GABRIELLA CHARTER SCHOOL 2
CHARTER PETITION FOR A 5-YEAR TERM
(2017 – 2022)

SUBMITTED TO LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
333 S. BEAUDRY AVENUE
LOS ANGELES, CA 90017

AUGUST 23, 2016
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CONSOLIDATED ADDENDUM OF DISTRICT REQUIRED LANGUAGE...ERROR! BOOKMARK NOT DEFINED.
Assurances, Affirmations, and Declarations

Gabriella Charter School 2 (also referred to herein as “GCS 2” and “Charter School”) shall:

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

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

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

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

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

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

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

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

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
Charter School hereby declares that Charter School, operated by or as its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

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

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

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

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

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

Academic Calendar and Schedules

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

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

**TRANSITIONAL KINDERGARTEN**

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

**HIGH SCHOOL EXIT EXAMINATION**

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

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

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

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

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

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.
Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

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

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

**STUDENTS WITH DISABILITIES**

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

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

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

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

**Modified Consent Decree Requirements**

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data**

  The standard file including District ID.

- **Norm day**

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

- **CBEDS**

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

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

- **Dropout**

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

- **Monthly SESAC and Suspension data**

- **Graduation roster from all charter schools with 12th grade students with disabilities**
The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

**General Information**

<table>
<thead>
<tr>
<th>The contact person for Charter School is:</th>
<th>Liza Bercovici</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact address for Charter School is:</td>
<td>1435 Logan Street Los Angeles, CA 90026</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>818 469-6590</td>
</tr>
<tr>
<td>The proposed address, or target community by Zip Code, of Charter School is</td>
<td>Boyle Heights/Lincoln Heights; zip codes 90033, 90023,</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>2</td>
</tr>
<tr>
<td>This location is in LAUSD Local District:</td>
<td>East</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>Transitional Kindergarten – 8th</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>156</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>Transitional Kindergarten – 2nd</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
<td>August 16, 2017</td>
</tr>
<tr>
<td>The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency):</td>
<td>468 (at full implementation), 364 (by end of first charter term)</td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional, Single Track</td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>8:00 AM – 3:30 PM MTWF; 8:00 – 1:30 TH</td>
</tr>
<tr>
<td>The term of this charter shall be from:</td>
<td>July 1 2017 – June 30, 2022</td>
</tr>
</tbody>
</table>

**Community Need for Proposed Charter School**

**Target neighborhood to be served**

Gabriella Charter School 2 plans to serve an area of East Los Angeles that encompasses parts of the Lincoln Heights and Boyle Heights neighborhoods. As demonstrated by community and school demographics, these communities have a need for quality education and arts experiences that will broaden opportunities for their youth. Boyle and Lincoln Heights are also neighborhoods with strong community engagement and pride, where a variety of community organizations focus on education and opportunities for youth, and places with a rich arts history. The characteristics of these neighborhoods fit with Gabriella Charter Schools’ mission to expand access to high quality education and arts and improve educational outcomes, and our belief that success in this endeavor requires highly engaged students, families, and communities. The track record of our existing school, which has operated successfully in both Westlake and Echo Park,
and which has served a largely low-income, Latino/Hispanic population, indicates the potential for success of a second Gabriella Charter School working in partnership with this community. The target area to be served includes portions of the zip codes 90023, 90033, and 90031 (shown below).

The following charts show key demographic data from these zip codes:

**Key Demographic Data by Zipcode**
Source: [US Census 2010-2014 American Community Survey](http://www.census.gov)

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>90023</th>
<th>90033</th>
<th>90031</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>23,171</td>
<td>17,668</td>
<td>39,316</td>
</tr>
<tr>
<td>Income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 30,000</td>
<td>44.32%</td>
<td>51.71%</td>
<td>46.10%</td>
</tr>
<tr>
<td>30,000 - 50,000</td>
<td>23.94%</td>
<td>20.71%</td>
<td>20.24%</td>
</tr>
<tr>
<td>50,000 - 100,000</td>
<td>25.55%</td>
<td>20.47%</td>
<td>22.36%</td>
</tr>
<tr>
<td>100,000 - 200,000</td>
<td>5.77%</td>
<td>6.91%</td>
<td>10.44%</td>
</tr>
<tr>
<td>Education</td>
<td>90023</td>
<td>90033</td>
<td>90031</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Less than 9th</td>
<td>38.24%</td>
<td>36.80%</td>
<td>32.46%</td>
</tr>
<tr>
<td>Grades 9-12, no diploma</td>
<td>20.40%</td>
<td>18.31%</td>
<td>17.19%</td>
</tr>
<tr>
<td>High school diploma</td>
<td>22.77%</td>
<td>21.59%</td>
<td>21.23%</td>
</tr>
<tr>
<td>Some college</td>
<td>11.16%</td>
<td>13.18%</td>
<td>14.92%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>2.21%</td>
<td>4.27%</td>
<td>4.44%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>4.95%</td>
<td>5.56%</td>
<td>9.27%</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>0.28%</td>
<td>0.30%</td>
<td>0.49%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>90023</th>
<th>90033</th>
<th>90031</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino/Hispanic</td>
<td>97.7%</td>
<td>91.5%</td>
<td>67.8%</td>
</tr>
<tr>
<td>White</td>
<td>1.1%</td>
<td>2.2%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.5%</td>
<td>4.2%</td>
<td>25.0%</td>
</tr>
<tr>
<td>African American</td>
<td>0.4%</td>
<td>1.4%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Languages Spoken*</th>
<th>90023</th>
<th>90033</th>
<th>90031</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7.79%</td>
<td>10.16%</td>
<td>15.76%</td>
</tr>
<tr>
<td>Spanish</td>
<td>91.40%</td>
<td>85.74%</td>
<td>58.87%</td>
</tr>
<tr>
<td>Other European languages</td>
<td>0.18%</td>
<td>0.46%</td>
<td>0.46%</td>
</tr>
<tr>
<td>Asian languages</td>
<td>0.63%</td>
<td>3.63%</td>
<td>24.74%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>0.01%</td>
<td>0.17%</td>
</tr>
</tbody>
</table>

* Source: www.mapszipcode.com

Through the Los Angeles Times’ Los Angeles neighborhood demographics project, demographic data organized by commonly recognized neighborhood boundaries is also available. The chart below shows key demographics in Boyle Heights and Lincoln Heights:

**Key Demographic Data by Neighborhood Boundary**

<table>
<thead>
<tr>
<th>By Neighborhood</th>
<th>Boyle Heights</th>
<th>Lincoln Heights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>99,243</td>
<td>29,637</td>
</tr>
<tr>
<td>Population Density (residents/sq mi)</td>
<td>14,229</td>
<td>10,602</td>
</tr>
<tr>
<td>% of Residents under 10 yrs of age</td>
<td>21.30%</td>
<td>18.48%</td>
</tr>
</tbody>
</table>
By any measure, the target community for Gabriella Charter School 2, has higher levels of poverty, lower education levels, and a greater percentage of foreign-born and non-English speaking residents compared to the state and county as a whole. Poverty rate in the target zip codes, for example, averages 33%, compared to 16% for California and 18% for Los Angeles County. The percentage of adults with at least a high school diploma is 48%, compared with 82% for California and 77% for Los Angeles County. In addition to this, the Los Angeles Times Neighborhood Demographics Project puts both neighborhoods in the top 20% of Los Angeles County for crime rate, and both are designated as “Medically Underserved Areas” (areas lacking access to primary health care and having high rates of infant mortality) by the California Office of Statewide Planning and Development (www.gis.oshpd.ca.gov/atlas/).

Youth in Boyle Heights and Lincoln Heights face multiple challenges that correlate with difficulty in achieving educational success. Indeed, as illustrated below under Surrounding School Demographic and Performance Data, many schools currently serving the area have performed well below state averages, both in the state’s previous STAR (CST) system and based on initial results of the new Smarter Balanced exams based on California Common Core State Standards. Some schools in the area (both district and charter), together with hard-working families and students, are demonstrating that the neighborhood’s students absolutely can achieve. More students need access to school programs where they can excel.
These communities also have a demonstrated need for, access to quality, consistent and low-cost or free arts education, which is a need mirrored in Los Angeles and the Los Angeles Unified School District as a whole.

A recent Los Angeles Times analysis (Menezes, Minalik, Torres & Welsch 2015) surveyed Los Angeles Unified schools regarding their arts education programs. Among district schools, only 5% were awarded a grade of “A”, defined as offering a variety of arts education programs with regular instruction offered to virtually all students. Arts education is increasingly a priority in the District and State, as research mounts pointing to the academic and socio-emotional benefits arts education provides students, and as Common Core standards, designed to work best when taught in ways that integrate multiple subject areas, are fully implemented.

Among schools surveyed in the Lincoln Heights and Boyle Heights neighborhoods, only 4 percent received a grade higher than C, with specific distributions by letter grade detailed below:

**Distribution of Arts Scores among Schools in Lincoln & Boyle Heights**


<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0%</td>
</tr>
<tr>
<td>B</td>
<td>4% (Multnomah Elem)</td>
</tr>
<tr>
<td>C</td>
<td>84% (Albion Street, Ann Street, Breed Street, Bridge Street, Euclid, Evergree, Gates, Glen Alta, Griffin, Huntington Drive, Lorena Street, Malabar Street, Sheridan Street, Soto Street Elementarys, Utah Span, Stevenston and Hollenbeck Middle Schools, Rooselvelt and Lincoln High Schools, Bravo Medical Magnet)</td>
</tr>
<tr>
<td>D</td>
<td>12% (2nd Street Elem, Hillside Elem, Murchison Elem)</td>
</tr>
</tbody>
</table>

Among schools with a score of C, arts instruction was significantly limited either in duration (e.g. only provided for 9 weeks), instructional minutes (e.g. 30 minutes or less week), or number of students served (e.g. less than half of students actually receiving instruction), and often was limited in more than one way. Even among schools rated as B, staff commonly reported at least one of these limitations. Daily, high quality arts instruction of the type to be provided by Gabriella Charter School 2 is extremely rare. Even consistent, year-long weekly instruction is uncommon.

