period on Monday and Tuesday.
All teachers teach movement on Wednesdays.

2. **INSTRUCTIONAL DAYS AND MINUTES**

GALS will dramatically exceed the minimum number of instructional minutes required for grades 6-8 in California.

GALS offers roughly 214 hours of additional instructional time compared to the California minimum. Passing periods and lunch are not considered instructional time. With the exception of the early release day, represented in these schedules on Wednesdays, each day includes four 40-minute periods (one of which is lunch) and four 65-minute core courses. On the early release day, the core courses range from 65-70 minutes. The first class of the day is 70 minutes to allow for a longer time in the first course to start the day for announcements or other logistics.

<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 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>
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G. **PROFESSIONAL DEVELOPMENT**

1. **TEACHER RECRUITMENT**

GALS recognizes that capable teachers and quality teaching play an extraordinarily significant role in the academic achievement of students. Recruitment, professional development and support, and retention of the highest quality faculty will be of the utmost importance.
New faculty members will be recruited through various communication channels, including local newspapers, education networking websites (CCSA, CSDC, Teach for America, Edjoin, idealist.org, etc.), the school website, career fairs, local universities and word of mouth referrals. GALS will engage in a thorough review of the qualifications of candidates that apply for employment at the school. The Executive Director, Principal and other lead staff will review resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates will be interviewed for positions. The Executive Director and Principal will bear primary responsibility for all teacher hiring, joined in their efforts in later years by a hiring committee that includes teachers. Candidates for teaching positions will be interviewed, and in some cases will be asked to teach a lesson to a classroom of students where feasible and/or return for a second round of interviews. In some cases, the Executive Director or Principal may observe candidates teaching a lesson in their current positions. Following interviews, GALS will contact references, review letters of recommendation and notify each person of their status once a decision is made. Candidates that are offered employment will receive a written offer of employment that is dependent on GALS receiving verification of teaching credentials. In addition, GALS will verify the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and NCLB requirements to teach the subject that he/she is being hired to teach.

GALS will make every effort to recruit teachers who are committed to the vision and mission of the school. Job postings for teachers will clearly state the education philosophy and teaching pedagogy for our innovative model so that teachers who are ultimately selected for employment possess the desire, capacity and dedication to work successfully at the school. To attract and retain outstanding teachers, GALS will provide competitive salaries; a challenging, rewarding and professional work environment; support and collaboration from colleagues and administration; and, the opportunity to participate in innovation, creativity and research within a model school program. See Element 5: Employee Qualifications for more about desired teacher qualifications and hiring.

2. PROFESSIONAL DEVELOPMENT

GALS will continually improve teacher effectiveness by coaching and supporting teachers. Accordingly, GALS implements extensive, targeted professional development strategies that align student and teacher needs. The school leadership team will analyze student achievement, set goals, and design a professional development plan for the upcoming year. Using student achievement data and holistic evaluations of teachers, we will develop a coherent professional development plan that fits the needs of our students and teachers aligned with research-based, best practice methodology.

Developing a thriving professional learning community that supports student achievement is a core practice of GALS. GALS will offer engaging, interactive and ongoing professional development, incorporating principles outlined by Linda Darling-Hammond and other leading experts, including activities that are experiential, collaborative, sustained and intensive, supported by modeling, coaching, and problem solving around specific problems.
of practice. (Darling-Hammond, 1995.) The Principal will serve as the instructional leader and lead supervisor of instructors, conducting formal and informal classroom observations, setting goals for performance, and providing regular feedback to teachers. The Principal, and as the school grows, additional instructional leaders, will visit classrooms to observe teachers. New teachers will be observed every two weeks, veteran teachers monthly. In addition, the Resource Specialist will work closely with teachers in providing professional development and individualized expertise in strategies and targeted interventions for students in need. Data collected through classroom observations will help determine professional development topics. Teachers will be surveyed annually to determine whether or not the practices of high quality professional development are in place at the school.

Perhaps most importantly, teachers will be provided significant time and opportunity – including several pupil-free days plus at least three hours each week – a total of almost 200 hours annually -- to engage in collaborative planning time and professional development to continuously improve their teaching practice, including:

- Grade level Lead Teachers will work with the Principal for one month in the summer prior to the school opening, to plan curriculum and assessments, professional development and more for the upcoming year.

- A two-week, mandatory Summer Institute for all teachers prior to the start of each school year (three weeks prior to the start of the first year) to review the school’s philosophy, goals, and teaching methodology; to discuss professional readings and research; to analyze and discuss instructional practices and student outcomes; and to engage in collaborative planning for the year ahead.

- Funds permitting, each year we will identify a demonstration school to provide a “Portrait of Practice.” These can be local or national schools that GALS teachers will visit. Newly hired teachers will have the opportunity to spend time to see how a highly implementing school looks in practice.

- Once-weekly grade level planning meetings; monthly planning time across grade levels.

- Wednesday “Early Out” sessions will provide a dedicated two hour block of time each week for faculty to engage in professional development with a rotating schedule of full-faculty meetings, professional development workshops, and every other week, collaborative planning time for curriculum and assessment development.

- Pupil-free days 3 times a year to intensely analyze student achievement data and engage in collaborative planning.

- Clearly articulated expectations with respect to professional development outcomes.

- Access to a professional development library and other professional resources
- Opportunities to attend professional development workshops or conferences on topics that have been agreed upon in advance by the Principal.

*Professional Development Topics*

The Principal will determine specific topics and sequencing for professional development. We anticipate that the following, at a minimum, will be topics covered in the first years of operation:

- Mission and vision of the school and review of the charter petition
- Review of student achievement data for returning students
- School Operations
- Health & Safety Policies and Procedures
- Brain-based methods of active teaching and learning
- Gender-based learning
- Health and wellness curriculum
- Differentiating instruction for all learners
- Project-based learning
- Backwards Design, including using data to differentiate instruction
- Integrating technology in the classroom
- Literacy instruction: balanced literacy, reading and writing across the curriculum,
- Classroom Management Success
- School behavioral expectations, character education
- Meeting the needs of English learners including Sheltered English instruction/SDAIE and Guided Language Acquisition Design (GLAD) strategies
- Special Education: legal timelines, district policies, IEP process, assessments, and strategies for working with students with special needs
- Teacher evaluation: the evaluation rubric, teacher expectations, the Learning Walk process
- Assessment: standardized tests (CAASPP, CELDT/ELPAC, etc.), NWEA MAPs, teacher-created assessments and rubrics
- Process for review of student achievement data after each trimester via the individual data conferences and using data to differentiate instruction

Additional resources for professional development include:

**Joann Deak**, leading educator and psychologist on gender-based learning  
**Rachel Simmons**, NY Times Bestselling author and girls’ schools leadership consultant  
**The National Coalition of Girls Schools**, leading advocate for girls education nationally  
**NASSPE, Leonard Sacks**  
**BoldLeaders**, Headquartered in Denver, Colorado, an organization dedicated to providing leadership development and training services for young people and adults all over the world.
Girls Inc., inspires all girls to be strong, smart, and bold, providing more than 138,000 girls across the U.S. and Canada with life-changing experiences and real solutions to the unique issues girls face.


**H. MEETING THE NEEDS OF ALL STUDENTS**

At GALS, diverse abilities are acknowledged, celebrated, and developed. The student body will be comprised of students with widely varying relationships to athletics, health, and fitness, as well as varying degrees of learning styles. The GALS developmental model holds these as strongly overlapping constructs. If you have a body, you are an athlete. If you are enrolled at our school, you will learn and achieve. GALS integrates these principles throughout its unique culture and environment. All students at GALS will receive instruction in an inclusive setting to maintain the least restrictive environment. All students are held to high expectations. Multi-layered intervention and support services, challenging expectations, and research-based instructional practices further ensure that all students’ unique learning needs are met effectively.

Our comprehensive approach addresses many of the risk factors identified in research for female dropouts including lack of future educational plans, teen pregnancy, sexual harassment, or lack of familial involvement. GALS supports girls by improving educational and emotional development, teaching healthy lifestyle choices, building self-esteem, and providing extensive support for student academic, social, and personal needs. See RtI section below for a full explanation of our how GALS identifies and addresses the needs of every student that walks through our doors.

1. **STUDENT SUCCESS TEAM (SST)**

Despite the many strengths of the school’s programs, methods, and organizational design, additional support may be necessary in instances when students are not making satisfactory academic progress or when their behaviors are impeding their own progress or the progress of others. On those occasions, a referral to the Student Success Team (SST) will open a new pathway of support to students. The purpose of the SST is to ensure that the school and community (including parents and/or guardians) are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school’s resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST process will be coordinated by the Principal, who will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All

43 National Women’s Law Center. “When Girls Don’t Graduate, We All Fail”. 2007
teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. (See also, Professional Development, above.)

The SST process begins by reviewing the student’s progress and clarifying the student’s strengths and other known background information, and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after an action plan has been prepared and agreed upon which includes modifications and supports to be provided by the teacher as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successfully implementing these interventions. This action plan includes specific targets for student success. If these targets are not met, a second meeting will be convened within 60 days where either targets will be revised, or additional supports implemented.

2. **ENGLISH LEARNERS (EL)**

**ENGLISH LEARNERS**

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

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

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

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

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

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

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

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

h. Educational Program for English Language Acquisition

In addition to the major program design features at GALS that support students who are English learners, teachers at GALS will employ the following specific strategies in their classrooms: (notably, these strategies are beneficial for all students, not just English Learners)

Six Key Strategies for Teachers of English-Language Learners

1) Vocabulary and Language Development

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44 Adapted from Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).
i) Teachers will introduce new concepts by discussing vocabulary words key to that concept.
ii) Teachers will build on student’s background knowledge.
iii) Classrooms will reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).

2) Guided Interaction (collaborative learning)
   i) Teachers will structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
   ii) Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
   iii) Teachers will group students flexibly, at times working in heterogeneous groups and at times not.

3) Metacognition and Authentic Assessment
   i) Rather than having students simply memorize information, teachers will model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
   ii) Teachers will use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
   iii) Teachers will “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.

4) Explicit Instruction
   i) Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.

5) Meaning-Based Context and Universal Themes
   i) Teachers will incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
   ii) Teachers will create classroom environments that provide authentic opportunities for use of academic language.
   iii) Teachers will provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.