Although the current Gabriella Charter School in Echo Park is not a convenient one for families in Boyle and Lincoln Heights, a demand among families in these neighborhoods for the type of educational and arts experience that our program provides is evidenced by the presence of families from this area in the current Gabriella Charter School student body and waiting lists. Five percent of both the current student body and of the past two years’ waiting lists hails from Boyle Heights and Lincoln Heights zip codes.

**How Charter School Will Meet Community Need**
The area to be served by the Charter School has a population that encounters many external challenges to educational success. The model to be used by Gabriella Charter School 2 has a proven track record of success serving a similar population. After operating in the Westlake/Pico Union area for four years, the original Gabriella Charter School has operated in the Echo Park neighborhood since 2009.

Westlake and Echo Park Key Demographics
Source: http://maps.latimes.com/neighborhoods/

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Westlake</th>
<th>Echo Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of residents below poverty level</td>
<td>39.5%</td>
<td>23.2%</td>
</tr>
<tr>
<td>% of residents with high school diploma or higher</td>
<td>41%</td>
<td>68%</td>
</tr>
<tr>
<td>% of Latino/Hispanic residents</td>
<td>73.4%</td>
<td>64%</td>
</tr>
<tr>
<td>% of Asian residents</td>
<td>16.5%</td>
<td>18.8%</td>
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</tbody>
</table>

Gabriella Charter School Key Demographics (2015-2016)
Source: Dataquest Enrollment by Ethnicity Series (http://data1.cde.ca.gov/dataquest/dataquest.asp)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage of Gabriella Charter School (Echo Park) student body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>87%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>86%</td>
</tr>
<tr>
<td>Asian</td>
<td>7%</td>
</tr>
<tr>
<td>English Learners</td>
<td>30%</td>
</tr>
<tr>
<td>Students with Disabilities*</td>
<td>17%</td>
</tr>
</tbody>
</table>

* Source: Gabriella Charter School SIS

In 10 years of operation, and on assessments measuring both the previous California standards and new Common Core standards, Gabriella Charter has outperformed comparison schools and earned recognition for improving outcomes for all students, including low-income, English Learner, and special needs students. The historical API data and 2015 SBAC data presented below for the original GCS site demonstrate the strong potential of the proposed school to produce excellent academic outcomes serving the students of Boyle Heights and Lincoln Heights.

API and Performance of Gabriella Charter School (Echo Park Site), 2006-2013
Source: DataQuest School Level API reports (http://dq.cde.ca.gov/dataquest)

<table>
<thead>
<tr>
<th>Year</th>
<th>GCS API</th>
<th>GCS State API Ranking</th>
<th>GCS Similar Schools API Ranking</th>
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<tr>
<td>2012-2013</td>
<td>892</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Year</td>
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<td>Grade</td>
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<td>--------</td>
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<tr>
<td>2011-2012</td>
<td>892</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>2010-2011</td>
<td>875</td>
<td>8</td>
<td>10</td>
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<tr>
<td>2009-2010</td>
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<tr>
<td>2008-2009</td>
<td>854</td>
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<td>10</td>
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<td>2007-2008</td>
<td>852</td>
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<td>2006-2007</td>
<td>808</td>
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<td>10</td>
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<tr>
<td>2005-2006</td>
<td>852</td>
<td>8</td>
<td>10</td>
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</tbody>
</table>

**Key Smarter Balanced (SBAC) assessment data (2015) for GCS site**

Source: DataQuest CAASPP test results [http://dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest)
Outside of its success on state-wide measures of academic achievement, Gabriella Charter School has been widely recognized as a high quality program that has produced results for traditionally low-performing students. GCS was also named Charter School of the Year by the California Charter Schools Association in 2012, was awarded the California Department of Education Title I Academic Achievement Award in 2010 and 2016, and in 2013 was ranked #2 among all California elementary and middle charter schools by USC’s prestigious School Performance Dashboard. In 2016 the school was additionally awarded the Department of Education’s Gold Ribbon School designation, as well as recognition as one of approximately 35 Arts Achievement Award programs across the state.

In order to meet the academic and artistic need in the target community, Gabriella Charter School 2 will, in addition to providing a rigorous academic program and high-quality arts instruction, also work in partnership with its families and with community organizations. Family and community involvement are vital components of the Gabriella Charter model and a key overarching goal for Gabriella Charter School 2. Schools serving student with multiple needs or challenges cannot succeed alone.

The current GCS site in Echo Park has a highly engaged parent body, with over 97% of parents/guardians engaging on campus during the last school year (through workshop or conference attendance, participation in parent advisory bodies, or volunteering). GCS Echo Park has strong collaborative relationships with organizations such HOLA (Heart of LA), Centro del Pueblo, 826 LA, Didi Hirsch, St. Anne’s and the Koreatown Youth and Community Center that serve either our local community or communities represented by families at the site. Representatives of these organizations are a frequent presence on the Echo Park campus – providing services, advocating for families, and collaborating with school staff to create solutions that will allow students to meet their full potential at school.
An important aspect of the GCS 2 program will be building these connections in the target neighborhood, through community outreach and by leveraging the community knowledge and connections of our current families who are residents of the area. A member of the Gabriella Charter Schools Board also has experience with community non-profits serving youth in the target neighborhoods. Potential new community, educational, and arts partners identified include Alliance for A Better Community, Proyecto Pastoral, Centro de Ayuda, ELACC, Plaza de la Raza, Boyle Heights Arts Conservatory, and Self Help Graphics and Art.

**Surrounding Schools Demographic and Performance Data**

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2015-2016</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
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<tr>
<td>Huntington Drive Elementary</td>
<td>430</td>
<td>94.4</td>
<td>22.6</td>
<td>37.4</td>
<td>92.7 Latino</td>
<td>0.02 African American</td>
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<td>4</td>
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<td>Gates Street Elementary</td>
<td>737</td>
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<td>13.9</td>
<td>36</td>
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<td>18.3 Asian</td>
<td>1.89 African American</td>
<td>797</td>
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<td>no</td>
<td>789</td>
<td>5</td>
<td>6</td>
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<td>480</td>
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<td>11</td>
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<td>12.7</td>
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<td>1.09 White</td>
<td>758</td>
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<td>School Name</td>
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<td>% of Latino</td>
<td>% of African Amer.</td>
<td>% of Black</td>
<td>% of Asian</td>
<td>% of Filipino</td>
<td>% of Indian</td>
<td>% of All Other Races</td>
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<td>Math</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PUC Excel Middle School</td>
<td>321</td>
<td>95.3</td>
<td>10.8</td>
<td>96.8</td>
<td>2.4</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alliance College-Ready Middle Academy #5</td>
<td>331</td>
<td>96.2</td>
<td>17.4</td>
<td>70.3</td>
<td>25.6</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Alliance College Ready Middle Academy #8</td>
<td>295</td>
<td>94.2</td>
<td>10.6</td>
<td>98.6</td>
<td>1.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>KIPP Los Angeles College Preparatory</td>
<td>497</td>
<td>95.5</td>
<td>9.3</td>
<td>98.9</td>
<td>.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Sources:
SARC, accessed at [http://sarconline.org/](http://sarconline.org/) (Special Education Data)

DataQuest (California Department of Education) Enrollment Series
[http://data1.cde.ca.gov/dataquest/page2.asp?level=School&subject=Enrollment&submit1=Submit](http://data1.cde.ca.gov/dataquest/page2.asp?level=School&subject=Enrollment&submit1=Submit)

DataQuest (California Department of Education) API School Level Reports
[http://dq.cde.ca.gov/dataquest/page2.asp?level=School&subject=API1&submit1=Submit](http://dq.cde.ca.gov/dataquest/page2.asp?level=School&subject=API1&submit1=Submit)

Although the state’s new assessments based on Common Core State Standards have produced only one year of data, performance of comparison schools on these new, rigorous assessments can also be examined, and initial results indicate most schools that were low performing under the previous standards and assessment system have a large challenge to meet in preparing students to meet ambitious standards. As shown in the charts below, average percentages of students meeting standards in ELA and math for comparison schools are lower than District and State averages, and a full 20-30 percentage points below (depending on grade span and subject) the GCS Echo Park site.

**Average Percentage of students Meeting or Exceeding Standard, 2015 Smarter Balanced**

Source: DataQuest CAASPP test results series [http://dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest)


<table>
<thead>
<tr>
<th>State Average</th>
<th>44%</th>
<th>33%</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCS</td>
<td>55%</td>
<td>49%</td>
</tr>
</tbody>
</table>

**Student Population to be Served**

**Target Student Population**

Gabriella Charter School 2 intends to serve a K-8 student body at full capacity. We expect our student population to be similar to the demographics of the surrounding neighborhood and schools. However, because we will additionally serve students who come to us from beyond the school’s immediate community, we have taken into account the student body composition at our current (Echo Park) GCS site in estimating student body demographics.

<table>
<thead>
<tr>
<th>Population</th>
<th>Estimated Percentage in student body of GCS 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students qualifying for free/reduced lunch</td>
<td>90%</td>
</tr>
<tr>
<td>% Hispanic</td>
<td>87%</td>
</tr>
<tr>
<td>% Students with Disabilities</td>
<td>15%</td>
</tr>
<tr>
<td>% English Learners + Reclassified Students</td>
<td>75%</td>
</tr>
</tbody>
</table>

**Five-year Enrollment Plan**

Gabriella Charter Elementary School 2 plans to open in August 2017 with 156 students in grades TK – 2. To show the full trajectory of the school’s enrollment plan, we have shown additional years beyond the five covered by the charter petition.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grades Served/Students Per Grade</th>
<th>GCS 2 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>TK/K: 52 1st: 52 2nd: 52</td>
<td>156</td>
</tr>
<tr>
<td>2018-2019</td>
<td>TK/K: 52 1st: 52 2nd: 52 3rd: 52</td>
<td>208</td>
</tr>
<tr>
<td>2020-2021</td>
<td>TK/K: 52 1st: 52 2nd: 52 3rd: 52 4th: 52 5th: 52</td>
<td>312</td>
</tr>
<tr>
<td>2021-2022</td>
<td>TK/K: 52</td>
<td>364</td>
</tr>
</tbody>
</table>
Goals and Philosophy

Mission and Vision

Our **mission** is to join academic rigor with the creativity of dance to engage the hearts and minds of young people in underserved communities, empowering them to excel both inside and outside the classroom.