6) Modeling, Graphic Organizers, and Visuals
   i) Teachers will regularly utilize a variety of visual aids, graphic organizers (such as Thinking Maps), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting
Sheltered Instruction / Specially Designed Academic Instruction in English (SDAIE)

Sheltered instruction is also grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. The teachers at GALS will engage in the following practices to support universal access of subject matter content for all students:

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers will link new content to students’ background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers will utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction for a sixth grade social science unit on Ancient Greece might proceed as follows:

**I. Into:** Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

**Anticipatory Guide:** Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

**Brainstorming** - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

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II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

**Graphic Organizers** – Students complete a variety of graphic organizers as they read or listen to information on Ancient Greece. Graphic organizers used might include:

- **Comparison-Contrast Matrix** - Students determine similarities and differences between Ancient Greece and the Ancient Egyptian culture previously studied.
- **Flowcharts** – Students sequence important events in the development of the Greek culture.
- **Cause and Effect Chart** – Students chart the ways in which geographical features of Ancient Greece shaped Greek culture and economy.

**Reciprocal Teaching** - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

**Picture This** – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other’s drawings.

**Reading Guide** Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other’s questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

**Roam the Room** - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group
comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

Quotes – Students identify quotes from a fictional or nonfictional text related to the unit (e.g. The Odyssey) that they feel exemplify important aspects of Greek culture. They create a chart listing the quote and the Greek culture they feel the quote illustrates.

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

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

ELL structure:
GALS will hire an ELD intervention specialist as early as year 1 (.5 FTE in year 1). This person will be primarily responsible for supporting English learners as well as supporting core teachers who are also required to have English Learner Certification. ELD is taught during the 40-minute periods, 4 times a week. Additionally, depending on student classification on the ELPAC, the ELD teacher may set additional times for pull out or push in support during the school day to support English Learners in core courses. The ELD specialist will also be primarily responsible for organizing professional development sessions for all core teachers on how to support English Learners (strategies detailed above).

ELL resources:
GALS has not yet finalized their choice of textbooks and online resources that support the areas of listening, reading, writing and speaking. During the planning year, the GALS Principal will review both local and national data to determine instructional resources that are most effective with its English Learner population. Additionally, in 2015, the California Department of Education is reviewing ELD programs that align with CA Common Core Standards and CA ELD standards. GALS will wait to choose its instructional materials until after this review. The instructional materials chosen will include both textbooks and resources as well as online components.

EL instruction will be grounded in the best available research on supporting ELs in an English Immersion environment and guided by the CA ELD Standards. Students will be expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the CELDT. Our ELD teacher will partner with the advisors of EL students to include ELD goals on students’ learning plans. Additionally, our
ELD teacher will assess student progress towards attainment of the standards using a standards-based guide, for example, EL portfolios.

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

GALS will seek out high quality professional learning opportunities for all its educators to ensure that every English learner student has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development will be focused on enhancing teachers’ knowledge of how to teach English learners reading, writing, speaking, and listening skills in English as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. Teachers authorized to teach English Learners will continue to receive training and support in the effective implementation of techniques such as GLAD and SDAIE. Teachers will also observe model lessons and receive feedback on their implementation of new techniques. All teachers will be aware of the specific language needs of our EL students. All students identified as EL will participate in dedicated English as a Second Language instruction.

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

The Principal at GALS is responsible for ensuring the quality and success of all instructional programs. The Principal conducts regular (at least trimestral) observations in every classroom, including ELD. Each observation is followed by 1:1 conversation including observation feedback, troubleshooting and professional goal setting. In addition to this ongoing practice, the Principal works with all staff annually to review summative data on student progress, including our annual CELDT and/or ELPAC scores. Staff will analyze data for trends and patterns and to identify areas of achievement and areas in need of growth. This data analysis is followed by conversation and, if necessary, additional staff training. Our expectations for our English Learners are that our ELs will show proficiency in content areas equal to our general population of students and that our ELs will improve at least 1 ELD level annually as measured by the CELDT or the equivalent measure of 1 ELD level on the ELPAC assessment. Data from these assessments as well as the NWEA MAP exams help identify student areas of weakness and success. This information is analyzed by teachers and instructional leaders and informs both instruction and the intervention programs. With data on student skill acquisition, teachers are able to target student areas of strength and weakness.

l. Process And Specific Criteria For Reclassification

Before the issuance of each progress report card, teachers will summarize students’ mastery of standards for their current ELD level by looking at assessment material collected throughout the quarter. EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking. At the end of the trimester teachers will also go through the list of standards for a student’s current ELD level and determine if the
student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) Principal or Director of Curriculum/Instruction (as the school grows) who will work with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

Reclassification criteria and procedures are outlined below.

Reclassification Criteria:

- CELDT/ELPAC: Overall performance level of 4 or 5 (or ELPAC equivalent measure) and skill area scores of 3 or higher (or ELPAC equivalent measure) in listening-speaking, reading, and writing
- Standards Based Report Card: Meets or exceeds expectations in all ELA (Reading, Writing, and Listening/Speaking) strands, as evidenced by a grade of 3 or 4 in a 1-4 grading system or a grade of C or above in a letter grade system
- Teacher/EL Coordinator judgment: Classroom teacher and EL Coordinator/Assistant Principal judge that the student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples, analysis of past standards based report cards
- CST/CAASPP or CMA: Basic, Proficient, or Advanced performance on the ELA/Literacy section of the test
- Parent Opinion and Consultation: Notice will be provided to parents/guardians of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for a face-to-face meeting with the parents/guardians to discuss their child’s progress toward English language proficiency.
- Comparison of Basic Skills: Performance in basic skills means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the California English—Language Arts Standards Test (new California Assessment of Student Performance and Progress (CAASPP) for ELA) and the California Modified Assessment for ELA (CMA for ELA). Range of performance in basic skills means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level. Students of the same age refers to students who are enrolled in the same grade as the student who is being considered for reclassification. Other interim measures include NWEA MAPS results, course interim assessments and potentially AIMSweb results.

Reclassification Procedures
The following reclassification procedures will be used:

- Each trimester, the Principal/Assistant Principal creates a list of all students who meet the CELDT/ELPAC and CAASPP criteria for reclassification, as well as an updated potential reclassification list to teachers. This document lists by class all students who meet the CELDT/ELPAC and CAASPP criteria for reclassification.
• Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
• In some cases, the Principal/Assistant Principal works with the teacher to determine the ability of individual students to master grade level standards without language support.
• Based on the information provided by teachers, the Principal/Assistant Principal identifies students ready to be reclassified and submits these names to the Office Manager. The Office Manager sends a reclassification letter to these students’ parents and submits their names and report cards to the school district.
• Reclassified students continue to be monitored to ensure their continued ability to achieve mastery of the CA CCSS for ELA/Literacy.

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

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

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

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

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

It is our philosophy that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support

46 [http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf](http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf)
needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level.

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

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

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

- Two dimensions of Knowledge of Language:

  **Metalinguistic Awareness:** The extent of language awareness and self-monitoring students have at the level; and

  **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 learners will continue to be re-evaluated annually using the CELDT / ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). The Principal/Assistant Principal to serve as the testing coordinator and will meet periodically with teachers throughout the school year during grade level planning to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years to ensure that they are able to keep up with their peers. CELDT/ELPAC testing will not be required during the monitoring period.

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

Because the programs at GALS are highly individualized, the specific needs of LTELs can be readily identified and addressed. LTELs will participate in our dedicated ELD block in which their academic language and specific academic vocabulary and language structures
will be developed. In addition, LTEls may be assigned to our ELD teacher as a Wellness Coach in order to allow greater communication between the LTEl and the ELD teacher. Wellness coaches communicate student issues to a student's teachers. This pairing will allow for increased communication about student needs. Each Wellness Coach ideally has a wellness team of 12-15 students. LTEls receive dedicated ELD instruction as intervention classes and an online option such as Accelerated Reader may be explored to support our LTEls including using computer programs to support language acquisition. Because the needs of LTEls are varied, we will work with our ELD teacher and the student's advisor to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. GALS will prioritize resources (e.g. curriculum for ELD instruction) for LTEls. Students will be made aware of their LTEl status, the characteristics of LTEl students, and the risks associated with LTEl status, as well as students' specific barriers to reclassification and ways to address them. Resources (e.g. curriculum for ELD instruction) for LTEls will be prioritized.

3. GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

Our curriculum is designed to challenge and develop the learning needs of every student. Advanced learning plans provide support for students accelerating beyond the curriculum in the same way that they do for students with particular learning needs. Advanced learning plans are designed by a process involving parents/guardians as well as GALS teachers. Parents/Guardians and students meet with the designated GT coordinator at the beginning of the year to design and sign off on these plans. GALS is committed to providing the best education for every student. GALS instructional staff will receive training in differentiated instruction based on Carol Ann Tomlinson's model. Differentiated instruction was originally created to specifically address the needs of gifted and talented students – providing them with tasks that are offer more abstraction, complexity, open-endedness, and/or independence. Learning materials will be differentiated so that students will have access to materials offering more challenging reading and less structure. Additionally, the structure of intensives will also provide opportunity for GT students to self-select enrichment experiences.

4. STUDENT ACHIEVING BELOW GRADE LEVEL

We expect that many students enrolling at GALS will be achieving below or significantly below grade level in at least one content area. Students at GALS are not stigmatized because of their past educational histories. Rather, all students develop interim goals toward high academic standards that start from where each student is at the moment.

Teachers at GALS will be trained to work with students to develop student academic goals based on evidence of student achievement and progress for each student specifically targeted to address her needs. All students will take assessments when they begin school. Target measures include NWEA MAPS assessment results as well as standard mastery data. All students are given baseline assessments to determine their ability to read, write, and
utilize basic math functions. Any student determined to need additional support in these areas is guided to work with credentialed ELA and Mathematics instructors who support the development of foundational skills in these areas. We recognize that without the ability to read, write, and manipulate numbers fluently, students will struggle with all other academic content and functions. GALS is committed to providing our students with the support necessary to achieve.

Examples of interventions available for students achieving below grade level include one-on-one instruction with a teacher or qualified tutor, seminars and workshops covering remedial content, and the use of technology (e.g., computer programs designed to support remedial skill development). The Principal and SST will work with each student achieving below grade level to determine the most appropriate course for remediation and then monitor each student’s progress carefully through the trimestral learning plan meetings and exhibitions.

5. **Socio-Economically Disadvantaged Students**

Our teachers and staff will all receive training on recognizing symptoms and behaviors indicative of a student’s need for additional supports, including issues relating to hunger, extreme poverty, and individual families’ challenges to meet their child's needs. A student’s Wellness Coach, in conjunction to the students teachers, will identify students and families who might need additional resources or supports, including referrals to community service organizations. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well.

GALS Denver has served over 50% students who qualify for free and reduced lunch. GALS Denver’s strong academic results are inclusive of these students as well as students who have individualized education plans (16-18% of the student population). If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Learners, GALS will utilize strategies described in other sections of this petition.

Based upon the research provided above by Riordan, GALS single gender format is specifically designed to benefit the low income population targeted by this petition.

6. **Students with Disabilities**

**Students with Disabilities**

**Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.
**Special Education Program**
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

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

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

**Modified Consent Decree Requirements**
All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.
As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

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

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

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

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

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

- **Monthly SESAC and Suspension data (Including Charter Schools)**
  
  Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

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

As noted throughout this petition, GALS program is designed to offer a personalized, caring instructional environment that will serve individual student needs, including the needs of students who may be in foster care and/or probationary youth, and students dealing with the impact of abuse, neglect and substance abuse. GALS will provide extensive support for these students in the context of our entire program.

I. “A TYPICAL DAY”

Maria walks into GALS at 7:50 am. She joins her 7th grade class in the auditorium and sits with her wellness team, 15 girls who have the same “Wellness Coach” – a 7th grade teacher and advisor. Her Wellness Coach asks her about last night’s volleyball game and Maria tells her about the GALS win.

Maria is a typical student – proficient at both Reading and Math. She heads off to her first period: GALS 201 – Financial Literacy where she is greeted at the door, grabs her breakfast, and sits down with her table group to work on their budgeting project. Financial Literacy is this quarter’s rotation in the GALS series. Last trimester, she worked on an environmental sustainability project with her classmates, next quarter she’ll be taking an art class where she creates a 3D version of herself as she portrays herself to others, and then another creation that demonstrates who she is on the inside.

At 8:40, the bell rings. “Bell” is a different term at GALS, as the bell is actually 30 seconds of Katy Perry, or Adele, even a little Michael Jackson blared over the loudspeaker. Maria walks out of the classroom and sees teachers and students in the hallways moving to their next class, some dancing to the music, others moving more slowly.

Period B: Morning Movement
40 minutes of rigorous movement. This quarter, Maria’s in a running module. She’s in a pacing group of 11-12 minute miles, led by her math teacher. They alternate days of longer runs, and then shorter sprints, even some games of intense tag to get them going. Today, she stretches with her group, warms up with plyometric, and then sets out on a timed mile. If she does well today, she might be switched to a faster pacing group! When she reports her time to her Pacing Coach, she also checks her heart rate and records that as well, and enters her data on her individual graph that her Pacing Coach keeps in a folder. She’s pleased to see that she’s pushed herself on this run, and that overall, her mile times have decreased over the course of the quarter.

Blocks 1 and 2, Core Courses – Math and Social Studies
9:30 – Maria has two 70-minute core courses each morning. The rotation of the classes changes daily – Maria knows that her brain is most primed for learning after she’s gotten heart rate up (they talked about it in Science), and the rotation allows for each of her core courses to follow morning movement once a week. She likes the rotation as she has a different class at the end of each day when she starts thinking about volleyball.
7th Grade Math (70 minutes): Maria is in a 7th grade Math class. After a quick Do Now review of fractions, she and her partner are working on scale factor. Today’s learning target is on the board, “I will measure dimensions of an object and use a scale factor to calculate new dimensions of a similar object.” Maria and her partner have decided to use a stick of Juicy Fruit gum as the basis for their project. They need to measure the dimensions, and then enlarge or decrease the object and build a mathematically similar object. Because Maria is tenacious, her math teacher has encouraged her to choose a more difficult scale factor, rather than an integer value. Maria chooses a scale factor of 9/4 and starts measuring her original dimensions and calculating her new ones. Halfway into her project work, Maria notices she’s starting to get fidgety – actually most of her class seems antsy. Her teacher, Mr. Stanley, notices as well. “Brain break! Everyone stand on top of your desk --- Let’s see the Fraction Dance” – The girls jump up, and start waving their hands to their heads and to their sides rhythmically as they recite the chant they learned in 6th grade --- “Top times Top, Bottom times Bottom, doin’ that Fraction Thing!” This brain break is perfect, as Maria just had to multiply her dimension of 2.5 (5/2) by her scale factor of 9/4!

7th Grade Social Studies (70 minutes): 3 minutes of hallway transition (Disco music this time!), and Maria’s off to Social Studies. She grabs her notebook from the bookshelf, and joins the circle on the floor. This is a discussion-based class – students are reading and talking about the Birmingham bus boycott. They’ve watched first-hand accounts and currently imagining themselves in that situation and diary entries based on primary and secondary sources. This class also has a brain break. Today’s is a one-song workout – various exercises set to one popular song.

12:00 LUNCH (40 minutes): Grabbing a healthy lunch from the school food line, Maria sits with her friends and chats about her morning classes. Roughly 20 minutes into lunch, she heads outside where she and her friends play Kickball until summoned inside.

12:45 Socratic seminar (40 minutes): Because Maria is on grade-level, and doing well in her classes, she’s been placed in a Socratic Seminar. This is a small discussion-based reading class based around popular and relevant young adult fiction. Her class has decided to read The Hunger Games and Maria’s group is creating an interpretive dance performance based on the characters and their struggles in the novel. Maria has never danced in public before and she’s pretty nervous about her upcoming performance to the rest of her school during Community Meeting. Last week’s Community Meeting featured a poetry slam, the week before, a teacher vs. student volleyball game.

1:15 – 3:40: Two Core Courses: Science and Language Arts
7th grade Science (70 minutes): Maria and her class are using microscopes to learn about single-celled organisms located in the pond water they collected during their field trip the previous week. After a quick brain break where they act out the movement styles of paramecium, amoebas, and euglenas, Maria’s class transitions to preparing for the upcoming science fair. While standing at a work table, Maria considers her independent science research project and the upcoming science fair. Her teacher has provided her with a graphic organizer that describes the key components of a well-designed experiment.
She’s working on generating a sound hypothesis that meets her teacher’s approval. She drafts a sample statement, “If I listen to pop music when I fall asleep then I will sleep better.” She raises her hand and her teacher comes over to her, reads her hypothesis, and asks her several questions about what it means to sleep “better” and probes for information on how she will measure her results. No easy answers come from her teacher, and she reconsiders her hypothesis with an eye towards measurable data. Last year, one of the students won a top prize at the county fair, and this year, she’s hoping she may be in the running.

7th grade Language Arts (70 minutes): Maria’s current unit is based on persuasive writing. She and her classmates have chosen “Body Image” as their primary topic that relates directly to the CA CCSS standard, “Write arguments to support claims with clear reasons and relevant evidence.” As a result, her teacher has provided the class with several different newspaper, journal, magazine and internet blogs that cite research based on adolescent girls and body image. For her next unit, Maria will be working on a research project and critically examining websites and articles herself. However, since this unit is on persuasion, her teacher is supporting their efforts by providing relevant articles so that Maria and her classmates can focus on writing. Maria knows that her work on this essay is directly tied to the common core standard and she focuses in on today’s learning target of “I will construct a body paragraph for my essay that includes a topic sentence and describes 1 point of relevant evidence”. Maria is writing about media messaging to young girls. She’s particularly struck by the statistic that on average, adolescents watch 28 hours of TV. She’s wondering about how that influences the messages that girls receive, and how she can work that into her essay.

Along with writing an essay, the girls in Maria’s class are also tasked to create a social action project that directly relates to their essays. Maria is proposing that the 7th graders cover all GALS bathroom mirrors with colorful paper, selfies of GALS girls, and self-affirming quotes. Maria’s hope is that girls leave the bathroom feeling good about themselves. Maria’s class votes in favor of her idea and begin strategizing when and how they will deliver their sneak attack on the bathroom mirrors.

3:40 Dismissal and after school
Maria is on the volleyball team. She changes in the bathroom and heads to practice. The girls on the team are expected to succeed academically, but also supported when they struggle. On her way to practice, Maria stops by her Science class and asks her teacher for a note to give to her volleyball coach asking if she can be late to practice the following day so that she can get a bit more one-on-one time on writing a good hypothesis during after school tutoring.
Element 2: Measurable Pupil Outcomes/Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

A. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

C. MEASURING PUPIL PROGRESS TOWARDS OUTCOMES: FORMATIVE ASSESSMENT

Beyond mandated state assessments, GALS utilizes frequent, authentic assessment to: evaluate academic progress of individual students and key subgroups, measure the effectiveness of curriculum and instruction, and appropriately guide school planning. Every student who walks through our doors is screened for academic as well as language proficiency, and the school utilizes ongoing assessment to measure academic growth and inform instructional approaches and any necessary interventions. Within the classroom, students receive continual feedback and guidance, and teachers communicate regularly with parents/guardians to ensure that students receive appropriate supports to meet their learning targets. Assessments include:

- **Benchmark Assessments:** GALS will use NWEA Measures of Academic Progress (MAPs) to obtain baseline performance data in reading, mathematics, and language usage for students entering the school and to assess ongoing performance and longitudinal growth. The test will be administered three times per year – once at the start of the school year, once in the middle, and once at the end in order to assess where students begin, to recognize where specific instructional strategies or interventions might be necessary, and to track students’ progress throughout the year. Instructional staff will use the growth and achievement data from these assessments to develop targeted instructional strategies for individual classrooms and overall school improvement.

- **Classroom Interim Assessments:** Each course at GALS has a comprehensive set of standards derived from CCSS, and teachers will use assessments for and of learning, in addition to school-wide assessments, to monitor student progress to ensure that students meet learning targets and show sufficient growth towards CCSS mastery. The assessments are targeted directly to CA CCSS. The data from each assessment as well as classroom standard-based assignments identifies each student’s standard mastery. Core and Intervention teachers use this information to guide and inform instruction.

- **Portfolios:** Portfolios allow students to display their authentic work and accomplishments. Portfolios are graded on a rubric that incorporates a student self-reflection component as well as teacher evaluation.

D. DATA ANALYSIS AND REPORTING

GALS will use a system such as Infinite Campus as its Student Information System to collect and store data such as student contact information, demographics, grades, and attendance. In addition, we will purchase a data management system such as Alpine Achievement or
Illuminate in order to closely track academic achievement and growth; this system allows for quick student analysis using multiple indicators and can aid in creating individual learning plans and/or RtI plans. GALS will export this data into a table that will then be input or uploaded into MiSiS. The Principal will lead the data management process to design school-wide professional development plans, but additional data teams (including classroom teachers, the special education teacher, and intervention coordinator) will monitor student performance on at least a bimonthly basis to create classroom improvement plans. These conversations can occur during shared planning time or during the weekly professional development time. During the planning year, the GALS Principal will review data systems and SIS to choose programs that meet requirements and are positively reviewed by other local and/or national charter schools.

Data-Analysis Process:
GALS believes that data analysis is one of the core levers for increasing and supporting student achievement. As such, the GALS data-analysis process involves numerous GALS stakeholders. The GALS School Accountability Committee (SAC) includes board members, the Principal, parents, and teachers. This committee reviews state-level data as well as interim data and drive the conversation around setting and achieving school-goals. All individual student data is confidential – the SAC reviews data by cohort or disaggregated data but not individual data. Within the GALS staff, goals are set and monitored by the GALS Executive Director and the Principal. This group then presents school goals to core teachers.