Our **vision** is giving all students the opportunity to learn, dance, and succeed.

To move towards our vision and carry out our mission, we operate each day with the following concepts in mind:

- **High Expectations:** Our organization is driven by the core belief that achievement is not limited by socio-economic status, race/ethnicity, English language fluency or other “risk factors.” We know that all children 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.

- **Engagement:** Our dance-themed curriculum builds on children’s natural curiosity and promotes **joy** in the learning process. Dance and other arts serve as a vehicle to develop focus and attention, work ethic, active participation and a commitment to excellence while developing students’ confidence and motivation. The transfer of ideas, skills and
focus from the discipline of dance to the discipline required in an academic classroom is a powerful tool. High levels of student engagement promote critical thinking, English Language development, and the mastery of content standards, and inspire students to take an active role in their education and future.

- **Community**: A culture of community and collaboration permeates the school -- children are nurtured and supported by the entire school community – teachers, school leaders, fellow students, families and community volunteers -- in their academic and social development as they acquire the skills and self-confidence to ensure long-term success in school and later in life. Our small school environment with smaller class sizes helps foster a child-centered approach to learning in which children form meaningful relationships with several adults (classroom teachers and aides, dance/arts instructors, parent and community volunteers) and receive daily, individualized instruction and attention. Students, parents, teachers and staff develop an important sense of “belonging” in our school community; this sense is a powerful force in combating the challenges faced outside our school walls.

**Characteristics of an Educated Person in the 21st century**

As the world changes rapidly through the prevalence of new technologies and globalization of the world’s economy, consideration of what it means to prepare students for these global realities is perhaps more important now than for educators in the past several decades. While the educated 21st Century person certainly requires strong English and math skills, there is a growing recognition of the fact that creativity, problem-solving skills, and an ability to think critically and analytically are imperative to success both now and in the future. As the acclaimed journalist and author Thomas Friedman discussed in *The World is Flat*, a relevant education for today’s global economy emphasizes the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking.

We believe an educated person in the 21st century is one who is:

**Academically Proficient**
- Meets and exceeds rigorous school and state standards in order to be prepared for a college preparatory curriculum.

**An Effective Communicator**
- Receives and comprehends the messages of others, using strategies such as active listening and note taking;
- Conveys clear, compelling messages to others verbally and in writing in standard academic English;
- Respects, appreciates and understands diverse cultures and individuals;
- Speaks with confidence in a group and in front of an audience; and
- Utilizes technology fluently to give, receive, and enhance communication.

“Every education system in the world has the same hierarchy of subjects. There isn't an education system in the world that teaches dance every day to children the way we teach them mathematics. . . . Why? Why not? Children dance all the time. We all have bodies. As children grow up, we start to teach them only from the waist up.” -- Sir Ken Robinson, 2006 TED Conference Presentation
A Critical Thinker & Problem Solver
- Applies logical and creative-thinking skills to problem-solving and decision-making;
- Understands cause and effect relationships in both academic and social settings;
- Resolves conflicts in a constructive manner; and
- Applies learned skills and concepts to new situations.

An Engaged Learner
- Demonstrates a strong work ethic and self-motivation in a variety of formal and informal settings;
- Uses knowledge of his/her individual abilities to set and achieve realistic goals;
- Assesses his/her learning needs and accesses additional resources or adjusts learning strategies as appropriate;
- Applies the skills necessary to work effectively both alone and in cooperative settings; and
- Recognizes and demonstrates the work habits and social behaviors that contribute to success in school and in life.

A Confident and Active Participant in the Arts
- Comfortably and confidently performs or shares artistic products;
- Demonstrates an appreciation for and enjoyment of multiple art forms;
- Responds critically to others’ artistic products; and
- Recognizes the way in which the physicality of dance and healthy living contribute to success in school and life.

How Learning Best Occurs

At the original Gabriella Charter School, we have demonstrated the foundations for a successful learning environment that will be replicated at Gabriella Charter School 2.

In line with our vision that all students have the ability and the right to be successful learners, we believe, like Howard Gardner, the father of Multiple Intelligence theory, that “people are not born with a given amount of intelligence, which serves as some kind of limit. We each have potentials across the intellectual spectrum” (Chen, Moran, & Gardner, 2009). Chen, Moran, and Gardner, in their book *Multiple Intelligences Around the World (2009)* posit, “such an approach yields two enormous dividends. First, a plurality of approaches ensures that the teacher (or teaching material) will reach more children. Second, a plurality of approaches signals to learners what it means to have a deep, rounded understanding of a topic. Only individuals who can think of a topic in several ways have a thorough understanding of that topic; those whose understanding is limited to a single instantiation have a fragile grasp” (p. 8). As Chen, Moran, & Gardner espouse, we strive to craft our education of children in a way that accounts for their individual differences in order to reach each of them in an optimal manner. This includes teaching the same ideas, concepts, skills and disciplines in different ways that activate students’ different intelligences.

While there is obvious importance in ensuring that children do well in traditional core subjects, we also believe that dance, music, art, and physical education have an important place in the education of children today. Indeed, Chen, Moran, and Gardner (2009) emphasize that “understanding an appreciation of MI makes it clear that the scholastic intelligences do not
encompass all of the ways in which children can and should grow. . . . embracing the MI model elevates the role of art, music, and movement in education” (p. 306).

We will achieve our ideals in creating an environment in which learning best occurs by starting with strong leadership, highly qualified and experienced teachers, a shared vision by all stakeholders, and a structure and organization that promote school-wide academic and behavioral expectations. We believe optimal learning takes place in safe, student-centered classes where risk-taking is encouraged, instructional time is maximized, curriculum is appropriately paced, students are involved in setting academic goals, and parents are active participants in their child’s education. The GCS 2 instructional setting will include an innovative assessment-driven program that incorporates backwards design, includes differentiated strategies and lessons, supports multiple intelligences and supplies targeted interventions. A strong instructional staff will have significant flexibility to make innovative instructional decisions, but a unified backwards planning andassessment system will ensure consistency and accountability. Because English Learners, students with learning disabilities, and students performing below grade level have been shown to benefit from consistent instructional routines (Dutro & Kinsella, 2009), teachers at GCS 2 will plan vertically to develop shared core instructional techniques and language, in addition to adopting those already adopted at the original GCS. Based on research that shows higher achievement and motivation among students in schools that offer dance and visual arts classes, student engagement through dance and other arts will be a key factor in learning at GCS 2. In order to further increase engagement and encourage students to take an active role in developing as learners and people, the school will also develop, as it grows, a diverse set of other extracurricular and enrichment opportunities for students, similar to those offered at the original GCS. These may include student council, math club, and a performing dance troupe.

Because we anticipate serving a population with many academic needs, we recognize that truly offering every student an opportunity to succeed will require a strong Response to Intervention program, a robust system for tracking and addressing varied student needs, including for referral for special education assessment, and highly qualified specialist and support staff. Furthermore, we believe learning best occurs when students have access to multiple, caring adults who know their strengths and areas of development. When those adults are able to meaningfully collaborate and share resources in support of student success, we are confident that the learners of GCS 2 will be supported in meeting their potential. GCS will be a learning environment where all adults are expected to share accountability for and provide emotional support for each child on campus. To facilitate this, time for collaboration and co-planning is prioritized in professional development.

Finally, parent and community partnerships are integral to student success. A Student/Parent Handbook will clearly set expectations that parents monitor homework and reading logs, attend quarterly grade level strategy workshops, support the behavior policy, attend teacher conferences, participate in IEP meetings and will encourage volunteer participation at the school. Recognizing the link between family wellness and student performance, GCS 2 will replicate GCS’ extensive parent education and support programs. Original GCS families have benefited tremendously through partnerships with organizations like the Los Angeles Free Clinic, the Didi Hirsch Community Mental Health Center, the Asian Pacific Counseling Center and other local community resources to facilitate family access to essential medical and counseling services. GCS 2 will expand upon these existing relationships where possible, and form partnerships with other organizations serving the community. GCS 2 will offer a well-balanced breakfast and healthy lunch for our students, and school wide nutrition guidelines will require

Gabriella Charter School 2 Petition
healthy snacks so that students are well-nourished and ready to learn. Teachers, staff and Charter School leaders (e.g., Principal, Assistant Principal, instructional specialists) will model and reinforce the importance of nutrition, physical fitness, and proper rest.

**Enabling Self-Motivated, Competent, and Life-Long Learners**

The design of Gabriella Charter School 2 is driven by our objective of enabling our students to become self-motivated, competent, life-long learners. We believe in a “growth mindset” that intelligence is a result of hard work, success is a measure of achievement toward set goals, and each student is the master of his or her own fate. We believe that when children are given the opportunity to express their skills, talents and intelligences across a variety of contexts, they are able to realize more success and thus develop more confidence. As Gardner (2006) stated, “... 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.”

By utilizing a “backward design” approach, teachers will ensure that all lessons and curriculum ensure achievement of learning objectives and specific state standards for all students to ensure that we graduate competent learners. In backward design, teachers start with content standards and learning goals, design assessments, and only then create a lesson to achieve these explicitly stated objectives. GCS 2 will employ this method, or utilize backwards-designed curricular units designed by staff of the original GCS site.

Constructivist teaching methodologies help students understand the way they learn best. Beyond mastering specific skills and facts, students at GCS 2 will learn how to learn. Curricula used (e.g. the Reader’s/Writer’s workshop model) will offer students meaningful opportunities for choice, for developing and meeting individual learning goals and reflecting on progress – all in a differentiated approach that seeks to meet learners where they are.

Student learning at GCS 2 will be structured in the context of real-world scenarios with meaningful context for the individual learners. Because an integrated approach to instruction is well-suited to the structure of Common Core standards and to increasing student engagement and connections, significant integration between content areas, including between arts and academic areas, will be a hallmark of instruction. Thus, well beyond the mastery of specific skills and knowledge, students at GCS 2 will develop a lifelong ability to continue to learn.

Through differentiated, hands-on instruction and the joy of learning in the dance studio, classrooms and school-yard, students come to understand that they can achieve and they can experience the rewards and confidence that come with achievement. As students develop confidence in their own abilities they are approach learning enthusiastically, for their own benefit, fostering an authentic self-motivation to learn.

At GCS 2, we achieve these overarching objectives by meeting specific program goals:

- Provide a rigorous education that prepares students for higher education and encourages them to become productive members of their communities;
- Create meaningful, integrated learning experiences that extend intelligence beyond language and logic and allow students to discover their personal talents and appreciate the different talents in other children;
• Create multiple learning opportunities in academic and after-school activities;
• Raise the level of reading and math performance across all grade levels;
• Instill an awareness in students of the importance of personal responsibility with regard to school behavior, cooperation and respect for others, as well as goal-setting;
• Incorporate a variety of instructional strategies that are explicitly connected to learning styles and strengths;
• Teach study skills to encourage students to become independent and responsible at an early age;
• Incorporate technology as a tool for composing, conducting research and analyzing data;
• Enable students to respond critically to a range of art mediums and to be able to express themselves through arts performance; and
• Promote a comprehensive school health and physical education program that develops healthy minds and bodies among the school community.

These combined goals enable all students to become self-motivated, competent and lifelong learners by providing a solid foundation in academic and emotional intelligence from which students can build as they graduate. Our holistic approach to education with its emphasis on the performing arts extends beyond school walls, increasing students’ awareness of the importance of lifestyle choices, personal responsibility, respect, critical thinking and appreciation for differences.

The Requirements of Education Code § 47605(b)(5)(A)(ii)

Gabriella Charter School 2 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 and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

For the purposes of measuring achievement of goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria, as outlined in California Education Code § 52052 (a)(30):

(A) The subgroup consists of at least 30 pupils, each of whom has a valid test score

(B) Notwithstanding subparagraph A, for a subgroup of pupils who are foster youth or homeless youth, a numerically significant subgroup will be one that consists of at least 15 pupils

All annual measurable outcomes listed for “all students” or “schoolwide” shall also apply for any numerically significant subgroup.

The following chart details the Charter School’s annual goals, for all pupils pursuant to California Education Code § 52052, encompassing 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. As the State and District finalize new standardized assessment tools (e.g., ELPAC) and new school performance measures (e.g., API), GCS 2 will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered “a material revision to the charter” as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition.

<table>
<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
</tr>
</thead>
</table>

**TEACHER ASSIGNMENTS AND CREDENTIALING**  
**State Priority #1: Basic Services**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong></th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>- Annual review of credentials (Director of Operations)</td>
<td>100% 2017-2018 100% 2018-2019 100% 2019-2020 100% 2020-2021 100% 2021-2022</td>
</tr>
<tr>
<td></td>
<td>- Annual review of master schedule/teacher assignments (Principal)</td>
<td>100% 2017-2018 100% 2018-2019 100% 2019-2020 100% 2020-2021 100% 2021-2022</td>
</tr>
</tbody>
</table>

**ACCESS TO INSTRUCTIONAL MATERIALS**  
**State Priority #1: Basic Services**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong></th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>- Annual inventory of instructional materials and purchase as necessary (Principal)</td>
<td>100% 2017-2018 100% 2018-2019 100% 2019-2020 100% 2020-2021 100% 2021-2022</td>
</tr>
<tr>
<td></td>
<td>- Annual budget planning process to ensure adequate funds allocated to instructional materials (Principal, Director of Operations)</td>
<td>100% 2017-2018 100% 2018-2019 100% 2019-2020 100% 2020-2021 100% 2021-2022</td>
</tr>
</tbody>
</table>

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS**  
**State Priority #2**
### ANNUAL GOALS

**Schoolwide**

**SPECIFIC ANNUAL ACTIONS**

- Provide CCSS-aligned instructional materials with embedded assessments (monitored by Principal or Director of Instruction)
- Review of long-term plans to ensure coverage of CCSS; teachers provided feedback on plans (Principal)
- Review of unit plans and coupled assessments to ensure alignment with state performance standards, teachers provided feedback on plans (Principal, stipended teacher coach)

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<td>100%</td>
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</table>

### IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

**State Priority #2**

**ANNUAL GOALS**

**Schoolwide**

**SPECIFIC ANNUAL ACTIONS**

- Technology Inventory (Director of Operations)
- Annual budget planning process to ensure adequate funds allocated to instructional materials (Principal or Director of Instruction, Director of Operations)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>3:1 student to device</td>
<td>3:1 student to device</td>
<td>3:1 student to device</td>
<td>3:1 student to device</td>
<td>2:1 student to device</td>
<td></td>
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</tbody>
</table>

### PARENT INVOLVEMENT- CONFERENCE ATTENDANCE

**State Priority #3**

**ANNUAL GOALS**

**Schoolwide**

**SPECIFIC ANNUAL ACTIONS**

- Multiple communication strategies will be implemented to increase parent awareness and engagement (website, ...)

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</thead>
<tbody>
<tr>
<td></td>
<td>90%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td></td>
</tr>
</tbody>
</table>
### PARENT INVOLVEMENT - ENGAGEMENT  
#### State Priority #3

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td></td>
<td>Method for Measuring: Engagement Hours Log</td>
</tr>
</tbody>
</table>
| An increasing % of parents will engage in parent engagement and/or volunteer opportunities | - Provide at least 2 training or educational opportunities for parents per year (Principal, ELD Specialist)  
- Provide a wide variety of times and types of opportunities for parents to engage and/or volunteer (Principal, Office Manager)  
- Survey (in person and in writing) parents to determine areas of interest/need (Principal, ELD Specialist) | 90% | 91% | 92% | 93% | 94% |

### STATEWIDE ASSESSMENTS  
#### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td></td>
<td>Method for Measuring: Annual CAASPP results</td>
</tr>
</tbody>
</table>
| An increasing % of students will demonstrate proficiency as measured by the CAASPP program | - Provide a variety of learning supports including differentiated instruction and interventions (Teachers, Instructional Aides)  
- Utilize external assessments aligned with the CCSS to identify areas of need (Principal or Director of Instruction)  
- Ensure internal assessments align to CCSS and have similar composition of Depth of Knowledge levels to the CAASPP program (Teachers, stipended Teacher Coach, Principal) | N/A (If GCS 2 opens K-2 as planned, CAASPP will not apply) | Set baseline proficiency rates | 1% increase from baseline OR exceed state average | 2% increase from baseline OR exceed state average | 3% increase from baseline OR exceed state average |
# 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 annual API growth targets, or equivalent, as mandated by the CA State Board of Education</td>
<td>See actions under CAASPP goal above</td>
<td>Baseline year*&lt;br&gt;* First year in which the state calculates an API for GCS 2 will = baseline year&lt;br&gt;Meet or exceed API growth target&lt;br&gt;Meet or exceed API growth target&lt;br&gt;Meet or exceed API growth target&lt;br&gt;Meet or exceed API growth target</td>
</tr>
</tbody>
</table>

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# ENGLISH LEARNER ADEQUATE PROGRESS RATE

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS ELs</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: State targets for annual progress on CELDT/ELPAC (Title III AMAO I, or currently applicable state/federal target)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An increasing % of EL students will make adequate annual progress in learning English</td>
<td>- Provide designated ELD instruction in a grades for students who are learning English (<em>Principal, ELD Specialist</em>)&lt;br&gt;- Provide an ELD Specialist to provide coaching and planning support for ELD instruction and to increase the school’s ability to provide ELD instruction differentiated by language level (<em>ELD Specialist, Principal</em>)&lt;br&gt;- Provide an Instructional Aide to facilitate increased differentiation by language level (<em>Principal, ELD Specialist</em>)&lt;br&gt;- Provide ELD intervention for students not making adequate progress in learning English (and to all LTEL students) (<em>Instructional Aides, ELD Specialist</em>)</td>
<td>Meet or exceed state target OR Meet or exceed District %&lt;br&gt;Meet or exceed state target OR Meet or exceed District %&lt;br&gt;Meet or exceed state target OR Meet or exceed District %&lt;br&gt;Meet or exceed state target OR Meet or exceed District %&lt;br&gt;Meet or exceed state target OR Meet or exceed District %&lt;br&gt;Meet or exceed state target OR Meet or exceed District %&lt;br&gt;Meet or exceed state target OR Meet or exceed District %&lt;br&gt;Meet or exceed state target OR Meet or exceed District %</td>
</tr>
</tbody>
</table>
## ENGLISH LEARNER RECLASSIFICATION RATE
### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELs</td>
<td>See actions for English Learner Adequate Progress Rate, plus: - EL students performing below grade level will be provided interventions in ELA and math (teachers, instructional aides, Intervention Specialist or Principal) - EL parents (and students 4th-8th grade) will receive information regarding reclassification criteria and LTEL status (ELD Specialist)</td>
<td>Meet or exceed District rate</td>
</tr>
</tbody>
</table>

### Measurable Outcomes
- Method for Measuring: Annual reclassification rate

## SCHOOL ATTENDANCE RATE
### State Priority #5: Student Engagement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>- Provide parent education/communication regarding the importance of attendance for success in school (Principal or Assistant Principal) - Communicate with parents/guardians of students with absences to provide documentation for absences (Office Manager, Principal or Assistant Principal)</td>
<td>95% or above, 95% or above, 95% or above, 95% or above, 95% or above</td>
</tr>
</tbody>
</table>

### Measurable Outcomes
- Method for Measuring: Average Daily Attendance

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

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td></td>
<td>95% or above, 95% or above, 95% or above, 95% or above, 95% or above</td>
</tr>
</tbody>
</table>

### Measurable Outcomes
- Method for Measuring: Chronic Absentee Rate

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Gabriella Charter School 2 Petition 34
The school will maintain a low rate of chronic absenteeism