Interim assessments are primarily analyzed by the content teachers and content leaders with support from the Principal. Content leaders are experienced classroom teachers who receive a stipend for taking on additional responsibility. Teachers use data daily in order to drive instruction. Additionally, after each trimester, the GALS staff comes together to further analyze data in order to inform instruction and determine student intervention. Specifically, the SSC comes together each trimester (or as determined by the SSC) to review all GALS data in order to share the trimestral Academic/Behavior Scorecard with the GALS board. Results from interim assessments are then presented to the board and monitored by the School Accountability Committee.

The GALS Board of Directors also reviews operational and financial metrics monthly, and academic and behavioral data trimestral. Data is recorded on both a monthly financial scorecard as well as a trimestral Academic/Behavioral scorecard which also reflects GALS enrollment and demographic data.

Interim Assessments
GALS is committed to implementing an interim assessment cycle that includes two major components: NWEA MAPS tests and GALS Interim assessments. Both of these assessment systems provide teachers with valuable information that they then use to drive and inform instruction.

*NWEA MAPS tests:* GALS students take the NWEA MAP tests three times a year. These normed tests provide teachers as well as GALS leadership with information on mid-year
student growth and achievement. At the beginning of each school year, all students take the first MAPS test in August/September. Based on the MAP data, students are then grouped in core courses and interventions until teachers have additional classroom data that may influence or change these groupings. Students then take the MAPS tests again in January and then to conclude the year. GALS teachers and administrators critically examine the data provided by these tests to glean information on student growth compared to the NWEA normed national population as well as to triangulate student data with GALS interim assessment results as well as classroom data.

**GALS Interim Assessments:** In addition to examining data provided by the NWEA MAPS tests, GALS teachers also implement the GALS Interim Assessment (IA cycle). Based on Paul Bambrick-Santoyo’s work in *Driven by Data*, GALS Interim Assessments are rigorous, teacher-designed assessments that mirror Common Core assessments and provide teachers with relevant data that allows teachers to make corrections to their courses and daily instruction to support student content mastery.

The interim assessments are given 2-3 times per year (to be determined by the Principal). This process results in more frequent data that teachers then use to drive instruction and address student areas of weakness.

A sample Interim Assessment process is included below

- **Review of Interim Assessment (IA) #1 and #2 during Summer Professional Development**
- **Content leader review of all content IA**
- **All students take IA #1 in October**
- **School-wide professional development data to analyze data and to then adapt quarter two scope and sequence and lesson plans in order to target areas of weakness.**
- **Revise IA #2 based on results from IA#1**
- **IA#2 will be given to all students in all content areas and grades in January/February**
- **Professional Development Data Day #2 to analyze results and implement changes to support all students.**

**Data-Driven Instruction and Class Placement:** Interim Assessments and MAPS data yield valuable information that not only help inform instruction within the classroom setting, but also help determine student placement in intervention classes. GALS offers small Language Arts and Math intervention classes that are 40 minutes in length and are focused on skill acquisition. The data provided by these assessments helps place students in these classes and also identifies the skills that they most need to work on in a small group setting. Student placement in these intervention classes is re-examined every quarter and in some cases, even more frequently. This placement flexibility is a hallmark of GALS scheduling. Students and parents respond well to it, knowing that the class is targeted to individual needs and is not necessarily a permanent placement.
E. GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Parents/guardians stay well informed about student progress throughout the year through a structure of progress reports, report cards and student-led conferences.

GALS’ teachers create standards-based specific learning targets for their classes and then use multiple measures to assess student understanding. Standards-based grading measures students’ proficiency on defined course objectives (learning targets or CCSS). The scores and grades given to students reflect individual student understanding of specific learning targets being taught in each unit in each of their academic classes. GALS teachers use a 4-point scale outlined in the chart below to score a student’s understanding on any assessment (for example: quizzes, tests, essays, presentations, projects, classwork, etc). Students will receive a 0-4 score for each learning target assessed. By the end of a particular grading period, each learning target will be assessed multiple times and in a variety of ways. When determining the overall and learning target grades, the most recent demonstrations of understanding carry the most weight.

When learning targets are expressed in a scale format, a description of the levels of understanding and performance about them provide teachers and students with details about the student’s level of mastery for the learning target. As you will see in the chart below, a student who meets the grade-level standards-based learning targets will earn an 3.0. This grading may occur in a rubric, however, more frequently an assignment may contain several Standards Scores depending on the standards targeted by each assignment. Assessment questions and tasks would be tagged to the standards that are being addressed; at times several standards are included, particularly in end of unit assessments. Advanced work is truly above-grade level content, thus earning a 4.0 is not a common occurrence in a standards-based assessment model. Students who are unable to demonstrate an understanding of at least the simplified learning targets will not have a passing grade. The grid below includes descriptions for the overall language used in all grade level courses.

<table>
<thead>
<tr>
<th>Standards-Based Score</th>
<th>Description of Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>Demonstrates understanding of more complex learning target</td>
<td>90-100%</td>
</tr>
<tr>
<td></td>
<td>• In addition to 3.0 performance, in-depth inferences and applications that go beyond what was taught.</td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>In addition to 3.0 performance, has partial success with 4.0 content</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Demonstrates understanding of unit learning targets</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>In addition to 2.0 performance, has partial success with 3.0 content</td>
<td>80-89%</td>
</tr>
<tr>
<td>2.0</td>
<td>Demonstrates understanding of simpler learning target</td>
<td>70-79%</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Has partial success with 2.0 content, but major errors or omissions regarding 3.0 content</td>
<td></td>
</tr>
<tr>
<td>1.0</td>
<td>With help, has partial success with 2.0 and 3.0 content</td>
<td></td>
</tr>
<tr>
<td>0.5</td>
<td>With help, has partial success with 2.0 content but not 3.0 content</td>
<td></td>
</tr>
<tr>
<td>0.0</td>
<td>Even with help, has little or no success</td>
<td></td>
</tr>
</tbody>
</table>

*The point scale is based on research conducted by Dr. Robert J. Marzano.47*

GALS LA plans on following the lead of GALS Denver which no longer uses the more familiar A/B/C/D/F but instead highlights standards for mastery for students. A grade of a 2.5 tells students and families that they've achieved partial success with standard mastery but they've demonstrated solid success of a simpler target. Rubrics for learning goals are based on the language of the applicable CCSS. Teachers with guidance by the Principal will develop the rubrics that are aligned to the learning goals, examples can be found here: [http://www.palmbeachschools.org/academics/documents/DQElement1PacketforTeachers.pdf](http://www.palmbeachschools.org/academics/documents/DQElement1PacketforTeachers.pdf)

Parent-student-teacher conferences are held twice a year, and led by students. **Communication with Wellness Coaches:** Each student at GALS is assigned an advisor, called a Wellness Coach (WC). WCs meet their teams - small groups of about 12 students – each morning before school as well as during weekly Community Meetings. If students aren’t present for breakfast/WT time from 7:40-8:00, Wellness coaches specifically check in with those students weekly during lunch or during the time for Community Meeting. Wellness coaches keep track of their academic and social progress. WC’s serve as a point person for parents. They frequently communicate other issues (and successes!) with parents.

Additional methods to communicate student progress are as follows:

- **Student Information system:** GALS plans to use a comprehensive and customizable student information system such as Illuminate, that will allow for access to more student data and provides teachers and parents a complete picture of a student including: standards mastery, course and assignment grades, behavior, attendance, homework, standardized tests results, and GALS specific data such as movement data. GALS will review authorization requirements and ensure it will be compliant with the system chosen and that reports will be downloadable to enter into MiSiS.
- **Progress Reports:** Progress reports are sent home with students every 6 weeks. This helps ensure that all parents are able to view their children’s progress including Reports of Progress towards IEP goals. Formal report cards are sent home after each trimester.

47 [http://www.marzanoresearch.com/resources/tips/fasbg_tips_archive](http://www.marzanoresearch.com/resources/tips/fasbg_tips_archive)
**Promotion**

At the end of each year, a student’s readiness to advance to the next grade level will be evaluated through several measures: benchmark and other standardized assessments, grades/transcripts, narrative teacher evaluations, portfolios, and exhibitions. These assessment tools must illustrate that a student has met 70% of the learning outcomes of a given grade level as well as the outcomes stated in her individual learning plan in order for her to be promoted. This is a collaborative process that involves the student, her family, teachers, and the Principal.

The Principal will meet with parents of students who are at risk of failing at each trimester to ensure that the appropriate supports and intervention are activated in order to ensure student success. Students who fail one or two core academic classes or end-of-year exams are eligible for summer remediation and must demonstrate readiness by earning a 70% or better on a comprehensive assessment in each class that they failed. Students who have still not met 70% of the learning outcomes will be recommended for retention as well as students who have failed three or more core academic classes. While retention due to lack of effort is not something to be celebrated, we believe that when students make a conscious decision to do better - that is something worth celebrating. Therefore, we will cultivate a school atmosphere where retention is not something to be ashamed of, but rather it is an indication that a student is willing to persevere. Additionally, we work with parents throughout the year to ensure that parents are a part of the decision to retain a student when and if necessary. Finally, students with the following reasons for extended absences, will have the opportunity to make up missed work (for full credit) in a reasonable amount of time, for consideration for grade promotion:

- Illness (with note from doctor on official letterhead)
- Under quarantine under the direction of a county or health officer
- For the purpose of attending the funeral service of a member of his or her immediate family, so long as the absence in not more than one if the service is conducted in California and not more than three days if the service is conducted outside California
Element 4: Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

**LEGAL AND POLICY COMPLIANCE**

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

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

**RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.
If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

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

**STUDENT RECORDS**

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

**A. GOVERNANCE STRUCTURE**

GALS will be a direct-funded independent charter school operated by Girls Athletic Leadership Schools Los Angeles, Inc., a California Non-Profit Public Benefit Corporation with a pending 501(c)(3) designation from the IRS.

GALS is governed by the Girls Athletic Leadership Schools Los Angeles, Inc. Board of Directors, who maintain active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

**1. ORGANIZATIONAL CHART**

The governance structure and internal organization of participation and leadership at GALS has been designed to ensure that, through ongoing communication and collaboration, the entire school community fully achieves the school’s mission. The organizational structure of GALS meets all legal and District mandates.

The following chart illustrates our Organizational Structure. Please note the Site Based Council is the SSC.
2. **Major Roles and Responsibilities**

**Board of Directors**

In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the Girls Athletic Leadership Schools, Inc. Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of GALS including but not limited to the following:

- Ensure GALS meets its mission and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the Executive Director;
- Approve all contractual agreements in excess of $10,000;
- Approve and monitor GALS’s annual budget, budget revisions, and monthly cash flow statements;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training
- Participate in fundraising to support GALS
- Execute all applicable responsibilities provided for in the California Corporations
Code;
• Engage in ongoing strategic planning;
• Approve the schedule of Board meetings;
• Participate in the dispute resolution procedure and complaint procedures when necessary;
• Approve material revisions as necessary and submit requests for material revisions as necessary to the District for consideration;
• Approve annual independent fiscal audit and performance report;
• Appoint an administrative panel to take action on recommended student expulsions.