- Work with parents of chronically absent students, or those in danger of becoming chronically absent, to create attendance action plans (*Principal or Assistant Principal*)
- Address potential causes for chronic absenteeism through the COST (Coordination of Services Team) and SST (Student Success Team) processes. (*Principal or Intervention Specialist*)

<table>
<thead>
<tr>
<th>Schoolwide</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Baseline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017-2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2018-2019</td>
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<tr>
<td></td>
<td></td>
<td>2019-2020</td>
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<tr>
<td></td>
<td></td>
<td>2020-2021</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2021-2022</td>
</tr>
</tbody>
</table>
| School will maintain a suspension rate of ≤ 3% | - As part of an RTI “Response to Intervention” model for behavior intervention, School will provide a positive, consistent “Tier 1” system of expectations and reinforcers”, more targeted systematic supports for “Tier 2” students, and intense supports for a small number of “Tier 3” students (*Teachers, Principal or Assistant Principal oversees*)
- Teachers will be given training on positive behavior management (*Principal or Assistant Principal*)
- COST and or SST process will identify and propose support for needs of students struggling with behavior (*Intervention Specialist, Assistant Principal, or Principal*) | ≤ 3% | ≤ 3% | ≤ 3% | ≤ 3% | ≤ 3% |

**STUDENT SUSPENSION RATE**

**State Priority #6: School Climate**

**STUDENT EXPULSION RATE**

**State Priority #6: School Climate**
### BROAD COURSE OF STUDY
#### STATE PRIORITY #7

<table>
<thead>
<tr>
<th>ANNUAL GOALS Schoolwide</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Review of master schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will maintain an expulsion rate of ≤ 1%</td>
<td>See actions for suspension rate above</td>
<td>≤ 1%</td>
</tr>
<tr>
<td>All students will receive at least 4 hours of weekly instruction in visual and performing arts</td>
<td>- Provide high-quality dance instruction as part of the standard, daily instructional program for every child (<em>Dance Teachers; Principal/Executive Director ensure staffing needs are met</em>)&lt;br&gt;- Provide weekly instruction in at least one other art form (<em>Arts Teacher(s); Principal ensures staffing needs are met</em>)</td>
<td>≥ 4 hrs</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ANNUAL GOALS Schoolwide</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: End of Year Cumulative Dance Benchmark Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>An increasing % of students will demonstrate mastery of dance skills and concepts, as measured by end of year cumulative dance benchmark averages</td>
<td>- Provide supports and accommodations in the dance studio for students with disabilities and for EL students (<em>Teachers, Director of Special Education, ELD Specialist</em>)&lt;br&gt;- Support dance skills and concepts within academic content areas as well as integrating academic content into dance (<em>Teachers, Principal</em>)</td>
<td>70%</td>
</tr>
</tbody>
</table>
Instructional Design

Curricular and Instructional Design

The overall instructional program of Gabriella Charter School 2 will be based on the program developed at the original Gabriella Charter School site. As this successful program has grown, it has adapted successfully to changing standards and to new educational theories and best practices, and has enabled student success in the targeted population. The first chart below shows the average API, average state-wide ranking, and average similar schools ranking for the GCS campus from 2006-2013. The school performed well when compared with all schools in the state; however the similar schools ranking in particular indicates success with a population including high numbers of socio-economically disadvantaged students and Latino/Hispanic students. The second chart compares the GCS performance on the 2015 Smarter Balanced Exams with District and state performance for socio-economically disadvantaged and Latino/Hispanic students.

**GCS API Performance 2006-2013**

<table>
<thead>
<tr>
<th></th>
<th>Average API</th>
<th>Average State Ranking</th>
<th>Average Similar Schools Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabriella Charter School</td>
<td>862</td>
<td>8.13</td>
<td>10 10</td>
</tr>
</tbody>
</table>

Source: DataQuest School Level API reports (http://dq.cde.ca.gov/dataquest)

**2015 Smarter Balanced ELA**

<table>
<thead>
<tr>
<th></th>
<th>Socio- Economically Disadvantaged</th>
<th>Latino/Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>District</td>
</tr>
<tr>
<td>% Exceeded</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>% Met</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>% Nearly Met</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>% Not Met</td>
<td>41</td>
<td>45</td>
</tr>
</tbody>
</table>

**2015 Smarter Balanced Math**

<table>
<thead>
<tr>
<th></th>
<th>Socio- Economically Disadvantaged</th>
<th>Latino/Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>District</td>
</tr>
<tr>
<td>% Exceeded</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>% Met</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>% Nearly Met</td>
<td>31</td>
<td>29</td>
</tr>
<tr>
<td>% Not Met</td>
<td>49</td>
<td>51</td>
</tr>
</tbody>
</table>

Source: DataQuest CAASPP test results series (http://dq.cde.ca.gov/dataquest)

The following educational theories and research inform the program:

1. **Daily Dance & Dance Integration**

Dance, a mentally and physically demanding art form, enables children to develop cognitive, perceptual and analytic abilities (Catterall, 2002). As outlined by the California State Frameworks for Visual and Performing Arts, dance allows students to extend their capacity for learning through the following intelligences: “kinesthetic, in moving; musical, in dancing to accompaniment; spatial, in designing movement patterns; logical-mathematical, in counting, phrasing, and sequencing; verbal, in giving and receiving instructions and feedback; intrapersonal, in sensing and using their own expressive potential; and interpersonal, in communicating and cooperating with others.”
The positive impact of the arts on learning has been widely documented in academic research examining a variety of arts education programs using qualitative and quantitative methodologies. Scholars agree that the arts have encouraged students to approach subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement (Winner and Hetland, 2002; Catterall, Chapleau, and Iwanga, 2002; Burton, Horowitz, and Abeles, 2002). James Catterall, in his analysis of the Department of Education’s NELS database of 25,000 students, found that students engaged in high level of arts participation, specifically those from low-income backgrounds, outperformed students not highly engaged in arts in multiple academic areas. Similarly, Shirley Brice Heath (2002), in a longitudinal study of after-school programs including those focused on the arts, found that students involved in these programs performed better in school and in their personal lives than students not involved in an arts program. For example, students in the arts groups were more able to form relationships among different experiences, view problems from different perspectives to work towards a solution, construct and organize ideas and meaningful units and focus over lengthier periods of time. Both of these studies suggest that when arts education is delivered in the classroom or after-school, it can nurture the development of cognitive skills through dynamic paths that stimulate learning in many areas.

Recent research on positive outcomes resulting from dance have focused on neuroplasticity, or the brain’s ability to change and adapt over time. In her book *Dancing to Learn: The Brain’s Cognition, Emotion, and Movement*, Judith Hanna (2015) summarizes research that focuses on various neurologic effects of dance:

- Increased activity, during dance, in the areas of the brain responsible for cognition
- Improvement in memory due to repetition of thought-movement connections and resulting connections between neurons
- As a communication method for conveying ideas and emotions, dance activates the parts of the brain associated with language

When Gabriella Charter School opened in 2005 it was one of the first (and possibly only) public dance-themed schools in the nation, offering a rigorous dance education in which each student participates in an hour of dance instruction every day (45 minutes on shortened days). Gabriella Charter School 2 will continue to employ these exemplary practices in its classical dance program that builds synergies between dance and core academic areas. Dance instruction at GCS 2 will be used to fuel students’ curiosity and love of learning across subject areas and to stimulate each child’s active participation in his/her own education.

Through daily dance classes and other activities, students make a serious commitment to the study of dance that fosters discipline, hard work, and habits of mind that help students well beyond the walls of the dance studio. In addition to regular performances, students are
expected to practice and apply combinations of skills on an individual basis and in small
groups. They are quizzed on vocabulary, anatomy, and their knowledge of dance history as it
relates to subject matter they are studying. Together, classroom teachers and arts teachers
set high expectations for students in the classroom and studios: attentiveness, task
orientation, active participation, respect for others, and appreciation for talents and
different learning styles. Additionally, classroom teachers will collaborate with dance
teachers to support core content knowledge gained in the classroom while in the studios
(e.g., incorporating themes from history and science into choreography classes).

According to the California Frameworks for Visual and Performing Arts, exposing students to
a variety of dance experiences affords them opportunities to construct personal and cultural
understandings and insights as well as to develop dance skills and knowledge. Older
students enjoy perceiving the variety and subtlety of human movement expression and are
called upon to use and develop imagination and discrimination in doing, forming, and
responding to dance as a way to come to know themselves and their world. Some of the
many skills and understandings to be fostered through dance experiences are imaginative
thinking, exploring and discovering different possibilities in problem solving, recognizing
connections, working both independently and cooperatively, creating responses which give
form and meaning to experience, and appreciating the richness of human diversity. These
skills and understandings will serve the students well in our changing and increasingly
complex world.

Success in dance can encourage greater risk-taking in the classroom and increased
commitment to academics. As a powerful artistic medium, dance can also benefit
underachieving students. These children may be more likely to connect with the community
in the dance class and identify links with other subjects that increase their interest in
academics and school. Dance classes provide an alternate arena where children can excel
and boost self-confidence and offer a kinesthetic experience that can enable breakthroughs
in the classroom. Dance also provides an opportunity for students to recognize that there
are multiple solutions to problems. English Learners stand to benefit academically and
socially from all types of dance. Integration of language in dance classes serves as a catalyst
for communication because it occurs through physical demonstration of concepts and
repetition of activities. As an example, a visual improvisation involving simple shape
elements can facilitate vocabulary expansion for English learners who can connect the
physical representation of a shape to the words associated with it.

It is well documented that arts education helps develop analytical and critical thinking skills,
elicits higher levels of classroom engagement, and triggers creativity, all of which leads to
increased academic achievement (Winner and Hetland, 2002; Catterall, Chapleau, & Iwanga,
2002; Burton, Horowitz, & Abeles, 2002). High arts-involved students also watched fewer
hours of TV, participated in more community service and reported less boredom in school.
(Catterall, 2002). Another study found that students exposed to arts education were better
able to understand relationships among different
experiences, view problems from different
perspectives in order to work towards a solution,
construct and organize ideas, and maintain focus over
lengthier periods of time. (Brice Heath, 2002).

A compendium of studies on arts education entitled
“Critical Links” provides compelling support for the
Gabriella Charter School 2 Petition

“These studies demonstrate how involvement with the arts provides
unparalleled opportunities for learning, enabling young people to
reach for and attain higher levels of achievement.”

- Richard Riley, then-Secretary of
the U.S. Department of Education
transfer of dance education to general learning. Consistent across seven studies was the finding that dance activities supported the development of fluency, originality and critical thinking skills (Deasey, 2002). Each of these attributes involves the ability to “turn ideas around and look at them from different angles” which is similar to how the body behaves in dance (p.16). Several studies within the report, whose purpose was to identify characteristics of effective arts learning programs, corroborate important findings:

1) Art reaches underrepresented students in multiple ways that are often missing from traditional academic settings;
2) Art acts as a conduit for changing classroom settings by breaking down figurative walls between classrooms and disciplines;
3) Art shifts the role of teachers to become facilitators of learning; and
4) Art offers new challenges and allows students to apply learning to real world situations.

Other education reform initiatives such as the Galef Institute’s *Different Ways of Knowing in the Classroom* have shown the positive outcomes of arts education. Based on the theory of multiple intelligences and an arts-infused curriculum, this program provides students multiple ways to demonstrate learning (including dance). A three-year evaluation commissioned by the UCLA Graduate School of Education (Catterall, 1995) of over 1,000 participating students in four schools across the United States showed that on nationally-normed tests, students participating in substantive school arts programs exceeded their non-participating counterparts in both vocabulary and comprehension.

In an evaluation of dance education on motivation, school performance and personal development of inner city youth, The Arts Connection Dance Program of New York City Public Schools determined through standardized test scores and other measures that young dancers improved standardized reading and math test scores, school attendance, responsibility, self-discipline, and – just as importantly – an understanding of delayed gratification and work ethic (Brooks Schmitz, 1990). Gabriella Charter School 2’s mission statement explicitly names engagement as a characteristic of students that leads to success, and indeed, the single most common and consistent comment made by visitors and evaluators of GCS has been around the high levels of engagement observed in the student body. As one GCS student put it, “in dance, it’s hard not to participate. Your body and your brain have to pay attention.”

Finally, the basic physical impact of the dance curriculum is significant, particularly in a disadvantaged community in that is facing unprecedented health risks. The Centers for Disease Control (2015) reports some startling statistics:

- Childhood obesity has more than tripled in the past 30 years.
- The percentage of children aged 6–11 years in the United States who were obese increased from 7% in 1980 to nearly 20% in 2008. Similarly, the percentage of adolescents aged 12–19 years who were obese increased from 5% to 18% over the same period.
- In 2008, more than one third of children and adolescents were overweight or obese, the result of “caloric imbalance”—too few calories expended for the amount of calories consumed—and are affected by various genetic, behavioral, and environmental factors.
Children and adolescents who are obese are likely to be obese as adults and are therefore more at risk for adult health problems such as heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis.

One recent comprehensive study reviewed 46,707 U.S. children ages 10 to 17 in 2003, and another 44,101 children in 2007. In 2007, 31.6% of children were overweight, and 16.4% were obese, and overall childhood obesity rates went up 10% between those years.

Researchers noted that odds of being overweight or obese increased relative to lower household income levels, less neighborhood access to parks and sidewalks, lower levels of physical activity, and more time spent watching TV or on the computer. Black and Latino children had higher rates of obesity and greater chances of being overweight than their non-Latino white counterparts, after researchers adjusted for socioeconomic and behavioral factors, and state of residence.”

(“A New Map of Childhood Obesity in the U.S.,” L.A. Times, May 3, 2010.)

The Los Angeles County Department of Public Health (2007) addressed the issue:

There are a multitude of health and economic consequences of obesity in children that continue to mount. Children who are obese are more likely to suffer from low self-esteem and depression, and to develop diabetes and other chronic conditions such as asthma, high blood pressure, high cholesterol, orthopedic problems, liver problems and breathing problems during sleep. It is estimated that children who are obese have a 70-80% chance of becoming obese adults. As these children begin to develop obesity-related diseases at younger and younger ages, the health and economic consequences, which are only beginning to be felt, will rise exponentially.

Our dance curriculum attempts to increase individual student levels of physical fitness and build awareness of lifestyle choices (i.e., nutrition, body image) among students and their families. But most impactful, through dance, students are able to consciously make physical fitness a part of their lives. As they do so, they learn to accept, appreciate and value their bodies (Hanna, 1999).

2) Constructivism

Constructivism calls for the learning experience to be differentiated, beginning with each learner’s level of understanding and guiding students in building upon prior knowledge in a hands-on way. In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners (Tomlinson, 1999). This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery.

“[T]o understand is to discover, or reconstruct discovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition.”

- Piaget, To Understand is to Invent, 1973
Multiple researchers have documented the success of the constructivist model of education with historically underserved populations, including socio-economically disadvantaged students and English Learners. Constructivist teaching methods, including inquiry models, peer interaction, and providing opportunities for reflection, lead to students demonstrating increased standardized achievement, and perhaps more importantly, improved self-confidence and development of the whole child. (Amaral, 2002; Mester, 2008; Hollins, King, J. & Hayman, 1994; Mathison & Young, 1995; O’Neil & Drillings, 1997). Students in a constructivist model are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to “construct” their own meaning. Each student’s existing beliefs, theories and perceptions are challenged through conversation, hands-on activities, or experiences. Learners work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. The more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the state standards.

Carol Tomlinson and colleagues note that culture plays an important role in how students learn. Identical learning environments and procedures do not work for all students. Tomlinson et. al. further assert that student motivation increases when students can build on topics of interest, as modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, greater learning productivity, greater student autonomy, increased achievement, and an improved sense of confidence in learning (Tomlinson, et. al., 2003).

Two key hallmarks of a constructivist education will be actively employed at GCS 2: grouping and scaffolding. Grouping refers to the practice of assigning students into small heterogeneous groups or pairs to work collaboratively. This offers students opportunities to interact with and learn from other students on more complex tasks than they could engage in alone, provides immediate feedback, encourages them to explore their own and other students’ ideas, and helps develop communication and interpersonal skills. Through scaffolding, teachers promote cognitive growth by modeling the desired learning task and then gradually shifting responsibility to the student. As noted psychologist Lev Vygotsky described in Mind in Society: The Development of Higher Psychological Processes (1978), the key to a learning experience within a student’s zone of proximal development is, “problem solving under adult guidance or in collaboration with more capable peers.” Teachers scaffold the learning of students and differentiate instruction by breaking down tasks, using modeling, prompting, questioning, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991), leading ultimately to mastery of the desired state standards and prerequisite skills. These practices are both especially advantageous for less proficient English Learners and special education students by stimulating conversation, providing peer guidance, and increasing student confidence.

Constructivism has also been reflected, and will continue to be reflected, in the selection of curriculum (e.g., Readers and Writers Workshop) that is centered around individualized learning paths for students and ample opportunity for student choice. It also reflected in our instructional focus on curricular integration (e.g. in Humanities coursework and movement inclusion in the classroom), and in a focus on performance tasks within our assessment program.
As GCS’s original site has expanded, it has faced the challenge of meeting the needs of a significant population of students with disabilities (17% as of June 2016). In meeting the needs of these students, instructional staff have been further guided by the principles of Universally Designed Learning, a framework for adapting all aspects of the learning process to the individual learner that integrates well with the constructivist, differentiated approach to learning already in place. Universally Designed Learning originated from the Center for Applied Special Technology at the Harvard Graduate School of Education, and is based in research in education and neuroscience (information on UDL can be accessed at the National Center for Universally Designed Learning: http://www.udlcenter.org/).

Specifically, the GCS site has been guided by the principles of varied inputs (e.g. changing the structure, format, or method of delivery of the material presented) and outputs (e.g. changing the manner in which students demonstrate understanding of content. In addition to using movement and dance as a manner of transmitting information to and from students, instructional staff at GCS 2 will use a wide variety of other conduits incorporating technology, visual arts, music, theater, and oral presentation that will help provide all our students – and especially those who would highly benefit from differentiated instruction-with opportunities to succeed in content mastery.

3) **Multiple Intelligence Theory**
Our emphasis on Howard Gardner’s Multiple Intelligence (MI) theory embraces the notion that an educated person in the 21st century is one who has developed a broad range of skills and interests. Rather than a notion that intelligence is a single, fixed measurement, Gardner famously posited that “human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, which I call intelligences. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination. . . . [I]ntelligences always work in concert, and any sophisticated adult role will involve a melding of several of them.” (Gardner 2006). Gardner identifies eight intelligences:

- **Linguistic intelligence** involves sensitivity to spoken and written language, including the ability to use language to accomplish certain goals; to listen perceptively and read critically; to learn languages; to express oneself persuasively or poetically.

- **Logical mathematical intelligence** is most often associated with scientific and mathematical thinking: the ability to detect patterns, reason deductively and think logically, conceptually, and abstractly; the interest in experimentation, puzzles, investigations and cosmic questions.

- **Musical intelligence** involves the capacity to distinguish the whole realm of sound and, in particular, to discern, appreciate and apply the various aspects of music (pitch, rhythm, timbre and mood), both separately and holistically.

- **Bodily kinesthetic intelligence** involves the ability to use one’s body in highly differentiated and skilled ways – including in dance – for both goal oriented and expressive purposes; the capacity to exercise fine and gross motor control of one’s body.

- **Spatial intelligence** involves the ability to accurately perceive the visual world and to recreate, manipulate and modify aspects of one’s perceptions, even in the...
absence of the relevant visual stimuli.

**Interpersonal intelligence** relates to the ability to work cooperatively and communicate, verbally and non-verbally, with other people; the insight to understand others’ intentions, motivations and desires; and the judgment to recognize the biases underlying sources of information.

**Intrapersonal intelligence** involves the ability to understand oneself; the motivation and focus to study independently; and the wisdom to reflect.