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

Executive Director
• Ensure ongoing academic excellence
• Hire, lead, coach, develop and retain high performance team
• Ensures that people and resources are allocated appropriately to achieve the charter goals
• Ensures regular cycles of long-range strategic planning and annual goal setting that incorporates data on student performance and stakeholder feedback
• Ensures the development of a shared vision for the school that incorporates the voices and perspectives of diverse stakeholders and opinions
• Works collaboratively with the Board as stewards of the charter
• Guides all fundraising and marketing strategies
• Works to ensure that school operations are incorporating best practices with the utmost integrity
• Ensures robust parent and community engagement that supports students’ success and the school community.

(See also, Element 5.)

Advisory Board
And in addition, an Advisory Board has been created. The Advisory Board will provide input on the single gender, social emotional and movement aspects of our educational program. The Advisory Board at GALS serves as a critical community champion of our program. Members of the Advisory Board share their gifts in service to our mission by providing our organization with professional expertise; their diverse knowledge; their connections to local, national or international resources, colleagues or peers; their prestige; their philanthropic support or other forms of needed assistance. The Advisory Board has no governing function within the organization.
B. GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

COMPOSITION OF THE BOARD

The Board shall at all times have a minimum of five (5) and no more than eleven (11) directors. The school’s Executive Director and Principal shall not serve on the Board and shall not vote in Board elections.

The current Board of Directors is as follows:

- Deirdre Gainor (Board Chair), Former Head of School, Archer School for the Girls
- Erika Borg (Vice Chair and Secretary), VP, Strategic Partnerships, UNITE-LA and Los Angeles Chamber of Commerce
- Parker Hudnut (Treasurer), CEO, Inner City Education Foundation
- Ed Adams, SVP, Business and Legal Affairs, Warner Bros Animation
- Ari Engelberg, CEO, Bright Star Schools
- Atyani Howard, CAO, Camino Nuevo Charter Academy
- Deborah Robinson, Program Director, Foundation for Sports Conditioning

Full resumes and Board Questionnaires for each Board member are included in Tab 11.

The current Advisory Board is as follows:

- Diana Meehan, Founder, Archer School for the Girls
- Joyce Sachs, Retired Educator
- Barbara Wagner, Head of School, Marlborough School

a. Board Member Selection

Pursuant to the Bylaws, each director shall hold office for a renewable term of one (1) year, and serve until removed or replaced by the Board of Directors or the conclusion of the first annual meeting held after he or she assumes office and until a successor has been elected. Board terms are renewable upon mutual consent between the Board and the director. New members are selected in accordance with Board policies and procedures as listed below.

The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. The Board members will receive the resumes of the candidates. Although the Board strives for unanimous support for new Board Members, per the by-laws a simple majority is all that is needed.
Board members qualifications include:

- Believing in the values, mission and vision of GALS
- Have an area of expertise that will move the organization forward. Examples include charter school experience, educational experience, finance, legal or facilities experience, and fitness program experience.
- Be able to attend board and committee meetings.
- Be able to maintain accountability.
- Ability to build relationships.

Any member of the community may refer a potential candidate to the Board, which will evaluate prospective candidates to determine whether or not they fit the stated needs of the Board recruitment strategy. The Co-Directors and other staff shall not serve on the Board and shall not vote in Board elections.

C. GOVERNANCE PROCEDURES AND OPERATIONS

The Board of Directors will hold meetings once per month during the school year in the school’s start-up phase and through the first year of operations; at its discretion, the Board may vote to hold bi-monthly or at a minimum 5 meetings per year in subsequent years. The Board will ensure that all reporting requirements will be met with the board meeting calendar. Additional meetings may be called as necessary. All meetings will comply with all of the provisions of the Brown Act. Meetings shall be held at the school site, or another suitable location within the jurisdictional boundaries of the District. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the school, at the entrance of the school’s main office, and on the school’s website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting.

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

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

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

Decisions of the Board are by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of
the directors present at a meeting duly held at which a quorum is present is an act of the board. As specified in the Charter School's Bylaws, a quorum consists of a majority of the Directors then in office. As specified in the Charter School’s Bylaws, the vote or abstention of each board member present for each action taken shall be publicly reported.

As specified in the Charter School's Bylaws, members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

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

D. STAKEHOLDER INVOLVEMENT

School Site Council
All stakeholder groups within the school community will play a vital role in advancing the vision and mission of the school and its programs. GALS is committed to engaging in a collaborative decision-making process with staff, families, students and community members when appropriate, and ensuring that all stakeholder groups have a voice in matters critical to the school’s success.

The School Site Council will help ensure that parents are involved in shared leadership at the school. The SSC shall be composed of the principal; representatives of teachers selected
by teachers at the school; other school personnel selected by peers at the school; parents of pupils attending the school selected by such parents; and pupils selected by pupils attending the school. The School Site Council will meet monthly for a minimum of eight (8) times each year (when school is in session). The Council will make recommendations and participate in a shared decision making process such as measuring the effectiveness of improvement strategies at the school, reaffirm or revising school goals, revising improvement strategies and expenditures and recommend approval of School Safety Plan and the Single Plan for Student Achievement. The Council will also make recommendations regarding items such as special school wide events and activities and fundraising at the local school level. Other members of the school community such as neighbors or community businesses will be invited to attend School Site Council meetings in a non-voting capacity. Although the School Site Council will strive to create a collaborative and transparent decision making process that includes representatives and participation from all stakeholder groups, if agreement cannot be reached on any issue, the Executive Director, and ultimately the Board of Directors, will have final authority on all school related matters. Recommendations from the School Site Council will be presented to the Board of Directors by the Principal.

**Parent Involvement**
The school is deeply dedicated to promoting and supporting parents’ involvement in their own children’s education. One of the primary benefits of our personalized learning model and small school is that it ensures that each student and parent/guardian is individually known by the school leaders, staff and faculty. GALS will promote frequent and open communication between parents and School staff including:

- Attending School Site Council and Board of Directors meetings;
- Twice annual parent-student-teacher conferences;
- Parent information sessions, parent education sessions, Town Hall meetings, Principal Coffee Talks, and individual parent/student conferences scheduled regularly and as needed;
- A school website, email listserve, phone messaging system, and/or announcements/communications sent home with students in hard copy;
- *Parent and Student Handbook* containing the school's mission, vision, curricular goals, behavioral guidelines, and emergency procedures will be distributed to all families annually in English and Spanish.

In addition, as value stakeholders, parents will play an active role in annual decision-making work such as creating the Local Control and Accountability Plan, Title I and English Learner advisory committees and more. GALS will determine whether or not the rate of parent participation is sufficient by keeping track of the number of parents showing up at these events and meetings. There will also be a parent survey implemented that will gauge whether parents feel that they have a voice at their school and if they feel like they have ample ways to participate.
Element 5: Employee Qualifications

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

Equal Employment Opportunity

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

ESEA/NCLB and Credentialing Requirements

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

A. Employee Positions

All GALS staff members, both instructional and non-instructional, play important roles in supporting and encouraging girls’ academic achievement and healthy, social development. GALS staff members are expected to set and reinforce high expectations for students, adhere to the highest levels of professionalism, model the benefits of life-long learning, and contribute to the vibrancy of the school community. In addition, each GALS staff member will commit to maintaining a professional relationship with all students and parents/guardians; engaging with colleagues in the spirit of collaboration and cooperation; and exemplify honor and integrity in the course of professional practice.

All GALS employees will be at-will employees.
Staffing at GALS 2016-2017

½ Executive Director
1 Principal
4 Core Teachers
1 RSP Teacher
1 ELD teacher
1 Office Manager

B. QUALIFICATIONS OF EMPLOYEES

Employees’ job duties and work basis are negotiated in individual contracts. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

The Board of Directors will be responsible for hiring and supervising the Executive Director. The Executive Director shall embody, advocate, and put into operation the mission, vision and strategic direction of GALS, and oversee all aspects of the organization, including financial, operational, educational operations, and strategic planning. The Executive Director shall not be a member of the Board of Directors but shall fulfill the role of the corporation’s general manager and shall have general supervision, direction and control over the corporation’s business and officers, subject to the control of the Board of Directors.

The Executive Director will hire, supervise, discipline and, as needed, dismiss all office staff, as well as the school’s Principal. The Principal may, in collaboration with the Executive Director, hire, promote, discipline and, as needed, dismiss staff and teachers at the school. A formal evaluation process will be developed and the Board will ensure that the Executive Director is evaluated formally at least once annually, and the Executive Director, in turn, shall evaluate office and lead school staff.

EXECUTIVE DIRECTOR

The Executive Director bears primary responsibility for ensuring the organization meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, securing the school’s long-term sustainability. The Executive Director reports to the Board of Directors and is responsible for the overall operations of the school, collaborating with the Principal, who is the instructional leader of the school.

Responsibilities include:

Planning and Operations:
• Collaborate with the Board of Directors to plan and publicize all Board meetings, prepare agendas, arrange logistics, and attend all regularly scheduled Board meetings
• Facilitate strategic planning with the Board of Directors
• Diagnose the gaps between where the school is, academically, financially and operationally versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps
• Oversee school compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
• Recruit, develop, evaluate, retain high-performing individuals who are passionate about GALS and its mission
• Recruit, hire (in collaboration with the Board), supervise and evaluate the school’s Principal;
• Collaborate with the Principal to assist him/her in fulfilling the educational mission of the school, including working collectively to resolve any personnel issues or other disputes that may arise
• Assist Principal with data analysis and oversee all reporting related to student performance
• Prepare and update as appropriate the Employee Handbook, Health and Safety Handbook and Family Handbook and ensure that all parties receive and acknowledge receipt
• Establish and oversee compliance with the school’s emergency and safety plans
• Ensure that an effective performance management system is in place for all staff under his/her direct supervision and ensure that formal evaluations are conducted at least once annually
• Oversee self-evaluation efforts of the school relating to operations, including parent surveys
• Collaborate with Principal to establish school computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.

Fundraising and Financial Oversight:
• Develop appropriate budget projections, in collaboration with back-office services provider.
• Ensure that the annual fundraising target is met as well as additional funds to ensure long-term financial sustainability.
• Develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the school and increase its donor base within a competitive non-profit (specifically charter school) funding environment.
• Work with the Board on fundraising, including a capital campaign to secure and develop a permanent school site.
• Oversee and manage the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of back-office staff.

Facilities:
• Oversee Prop 39 application process and related activities.
• Pursue appropriate temporary facilities for the school as needed.
• Secure permanent site for school.
• Oversee relevant planning, construction and other activities to obtain Certificate of Occupancy for school site and occupancy.
• Secure appropriate furnishing, materials, supplies and equipment for school operations.
Outreach and Collaboration:
- Develop and maintain effective relationships with the LAUSD Charter Office, and oversee all aspects of charter renewal, review and compliance.
- Oversee the WASC accreditation process and any related activities.
- Represent the school as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as with community leaders to maintain support from the local community.
- Conduct outreach and serve as a liaison with local leadership, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters.
- Establish and maintain partnerships with community service organizations, businesses and local councils and resident.
- Assist Principal as requested in coordinating parent involvement and volunteering.

Communications:
- Oversee the school’s website, email/list-serves, newsletter and other means of communication with the parents, teachers, volunteers and other community members.
- Maintain open lines of communication between stakeholders and work to resolve conflicts and disputes that may arise.
- Assist Principal in coordinating parent education workshops, Town Hall meetings and other forums to discuss the school’s mission, vision and operations with parents and other stakeholders.

Qualifications include:
The ideal candidate will have extensive experience in non-profit management, fundraising, budgeting, government relations, communications and marketing. S/he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork. The ability to multitask and handle a diverse array of responsibilities is key, including attention to numerous details with the ability to shift to big picture, long-term thinking.

The candidate must demonstrate an ability to communicate a genuine passion for GALS’s mission and vision. Knowledge of the California and LAUSD education, government, and nonprofit funding environment would be valuable in this position. The Executive Director must see building and maintaining relationships with parents, foundations, members of the private sector, community leaders, and government staff as an essential part of his/her role. Excellent oral and written communication skills are imperative. A bachelor degree is required.

Principal
The Principal is the educational and instructional leader of our school, and also collaborates with the Executive Director on school operations and management. Responsibilities include:

Educational Leadership:
- Recruit, hire, train and supervise talented instructional staff, in implementing best practices consistent with GALS’s educational philosophies;
• Provide hands-on guidance to teachers as they create and implement a project-based learning curriculum;
• Provide hands-on guidance to teachers in the development of multiple assessments;
• Use multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis and utilization of this data in relation to specific students, teachers and curricula;
• Oversee teacher professional development via both in-house training sessions (including a two week summer teacher training and planning session), visiting lecturers, external professional development opportunities and other resources (articles, web-based resources, and development of a school professional resources library);
• Develop and implement an evaluation process for all instructional staff and ensure that formal evaluations are conducted at least twice annually;
• Develop partnerships with university researchers, other area schools and educational consultants to support teacher's professional development and personal research endeavors;
• Create and oversee GALS's policies and programs relating to Special Education, English Learners and Gifted and high-achieving students and other sub-groups;
• Oversee and assist teachers with behavior management, including handling student suspension, expulsion and other disciplinary issues as needed;
• Promote the school mission and philosophy throughout the school community;

Communications and Outreach:
• Lead the School Advisory Council and oversee parent volunteer efforts;
• Schedule and participate in regular family education and Town Hall meetings designed to communicate the school's mission, vision and curricula to families, provide updates on school progress and operations, and cover other areas of interest to community stakeholders;
• Ensure open and clear lines of communication with all stakeholders, including working to resolve conflicts and disputes as they may arise between community members;
• Collaborate with Executive Director in providing regular communications to families via email, the school’s website, letters home, and other avenues;
• Maintain positive relationships with LAUSD and its related entities;
• Actively participate in Charter organization activities (CCSA, CSDC, etc.) and become an active leader in the Charter community;
• Work effectively with the media.

School Management:
• Oversee the day-to-day management of the school site with a commitment to ensuring the health and safety of students, faculty and staff, including supervision of janitorial/custodial staff;
• Work with the Executive Director and Board in the strategic planning for the growth of the school
• Attend all regularly scheduled Board meetings and give appropriate updates and reports on school activities;
• Assist Executive Director with budgets, charter renewal, outreach, partnerships and other duties as required.

Qualifications include:
Our ideal Principal is a visionary educational leader whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges and motivates our students, teachers, and families to achieve our ambitious mission and vision. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a new charter school leader. A commitment to the educational philosophy of our school and demonstrated passion about our ideals is imperative.

The ideal candidate will have:
• At least five years of teaching experience, ideally in a 6-8 school;
• A Master's Degree in Education and/or Administrative Credential;
• Experience recruiting, hiring, training and supervising teachers, ideally in a charter, independent or public school that has a record of high achievement;
• Significant experience with a project-based approach to teaching and learning, and student-centered/data driven instruction;
• Knowledge of, or experience with, diverse populations, English learners, special education and GATE;
• Excellent communication skills and experience motivating and working with a variety of diverse stakeholders and local community members;
• Fluency in a second language preferred;
• Experience with school operations, budgets and organizational management.

Teachers
GALS's teachers will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of No Child Left Behind. These documents will be maintained on file at GALS and made available to LAUSD upon request. Our teachers will hold multiple subject credentials.

Responsibilities include:
• Backward design curriculum construction and implementation of student-centered lessons that incorporate the school's definition of an educated person and emphasize active learning strategies, project-based learning
• Assessing student progress and differentiating instruction
• Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders
• Maintaining regular, punctual attendance. Teachers will have an on-site commitment of 8:00 to 4:00 each day, to allow for collaborative planning time, tutoring students and other duties that may be assigned.
Qualifications Include:
Selection of teachers will be based on their teaching experience and their ability to demonstrate curriculum creation, implementation and assessment and classroom instructional capabilities in the context of the GALS instructional model. All teachers will be required to possess and maintain a current California Commission on Teacher Credentialing Certificate, permit, or other document that would satisfy school district requirements and meet all legal requirements to teach in California public schools. All core subject teachers will be “highly qualified” as that term is defined under the No Child Left Behind Act (NCLB), and further defined by California state regulations implementing the NCLB requirements, unless such requirements are not deemed by the federal or state government to apply to charter schools such as GALS. In addition, GALS will hire teachers who possess EL Authorizations. GALS also will actively seek to recruit and hire teachers who possess a Bilingual Cross-cultural, Language, and Academic Development (BCLAD) certificate (or equivalent). The ideal teaching candidate will have:

- 2+ years experience teaching 6-8 students
- Experience at a high performing school
- Enthusiasm for the school’s values, mission and educational philosophy
- Proven commitment to project-based learning, multiple assessments, data driven instruction and a collaborative approach to teaching and learning

Intervention Specialist
A specialized intervention/support position (and more in later years as enrollment increases) will work with faculty and school leaders to provide targeted support and interventions to students (English Learners, literacy development, etc.). Responsibilities will include:

- Provide direct instruction/support to students as identified by the Student Success Team
- Provide technical expertise to teachers and staff as it relates to serving English Learners
- Establish effective working relationships with teachers, staff and parents
- Demonstrate teaching strategies and utilizes materials considered appropriate and effective in meeting both academic and non-academic needs of identified students with special needs
- Provide consultation to school staff and parents which may relate to student assessment, specialized instruction or behavior management
- Help train volunteer tutors in working with students

In addition to meeting the qualifications of a teacher as noted above, the specialist will be expected to have additional experience and qualifications including:

- Literacy expertise, EL Authorization
- Evidence of successful specialized experience is desired
- Ability to administer and interpret results of assessment instruments
- Commitment and experience working with a diverse population in an urban school
• Experience working with parents and families
• Excellent communicator and facilitator
• Strong commitment to the GALS mission and values
• Comfortable with a start-up environment, including fast growth and flexible roles

**Resource Specialist**

A specialized support position (and more in later years as enrollment increases) will work with faculty and school leaders to provide targeted support and interventions to students with special education needs. Responsibilities will include:

• Assists with student assessment, individualized instructional plan design, implementation and progress monitoring for each student.
• Work closely with special education services providers as needed to meet needs of individual students
• Provides advice on establishing and maintaining a classroom atmosphere and environment which supports the student.
• Facilitates the student's mainstreaming process by providing support services to the regular and/or special education classroom teacher.
• Administers appropriate educational assessment instruments and interprets data derived therefrom.
• Assists in providing instructional leadership and coordination of special education services at the building level and within a program area.

In addition to meeting the qualifications of a teacher as noted above, these teachers will be expected to have additional experience and qualifications including:

• Mild to Moderate Special Education Credential with a RSP certification desired for Resource Specialist;
• Evidence of successful specialized experience (e.g. special education) is desired
• Ability to administer and interpret results of assessment instruments
• Commitment and experience working with a diverse population in an urban school
• Experience working with parents and families
• Experience with community resources referrals
• Excellent communicator and facilitator
• Strong commitment to the GALS mission and values
• Comfortable with a start-up environment, including fast growth and flexible roles

**Office Personnel**

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

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

When substitute teachers are needed, GALS will contract with Kelly Services, Teachers on Reserve, or another quality and comparable vendor.
Element 6: Health and Safety Procedures

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

Health, Safety and Emergency Plan

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Checks and Fingerprinting

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.
IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

SAFE PLACE TO LEARN ACT

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

A. CUSTODIAN(S) OF RECORDS

In accordance with California Department of Justice requirements, the Executive Director will serve as GALS’ Custodian of Records and will submit annual paperwork to the Department of Justice.

B. STUDENT HEALTH AND WELLNESS

As detailed extensively throughout Element 1, student health and wellness is actually the core theme of our program, and embedded in all we do.

GALS will follow all regulatory guidelines in the areas of student health, which will include but not be limited to child abuse reporting training, blood pathogen training, and required health screenings. We will also have at least two staff that are trained in CPR and general first aid. We will ensure that there is an AED on-site.
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. \( \text{Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)} \). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

FEDERAL PROGRAM COMPLIANCE

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

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

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

GALS will recruit students of diverse racial and ethnic background to achieve a balance that is reflective of the general population in the school district and achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. The ratio represents the
percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW).

**Annual Outreach Efforts**

In pursuit of our mission and commitment to serve all students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children, thus it is our responsibility to make families aware of the educational options for their children. GALS is committed to serving all students, including those more likely to “slip through the cracks” for lack of adequate support at home or school. We therefore will recruit an ethnically and academically diverse population from the area immediately surrounding the school site including Panorama City, Valley Glen, Sherman Oaks and Lake Balboa. We will also work with counseling staff at nearby traditional elementary schools and middle schools who may identify girls who would benefit from a single-gender education and may refer students to us. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, group homes, and other children whose circumstances put them at risk for school failure will be encouraged to refer families to the charter school via flyers and phone conversations with local community based organizations such as International Order of the Rainbow for Girls, Children of the Night, and Hispanic Community Services. Materials concerning the school will be provided in Spanish and English and other languages, such as Armenian or Chinese as necessary.