**Naturalist intelligence** (added to Gardner’s theory in 1997) involves the ability to recognize, collect, analyze and classify plants, minerals, animals, flora, fauna and even cultural objects such as cars and sneakers. Those who excel in naturalist intelligence exhibit a greater sensitivity to nature and their place within it, the ability to nurture and grow things, and care for animals.

MI theory does not merely ask teachers to harness student’s different strengths as a means to the ends of developing subject specific growth. Instead, MI values the different intelligences as ends in of themselves to be nurtured and developed. This then relates back to the constructivist learning framework, which expects students to develop skills beyond the academic – valuing interpersonal relations, intrapersonal reflection, and multiple representations of knowledge and ideas. Teachers guide students to approach their “driving” questions using their preferred “intelligence(s)” and teachers also create learning experiences that present material in several ways. Similarly, students will be expected to present their knowledge and skills in multiple ways and to develop their different intelligences. While all students will be required to become proficient in the verbal and mathematical intelligences measured by standardized tests, and all students will be expected to meet the California standards in all subject areas, our multiple intelligence approach also will value the other intelligences as distinct from each other and supporting of each other.

(4) Backward Design of Curriculum Materials

GCS 2 faculty will collaboratively plan units of study with an emphasis on mastering the California State Standards, 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 the backwards design process that GCS 2 teachers will embrace:

*Identify desired results*: Beginning with the California Common Core State Standards (or other current adopted standards for a content area), teachers 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?

“[Multiple Intelligence] theory is an agent of cognitive equity: it enables a greater diversity of individuals to use their minds well. In turn, the theory is a democratizing tool: it facilitates the development and expression of ideas by those who might otherwise remain largely unheard in their communities or in the wider society.”

- Kornhaber, 2009
• 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 are guided by thinking about the extent to which the idea, topic or process:
• represents a ‘big idea’ having enduring value beyond the classroom;
• resides at the heart of the discipline, and is tied directly to state standards and standardized testing;
• requires “uncoverage” to the extent that parts of these concepts are difficult for students to understand; and
• offers potential for engaging students.

Alignment Assessments to the Desired Results: Recognizing that teachers shape their standards based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers at GCS2 will assess throughout the unit of study using a variety of formative assessment methods, and develop both formative and summative assessments for their units. Assessment methods include quizzes or tests aligned with the style students will encounter on standardized assessments as well as more comprehensive or authentic checks for understanding such as informal checks, student observation, 1:1 conferencing, performance tasks and projects. Throughout the process of designing assessments, teachers will ensure that the depth of knowledge examined will align to the depth of knowledge required for standards and learning objectives. Teachers will then match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

Differentiating Instruction to Meet the Needs of All Learners: Once the learning expectations (knowledge, skills, and enduring understandings) have been identified, teachers 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 incorporate innovative instructional strategies by differentiating the content, process, and/or products delivered to students in order to provide equal access for all learners (including English language learners and students with special needs). Teachers write effective standards aligned lesson plans and utilize a repertoire of research based instructional strategies to increase student achievement.

Because Gabriella Charter Schools teachers are expected to teach standards and individual students - not just curricular programs - professional development around planning will be important, and time for planning and co-planning will be prioritized, as discussed in the Professional Development section of Element 1. Standard unit plans have been developed for core content areas, and teachers will receive feedback on long-term and unit plans from instructional leaders. GCS 2 teachers will be provided with sets of unit plans created by GCS instructional staff (except in science, where NGSS-aligned plans will be co-developed at both sites). However GCS 2 staff will be trained on the unit planning and assessment creation process so that they are able to adapt plans to their own students and classrooms.

Although the backwards planning approach, and in particular the Understanding By Design guidelines, have proved extremely relevant to Common Core instruction, Gabriella Charter
School has further utilized, and GCS 2 will utilize, the Depth of Knowledge levels described by Norman Webb (1997). Webb provides descriptors and examples of task types at four levels of cognitive complexity: Recall and Reproduction, Skills and Concepts, Strategic Thinking, and Extended Thinking. When backwards planning, Gabriella Charter School 2 teachers will develop assessments with varied (according to criteria set by instructional leaders) Depth of Knowledge levels, and ensure that unit activities and formative assessments are similarly varied in complexity.

(5) Family and Community Involvement
Family education and participation are essential components of student success. The ideas and skills a family brings to the school and the exchange of ideas between parents and teachers help the students see parents as partners working towards a successful school experience for every student. Based on U.S. Department of Education research, family and school partnerships are believed to be critical to students’ success throughout their lives. According to a federally funded research synthesis produced by the Southwest Educational Lab (2002), multiple sources of evidence attest to the key role of parental involvement in supporting student achievement. Positive aspects of family and school partnerships include:

- Increased student attendance and higher aspirations
- Improvement in student attitude and behavior
- Improved parent and child communication; positive parent–teacher interaction
- Increased community support for schools
- Increased rate of homework completion
- Higher test scores and grades
- Fewer referrals and placements in special education
- Higher graduation rates
- Higher enrollment rates in post–secondary education

Opportunities for family engagement at GCS 2 will replicate many of those in place at GCS, but will be customized to meet the needs and interests of the school community. Opportunities for engagement include:

- Participation in formal parent/guardian stakeholder groups (School Site Council, English Language Advisory Council)
- Trimesterly whole-school family nights (Back to School Night in Trimester 1 and Grade-Level Meeting Nights focused on literacy or math topics key to specific grades in T2 and T3
- Parent-teacher conferences following T1 and T2 progress report cards
- Monthly coffee with the Principal meetings (alternating between morning and evening times)
- Parent workshops, based on community need, given by partnering organizations (e.g. a workshop on bullying given by Didi Hirsh, a parent education series on reading bilingual books given by Read ConMigo)
- Regular parent meetings for specific parent groups (e.g., ELs, middle school)
- Twice/trimester dance publishing parties (parents and community members are invited to serve as audience members)
- School-wide Friday morning meetings, at which students perform, students and parents are recognized, and important announcements are given
• Regular opportunities for adult (i.e., parent/guardian) volunteers on campus (e.g., helping during breakfast and lunch service, monitoring visitor sign-in, translating at events, sewing costumes)
• Regular opportunities for student (alumni or older siblings) volunteers on campus
• Saturday parent workdays (4x/year), when parents work alongside staff on campus beautification

At GCS 2, parent volunteering/engagement is not a condition of admission, enrollment, and/or continued enrollment. This is communicated to parents annually in the GCS 2 Parent-Student Handbook, as well as mentioned explicitly during the annual lottery.

**Description of Curriculum**

- English Language Arts (Core)

**Approach to the Subject and Curriculum**

GCS 2’s instruction in Reading, Writing, Language, and Speaking/Listening will be based on the California Common Core English Language Arts standards ([http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf](http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf)). In keeping with the intent of the standards, ELA standards will be taught not only with “ELA” time during the day, but will also be woven through other subject areas to ensure literacy across the curriculum. As required by the demands of the new standards and of college and career readiness, students will spend large amounts of instructional time actually reading and responding to complex texts, often self-selected, and writing pieces on self-selected topics that are meaningful to students.

Teachers will develop (or adapt) long-term plans as grade levels to ensure that all ELA standards are covered in the year and will build instructional units and assessments incorporating the ELA standards. Standard unit templates that are used for Reading (integrated with History-Social Sciences in grade 4 and up) and Writing instructional units have been developed by instructional staff at GCS, and will be used at a template at GCS 2. A standard unit plan template is also used for Language/Content units in grades K-3 (Social Studies and Science Standards integrated with ELD and ELA standards). Units developed at GCS will be shared with GCS 2 staff; GCS 2 staff will adapt these taking into account their specific needs and resources. Examples of unit plan templates are included at the conclusion of the *Curriculum* section.

GCS 2 will utilize the Reading Workshop and Writing Workshop units of study as the primary basis for units in Reading and Writing for grades TK/K – 8. Each grade level in these curricula consists of units of study focusing on different genres throughout the year (for example Historical Fiction or Opinion Writing). Key skills and knowledge for success in the genre are identified, along with mini-lessons for each, and mentor texts are suggested. Teachers are able to sequence mini-lessons throughout a unit according to the needs of the class, and employ suggested strategies or supplement with other effective strategies as needed.

Students will spend a significant amount of time independently reading or writing, and are guided in developing the monitoring skills and stamina to make this time productive. Teachers will conference with individual students and pull strategic groups during
independent reading and writing periods, allowing for differentiated instruction through strategy, skill, and content. In both Reader’s and Writer’s Workshop, students spend at least half their time focused on non-fiction genres (with more time devoted to non-fiction text as the grade level increases), again mirroring the focus of the Common Core standards.

Reading Workshop in all grade levels will include several common components. However, structures and time allocation between structures may differ across grades. For example, in 4th-8th grades, independent reading time may be shortened for 2-3 days at the beginning of a unit in order to spend time acquiring history-social science content knowledge. Because the reading and writing aspects of the curriculum are interrelated, teachers may also choose to allocate time flexibly between these subjects at different points in the unit.

Reader’s Workshop key components include:

**Mini-lesson**: The Reading Workshop begins with a 10-15 minute lesson on a specific reading strategy, in which the teacher demonstrates the skill using a model text, gives students an immediate opportunity for guided practice, and connects the skill to previous learning and to the reading work students will do in the future.

**Independent Work Time**: Students practice reading strategies while reading books at their individual reading level. During this time students have access to a variety of books at their level to promote choice and increase motivation. Often, students react in writing to what they are reading during this time, using post-its or jotting in Reader’s notebooks.

**Conferring**: As part of Independent Work Time, teachers or instructional aides confer one on one with students.

**Guided Reading**: During Independent Work Time, teachers or instructional aide might read an appropriate level text with a small group of students who need practice on similar strategies, providing additional explicit instruction and guided practice for that strategy.

**Partnerships and Clubs**: Students read and respond to texts in ability-based partnerships, or in larger heterogeneous groups. As part of these pairings, students engage in “accountable talk” about what they read, using language taught during mini-lessons.