We have held individual meetings with potential parents, we have held larger informational gatherings at parent’s homes, as well as the virtual dissemination of information via email and Facebook. Our information consists of handouts (in pdf form) in both Spanish and English that describe our instructional program, our school culture, the single gender and movement aspect of our school. We also have an amazing video, which touches the hearts of all that see it. This information has enabled the excitement over the opening of GALS to grow. We have several potential parents who are interested in hosting future meetings and we plan to present at local libraries. We plan to have at a minimum 5 informational sessions over the summer.

Specifically, at a minimum, the following recruitment steps will be taken:

1) Provide information handouts to businesses frequented by local community members. The flyers will include the enrollment period and lottery information (location, date, time).
2) Letters sent to existing interested parents. The letters will include the enrollment period and lottery information (location, date, time).
3) Communication outreach efforts including communication with local council members’ field offices (Current District 5 Representatives), local public libraries, park and recreation centers, and community based organizations, and churches and synagogues.
4) Presentations to local elementary schools. At the presentation, flyers will be provided which will include enrollment period and lottery information (location, date, time).
5) Developing and maintaining a web site and Facebook page with current information about the school including enrollment period and lottery information (location, date, time).
6) Advertisements in Spanish language periodicals
7) Presentations and/or information tables throughout the District to include but not be limited to community support organizations, cultural events, and religious institutions with a special focus on areas with high concentrations of minority and/or low-income students.
8) Use of community captains amongst interested or already enrolled families to engage other families within their community.
9) Presentations to local female athletic organizations, Girl Scouts and other female focused organizations.
10) Collaboration with local group homes.

In these efforts will be comprehensive and reach a large number of individuals representing as diverse a population as exists in the Van Nuys and connecting regions, we believe the result will be a racial and ethnic balance that is reflective of the communities.

GALS will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file, documentation of the efforts the school has made to achieve racial and ethnic balance.
Element 8: Admission Requirements

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

**McKinney-Vento Homeless Assistance Act**

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

**Non-Discrimination**

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

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

**A. Admission Requirements**

As a charter school, GALS is a school of choice and enrollment is voluntary. GALS shall admit all girls who wish to attend the school (Education Code Section 47605(d)(2)(A)).

GALS will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. Pupils should not be more than 22 years of age.

49 Including all students who identify themselves as females.
Enrollment to the school shall be open to any female resident of the State of California. Admission to GALS will not be determined according to the place of residence of the pupil or his/her parent. GALS will admit male students who assert female gender identity.

Families must submit a Letter of Intent, an application to enter into the lottery, during the open enrollment period. Application materials will be made available in English and Spanish. A deadline for new enrollment applications (occurring each spring) for the following school year, will be announced on the school’s website and in all promotional materials.

B. STUDENT RECRUITMENT

In pursuit of our mission and commitment to serve all students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children, thus it is our responsibility to make families aware of the educational options for their children. GALS is committed to serving all students, including those more likely to “slip through the cracks” for lack of adequate support at home or school. We therefore will recruit an ethnically and academically diverse population from the area immediately surrounding the school site including Panorama City, Valley Glen, Sherman Oaks and Lake Balboa. We will also work with counseling staff at nearby traditional elementary schools and middle schools who may identify girls who would benefit from a single-gender education and may refer students to us. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, group homes, and other children whose circumstances put them at risk for school failure will be encouraged to refer families to the charter school via flyers and phone conversations with local community based organizations such as International Order of the Rainbow for Girls, Children of the Night, and Hispanic Community Services. Materials concerning the school will be provided in Spanish and English and other languages, such as Armenian or Chinese as necessary.

C. LOTTERY PREFERENCES AND PROCEDURES

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline, a public random drawing will be held to select students to be enrolled, in accordance with Education Code section 47605(d)(2). In accordance with applicable law and federal guidance, the following groups of students will be exempted from the lottery and admission will automatically be given to students who are currently enrolled.

In addition to the foregoing, admissions preference will be given to residents of the District and to female siblings of admitted students, in accordance with applicable law. There will
also be a preference given to Children of Founding Parents (in accordance with LAUSD approved Founding Parent Policy, adopted February 7, 2012), teachers and staff not to exceed 10%. No other admissions exemptions or preferences will be assigned.

GALS will designate an application deadline and only applications received prior to the deadline will be included in the public random drawing. The lottery is open to the public and details will be provided on Intent to Enroll Form and on the GALS website. The school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The school will also post this information on the school’s website and in the school office. The school will choose a date and time for the lottery (preferably on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend, though parents/guardians will not need to be present in order to secure enrollment. The lottery will be held at the school site if the school facility can accommodate all interested parties. The GALS Principal and at least one neutral party will conduct the Admission Lottery as a public event to ensure that lottery procedures are fairly executed.

1. The lottery will take place within one week of closing the open enrollment period. For the 2016-17 school year, application/lottery forms must be received by March 15, 2016.
2. The lottery will take place on the Charter School’s campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the Charter School large enough to accommodate all interested parties.
3. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so. For the 2016-17 school year, the drawing will take place on March 21, 2016.
4. All interested parties will know, prior to the holding of the lottery, how many openings are available per grade level at the Charter School.
5. The lottery shall draw names from pools of ballots differentiated by grade level.
6. Beginning with the lowest grade, the papers or chips shall be drawn by a Charter School administrator or Board member, or neutral party.
7. The drawing shall continue until all names for that grade level are drawn.
8. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
9. Potential students on the waiting list shall provide contact information to be used in the event space becomes available, on their application/lottery forms. Families promoted off of the waiting list shall be informed by telephone and in writing and shall have a maximum of seven (7) business days to respond. In addition, the Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in the Charter School for that school year.
10. Existing students who wish to return will notify the Charter School during open enrollment that they anticipate returning. Charter School will use this information for planning purposes.

11. Applicants need not be present at the lottery to enroll and will be notified via phone call and mail of their status.

12. Applications received after the close of open enrollment will be added to wait list after the lottery, in order received, and will be contacted for enrollment when lottery wait list is exhausted.

13. The random public drawing for the first year, should it be necessary, will be held on March 21, 2016. All families will be notified about results, but applicants will also be able to contact the Charter School to ascertain an individual student's status on the waiting list.

Once a student has been admitted, his or her parents will fill out an enrollment form.

Initial rounds of offers are made by mail, while any subsequent offers are made through contacting applicants by phone. Students who are offered spots will be asked to complete an Enrollment Packet to secure their spot. GALS staff will be available to assist families in completing this paperwork if needed. When an offer is made, GALS will typically request that applicants notify the school by phone within two business days of receiving the letter to indicate whether or not they will accept; if offers are declined the spot is then offered to the next applicant on the waitlist. A follow up phone call will be made to applicants that do not respond to the letter to ensure that applicants received their mailed offer.

A waiting list will be developed from the applications that do not receive admission in the order they are drawn in the lottery. The waitlist for the current school year remains active for the school year for which there is an application. Applications are only valid for the current year. Applicants must reapply for the lottery annually if we are unable to offer them admission for the current year.

The GALS administration will record all dates and dialogue regarding admissions activity for each applicant within the database. The manual record of all lottery participants and their assigned lottery numbers will also be physically filed on campus. Each applicant’s Intent to Enroll form is kept on file for the academic year for which she applied with her assigned lottery number in the school database and on her Intent to Enroll form.

In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next student at the appropriate grade level.
Element 9: Annual Financial Audit

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

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

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

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

In addition:

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

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

A. ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of GALS School to verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and internal controls.

GALS will engage an independent public accountant with school accounting experience, certified by the State of California (via the State Controller’s list of approved auditors to conduct public charter school audits), to audit the school’s financial statements in accordance with Generally Accepted Auditing standards (GAAP) and the audit guide issued by the Controller of the State of California. The GALS Board of Directors will be responsible for contracting and overseeing the independent audit, and ensuring a copy is provided to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline. The school’s plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Audit exceptions and
deficiencies will be resolved in conference with the auditor to the satisfaction of the auditing agency and the LAUSD. GALS agrees to resolve outstanding issue from the audit prior to the completion of the auditor’s final report.
Element 10: Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

Notification of the District

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

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

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

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.
A. DISCIPLINE FOUNDATION POLICY

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

Like other high performing charter schools, GALS maintains high expectations for its students with regard to behavior. All of our policies stem from a culture of integrity, respect, and equity where every student has the right to fully access her education. GALS upholds a strong policy of student rights and responsibilities. In cases where disciplinary action is necessary, GALS will implement a restorative justice model of discipline that focuses on managing conflict and resolving issues. This model relies on the offender taking responsibility for the harm done and making things as right as possible for all those impacted – an approach that teaches skills for problem-solving, conflict-resolution, self-discipline, and personal and communal responsibility. This direct approach on repairing relationships can be particularly effective for the relational aggression most often expressed between girls.

Students who do not adhere to stated expectations for behavior and who violate the school’s rules will have consequences for their behavior. Behavior expectations are stated and defined in the GALS Parent and Student Handbook. Additionally, behavior expectations are reviewed with families during enrollment nights prior to the beginning of the year. They are also explicitly reviewed with students during the first few days of school and revisited during Community Meetings.

Consequences may include, but are not limited to:

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

Any student who engages in repeated violations of the school’s behavioral expectations which cannot be dealt with through counseling and other strategies will be required to attend a meeting with appropriate school staff and the student’s parent/mentor as well as parents/guardians. Together, the student, parent/guardians, and school admin will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations.
Behavioral issues related to low academic achievement/attendance issues are first addressed by supporting the student in class interventions. Math and Language Arts intervention classes that occur during each period are scheduled specifically to support students at all level of skill development. The intervention teacher is most likely that student’s core math or language arts teacher. This helps teachers recognize student skill level and differentiate accordingly.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. GALS staff are trained and annually review in de-escalation strategies for students in crises. Additionally, GALS staff will be trained in classroom engagement and will build strategies that support full engagement from all students in the classroom. Educators for Social Responsibility is an example of one organization that delivers professional development for teachers on engagement specifically as a way to implement preventative strategies. Additionally, some strategies focus on developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and stabilize students who have been triggered safely. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Parent/Student Handbook which is sent to each student at the beginning of the school year. The principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900 related to school activity or school attendance that occurs at any time including, but not limited to:
- While on school grounds
- While going to or leaving from school
- During, or traveling to or from, a school-sponsored activity

**B. GROUNDS FOR SUSPENSION AND EXPULSION**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event, occurring at anytime including but not limited to:
- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus;
- during, going to, or coming from a school-sponsored activity.

**Suspension Offenses**
1. Discretionary Suspension Offenses. Students may be suspended 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 of violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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) Posessed 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 11014.5.
k) Possession of a knife or other dangerous object of no reasonable use to the pupil.
l) Knowingly received stolen school property or private property.
m) 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.

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 pre-initiation 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 terrorist 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.

s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

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, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

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).

2. 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) Unlawfully selling a controlled substance.

   d) Committing or attempting to commit a sexual assault or committing a sexual battery.

   e) Possession of an explosive.

3. SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

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 school employee who referred the student to the
Principal. 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 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.

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 the determination to suspend the student, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

**Notice to Parents/Guardians**
At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student shall return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

**Suspension Time Limits/Recommendation for Expulsion**
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year. This restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. During all suspensions the school will ensure that the students and their families receive classroom materials and current assignments to be completed at home during the term of the suspension (homework and class work missed). All work will be graded by the teacher and feedback will be provided in a timely manner. Students will be given an opportunity to make up all missed assignments and assessments.

Upon a recommendation of Expulsion by the Principal or Principal’s designee, 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 determinations: 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.
**Appeal of Suspension**

The suspension of a student will be the determination of the Principal or the Principal’s Designee. A school employee shall make a reasonable effort to notify parents and/or guardians either by telephone or in person prior to the enactment of the suspension. Parents and/or guardians can appeal a student’s suspension within ten (10) school days of the first day of suspension, to the GALS Board. Their right to appeal is also outlined in the parent handbook. A suspension appeal will be heard by the GALS Board, and upon consideration the GALS Board’s decision is final. If the appeal is granted, GALS Board may remove the suspension from the student’s records.

**Expellable Offenses**

1. Discretionary Expellable Offenses: Students may be expelled 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 of violence upon the person of another, except self-defense.
   c) Unlawfully possessed, used, 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 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 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) Possession of a knife or other dangerous object of no reasonable use to the pupil.
   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 pre-initiation 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 terrorist 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, threaten 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.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

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).

2. Mandatory Expellable Offenses: Students must be expelled 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) Unlawfully selling a controlled substance

d) Committing or attempting to commit a sexual assault or committing a sexual battery

e) Possession of an explosive.

Authority to Expel
A student may be expelled based on the determination of the Administrative Panel following a hearing before the Panel. The Administrative Panel will consist of at least three members who are certificated administrators or teachers. The Administrative Panel members will not include a teacher of the pupil. If the Administrative Panel makes a determination that the student committed an expellable offense, the student shall be immediately expelled unless the parent or guardian timely submits a written appeal to the GALS Board.

D. EXPULSION PROCEDURES

Within five (5) days of the first day of suspension for an expellable offense, a pre-expulsion conference will be held (unless it is deemed necessary to extend the suspension an additional five (5) days pending further investigation). If a recommendation for expulsion is made at the pre-expulsion conference, then an Expulsion Hearing will be scheduled within 30 days. If a recommendation for expulsion is not made, then the student must return to their previous educational setting at the end of the suspension term. Students recommended for expulsion are entitled to a Hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or administrative designee makes a recommendation for expulsion. Pending the expulsion hearing, the school will ensure that the student attends an appropriate interim placement arranged for by the Charter. The Administrative Panel shall conduct the expulsion hearing. The Administrative Panel shall hear the case, and make the expulsion determination. The hearing shall be confidential.

Written notice of the hearing shall be forwarded by the Principal or the Principal’s Designee 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 and place of the expulsion hearing;
   a. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
2. A copy of the School’s disciplinary rules which relate to the alleged violation;
3. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment;
4. 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;
5. The right to inspect and obtain copies of all documents to be used at the hearing;

6. The opportunity to confront and question all witnesses who testify at the hearing;

7. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;

8. The right of parent to request a postponement of the Hearing.

**Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The 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, which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited 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 days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The 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 person or panel conducting the hearing, 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 person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing 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 person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing 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.

7. 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 courtroom during that testimony.

8. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the 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.

9. 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 expulsion 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.

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. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. For discretionary expellable offenses, evidence must also be presented that supports at least one of the following additional findings: 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; 2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Findings of fact of the Administrative Panel 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 or Director 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 expelled 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 expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

In some cases the hearing panel may decide to suspend the enforcement of a students’ duly processed expulsion. Students who are placed on expulsion with suspended enforcement would either return to their previous school setting, or the hearing panel may determine that an opportunity transfer to another school would be most appropriate for the rehabilitation of the student. Students who have been placed on expulsion with suspended enforcement may have their suspended enforcement status revoked and be expelled outright (i.e., “straight expelled”) if it is determined that, during the period of suspended enforcement, the student committed another violation(s) of the Charter’s rules and regulations governing student conduct.

Written Notice to Expel

The Principal or designee, following the Administrative Panel’s determination to expel, shall send written notice of the decision to expel, including adopted findings of fact, to the student or parent/guardian within five (5) school days following the Hearing. This notice shall also include the following:

1. Notice of the specific offense committed by the student.
2. 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 School.
3. The expulsion appeals process.
4. The reinstatement eligibility review date.
5. A copy of the rehabilitation plan.
6. The type of educational placement during the period of expulsion

Outcome Data

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

GALS will maintain data for all students including:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees
Expulsion Appeals Procedure
The decision to expel a student may be appealed by the parent or guardian of the student to the GALS Board. In order to appeal, the parent must submit a written request to the GALS Board within ten (10) school days of service of the written notice of the decision to expel. The student will be considered suspended until a GALS Board meeting is convened, within ten (10) school days of receipt of the written appeal, at which time the parent must attend to present their appeal. GALS will strive to schedule the Board meeting to accommodate the parent’s presence. The GALS Board will make a final decision on the expulsion appeal based on information presented by the parent at the appeal hearing and information from the original expulsion hearing. The GALS Board’s decision regarding the expulsion will be final.

Disciplinary Records
The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the Los Angeles County Office of Education and LAUSD upon request.

Expelled Pupils/Alternative Education The school will facilitate assisting the parent in seeking alternative education programs including, but not limited to, programs within Los Angeles County or their school district of residence.

Rehabilitation Plans
Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours.

Readmission
The Charter shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the Charter showing that the student has met the conditions of the rehabilitation plan. The Charter’s governing board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, the Charter shall remove record of the student’s expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the GALS Board, the GALS Board will revisit at a later date not to exceed one (1) year.
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).

The GALS Charter School, Inc. Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.).

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

Non-certificated employees will participate in the federal Social Security system in accordance with applicable law.
Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

As a school of choice, GALS does not have restrictive enrollment based on residence. Parents and students will be informed of their public school attendance alternatives during the enrollment process.
Element 13: Rights of District Employees

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(5)(M).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14: Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Ed. Code § 47605(b)(5)(N).

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter ("Dispute"), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director
GALS Los Angeles
735 Marine Street, #2
Santa Monica, CA 90405

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

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

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15: Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

GALS Girls Academy is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
Element 16: Charter School Closure Procedures

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

**Revocation of the Charter**

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

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

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

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

**Closure Action**

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

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

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

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

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

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

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

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

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

8. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records,
immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

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

**School and Student Records Retention and Transfer**

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

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

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

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

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

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

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

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

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

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the
authorizing entity of any liabilities the charter school owes the state, which may include
overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar
liabilities. The CDE may ask the county office of education to conduct an audit of the charter
school if it has reason to believe that the school received state funding for which it was not
eligible.

Charter School shall ensure completion of an independent final audit within six months
after the closure of the school that includes:

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

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

3. An assessment of the disposition of any restricted funds received by or due to the
   charter school.
This audit may serve as the school’s annual audit.

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

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

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

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

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

**Disposition of Liabilities and Assets**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Facilities**

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

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

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

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

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

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

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

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

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

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  
  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
Minimum Payments or Charges to be Paid to District Arising From the Facilities:

(i) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) **Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities
Occupancy and Use of the Site: Prior to occupancy or use of school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

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

INSURANCE

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

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

The following insurance policies are required:

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

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

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

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

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

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

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

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

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

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

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

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but
not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

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

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

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

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

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

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

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

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

Assurances and Affirmations

Girls Athletic Leadership School (also referred to herein as “GALS” and “Charter School”) shall:

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


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

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


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

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

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).
• Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

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

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

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

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

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

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

**ACADEMIC CALENDAR AND SCHEDULES**

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

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

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

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

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

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

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

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

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.
Modified Consent Decree Requirements
All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

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

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

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

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

- **CBEDS (Including Charter Schools)**

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

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

- **Monthly SESAC and Suspension data (Including Charter Schools)**
Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

**STANDARDIZED TESTING**

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

**Element 4 – Governance**

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

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

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

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

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

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

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

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

**LEGAL AND POLICY COMPLIANCE**

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

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

**RESPONDING TO INQUIRIES**

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

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

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

STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency
supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**SAFE PLACE TO LEARN ACT**
Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

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

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

**COURT-ORDERED INTEGRATION**

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

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

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

**FEDERAL PROGRAM COMPLIANCE**

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

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

**Element 8 – Admission Requirements**

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

**McKinney-Vento Homeless Assistance Act**

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

**Non-Discrimination**

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

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
Element 9 – Annual Financial Audits

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

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

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

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

In addition:
- P1, first week of January
- P2, first week of April

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

Element 10 – Suspension and Expulsion Procedures

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

General Provisions

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

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

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

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF THE DISTRICT**

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

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

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

**Outcome Data**

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

**Rehabilitation Plans**

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

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

**REINSTATEMENT**

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

**GUN-FREE SCHOOLS ACT**

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

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**Element 11 – Employee Retirement Systems**

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

[NOTE: No District Required Language is being provided for inclusion in this element.]

**Element 12 – Public School Attendance Alternatives**

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.
Element 13 – Rights of District Employees

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(5)(M).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

5) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:
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 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Element 16 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

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

**Closure Action**

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

**Closure Procedures**

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

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

**Notification of Closure Action**

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

9. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

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

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

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

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

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

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

16. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the school closure

6. The name(s) and contact information for the person(s) handling inquiries regarding the closure

7. The students’ school districts of residence

8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements
In addition to the four required items above, notification of the CDE shall also include:

3. A description of the circumstances of the closure
4. The location of student and personnel records

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

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

Notification of employees and vendors shall include:

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

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

**School and Student Records Retention and Transfer**

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

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

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

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

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

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

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

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

Financial Close-Out
After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:
4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

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

6. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

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

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

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

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

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

**Disposition of Liabilities and Assets**
The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter
School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

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

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

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

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

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

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

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

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

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

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

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

d. File its final withholding tax return (Treasury Form 165).
This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

**FACILITIES**

**District-Owned Facilities**

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

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

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

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

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

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

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

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

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

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

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

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  
  (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.

  (iii) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (iv) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative
arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.
**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

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

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

The following insurance policies are required:

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

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

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

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

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

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

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

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

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

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

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

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

**Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

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

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

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

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:
- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

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

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).
Local Control and Accountability Plan
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).