**Share**: At the close of workshop, the teacher highlights a way in which a student or group of students used the strategy that was taught in their reading, or students are asked to share with a partner about how they used a strategy.

**Read Aloud and Shared Reading**: The Reader’s Workshop block also includes time for teachers to read aloud or to conduct shared reading (with all students having access to the text). This time allows teachers to further model strategies and to demonstrate thinking and talking about texts.

Writing Workshop also has several structures that will be consistent across grade levels:

**Mini-lesson**: In the mini-lesson, the teacher introduces a new writing skill that students will be expected to use in their writing that day and in the future. The skill is modeled using student writing, teacher writing, or a mentor text, and students are given an immediate opportunity to practice (this could be done orally or through a quick write in notebooks that
students bring with them to mini-lessons). The teacher connects the new skill to what the students have worked on in the past, and describes how they will use it moving forward. Independent Writing Time: Students have the opportunity to write on self-selected topics (within the genre of the unit), moving at their own pace through the writing process. The steps of the writing process that students are expected to execute vary by grade level; kindergarten students might begin a new piece immediately after finishing a draft, for example, while an 8th grader would follow several protocols for editing, revising, and publishing a piece.

Conferring: Teachers conference with students to push them forward as writers. In a conference, teachers note and reinforce an area of strength in the writing and make suggestions for improvement based on an observed area of need, engaging the student by asking questions.

Writing Partnerships: Students work in writing partnerships at various times during Writing Workshop. They practice language out loud with partners in preparation for putting pencil to paper, read and ask questions after hearing their partner’s piece read to them, and serve as a peer editor for their partner prior to publishing.

Share: Student writing is shared at the conclusion of the Writing Workshop, either in partnerships or by having a section of an individual student’s writing read aloud to the class. Students are taught language for providing feedback to peers during this time.

In grades K-3, when students are still devoting a significant amount of time to “learning to read” versus “reading to learn,” ELA instruction includes significant amount of time spent on foundational skills. In addition to Readers and Writers workshop at these levels, GCS 2 will utilize Fountas and Pinnell Word Study, which allows for whole-group phonics instruction followed by opportunities for small group practice, and Words Their Way, which builds encoding skills through sorting and allows the formation of small groups based on encoding ability.

Language standards are included in both Reading and Writing Unit Plans, as well as in Content/Language Block plans for grades K-5. Conventions of Standard English standards at each grade level are generally introduced as mini-lessons within Writer’s Workshop, giving students an opportunity to immediately apply them in their own writing. These standards are reinforced and applied during content instruction, most notably during Content/Language block. Content/Language block unit plans include the specific standards to be reinforced and applied. For example, fifth graders might be taught several mini-lessons on verb tense (related to the 5th grade Language standard of using verb tense to convey various times, sequences, states, and conditions) within Writer’s Workshop. In Content/Language block, they might then be asked to note the appropriate verb tenses used within each section of a model lab write-up and work in groups to create tense guidelines for each section of the lab report. Language standards related to vocabulary and to Knowledge of Language will generally be introduced as mini-lessons in Reader’s Workshop, and similarly will be reinforced across the curriculum. Specific Language Standards will also reinforced through warm-up/spiral review exercises and through homework.

Speaking and Listening standards will be taught and assessed both in Reading or Writing workshops and across other content areas. Speaking and Listening standards relevant to peer interaction and conversation will often be taught and assessed in relation to writing or
reading partnerships or book clubs within Reading and Writing Workshops. Presentation standards will most often be taught and assessed in Content/Language block (K-5) and across content areas (e.g. Science, Math) in the middle grades.

Explicit instruction of vocabulary, which may occur throughout the school day, will be taught at GCS 2 using a systematic approach based on the work of Isabel Beck and her colleagues, outlined in her book *Bringing Words to Life* (2013). Because the lack of tier 2 vocabulary (words not part of everyday oral language that appear across subject areas, such as system, scorched, or compress) has been identified - both in research and at GCS- as a major barrier to academic success, consistent expectations and procedures based on research were set at the original site and will be maintained at GCS 2.

The systematic approach developed by Instructional staff at the GCS, informed by Beck’s (2013) work, includes the introduction, practice, assessment, and maintenance of Tier 2 vocabulary. Using Beck’s process, teachers will provide a “student friendly” definition of new vocabulary coupled with immediate opportunities for students to practice using the words correctly. For example, after hearing that “tend” can mean “to take care of something over a long time”, students might be asked to turn to a partner and complete the oral sentence frame “A ______ is something that you need to tend.” Throughout the week, students will be given multiple practice opportunities, both oral and written, to use words in a meaningful way before demonstrating their ability to use the word correctly (through a formal written assessment in grades 4-8). The expectation will be that between three and ten Tier 2 vocabulary words a week, depending on grade level and taken from any subject, will be taught. In addition, a list of key academic vocabulary (e.g., sort, infer, claim, structure, function) for each grade level has been developed at GCS and will be taught at GCS 2.

**Instructional Components**

In grades K-3, ELA instructional time will consist of:

- **Reader’s Workshop**, where students are taught both word analysis and comprehension skills for comprehending texts in a mini lesson, have the opportunity to read independently while applying the strategies taught (e.g., completing a chart in a reader’s notebook or jotting down questions on a post-it note), and receive individualized instruction from teachers during daily conferencing
- **Writer’s Workshop**, where students are taught strategies for writing in a specific genre as well as overall habits of good writers. At the primary level, mini lessons range from leaving spaces between words and stretching out words to spell inventively to reordering steps in a How-To book and adding dialogue to a personal narrative. Students take individually developed topics through the writing process, learning how to edit and revise, share their work, and spend significant amounts of time writing each day. As in Reader’s Workshop, students conference with their teacher to receive individual instruction, as well as with peers to practice giving and receiving feedback from multiple sources and build speaking/listening skills. Speaking and listening standards are heavily integrated into the primary Writer’s Workshop, as oral story telling is used as a pre-writing activity and scaffold to help students transform their ideas into spoken and then written language.
• Direct instruction of foundational skills. Time spent on foundational skills is longer in TK/K – 1 and becomes shorter and more differentiated in 2nd and 3rd grades. This block includes systematic instruction in a sequence of phonics elements, beginning with letter recognition and letter/sound correspondence and moving through decoding and encoding with all English sound/spelling correspondences. Grade-level appropriate high frequency words are introduced and practiced during this time, and added to the bank of words (displayed on word walls and kept by students on word rings or personal dictionaries) that students are accountable for recognizing automatically in their reading and spelling correctly in their writing. Fluency is also explicitly taught and practiced during this time, and small group instruction is used at all grade levels to ensure students receive the amount and level of foundational skills instruction appropriate for them.

• A Content/Language block, in which ELA language and listening/speaking standards (primarily, but often reading and writing standards as well) and ELD standards are integrated with social studies and science content.

In 4th and 5th Grades, ELA instruction will consist of:

• Reading-Social Science Workshop. During this time, teachers conduct mini-lessons designed to increase student’s abilities to comprehend, summarize, and analyze increasingly complex fiction and non-fiction texts. Texts are selected to complement social studies standards, which are integrated into this time. Students spend an increasing amount of time in Reader’s Workshop interacting with peers around texts, participating in book clubs and co-developing theories about characters or themes. Teachers conduct reading conferences with individual students, pushing students to use strategies taught in mini-lessons independently, and to match strategy use appropriately to the text.

• Writer’s Workshop. At this level, students are conducting a significant amount of research to support their claims and are developing complex theories about texts when writing about reading. Students conference both with teachers and increasingly frequently with peers, developing an extensive repertoire of editing and revising skills. Students develop and publish longer texts, using technology for conducting research, word processing, adding images, or presenting. Although Writer’s Workshop is a separate time block in these grades, units often integrate reading and writing skills, and instruction can be arranged flexibly. Language standards are also taught discretely during the Writing block, and practiced both here and in the Science/Language block.

• Science/Language Block, in which ELA language and listening/speaking standards (primarily, but often reading and writing standards as well) and ELD standards are integrated with social studies and science content.

• Decoding, encoding, and fluency skills are taught primarily during differentiated instruction in Reader’s Workshop and during intervention.

In 6th – 8th grades, ELA instructional time consists of:

Humanities Block. For Humanities Block, teachers plan units integrating History-Social Science and ELA content. Reader’s Workshop and Writer’s Workshop units of study are used as resources, as well as the History curriculum (History Alive). Reading and Writing are even more integrated at this level, as students write about reading by developing theories relating multiple texts and conduct extensive research to support claims in informational
writing. Language standards are also explicitly taught during this time, and Speaking and Listening standards are developed through extensive class and small group discussion and presentations. Students continue to use technology as a primary tool for research, and utilize word processing and presentation software when sharing their work and demonstrating their learning.

Reading Block: Reading Block is a daily 30 minutes of instructional time dedicated to independent, structured reading time, with small group reading instruction occurring to target discrete reading strategies and/or skills. During this time, students select books at their independent reading level for independent or book club style reading. English Learner students take an ELD course focused on non-fiction reading and writing during this time, and intervention students may receive Tier 2 or 3 Reading interventions at this time. Students switch classes across grades during Reading Block to assist in forming groups and to ensure that teachers with greater background in reading instruction (generally Humanities teachers) can work with students who have larger reading deficits. Several times a week during Reading Block, a teacher might present a brief mini-lesson focused on a comprehension skill. This might be based on a deficit noticed during Humanities Block instruction, or be pulled from Fountas and Pinnell’s Continuum of Literacy Learning (2010) after noting the current reading levels in the class.

- ELD (Core)

Approach to the Subject and Curriculum

English Language Development instruction at GCS 2 will be based on the California Common Core ELD standards (http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf). Students identified as English Learners in each grade level will be assigned a proficiency level (Emerging, Expanding, or Bridging, as described within the state standards document) based on required language assessments (CELDT/ELPAC) and assessment of ELD standards from the previous year. Students will then receive both designated and integrated ELD instruction designed to build on the skills demonstrated by students at this level and to help them progress to the next level.

ELD instruction in elementary grades occurs within a language/content block, in which ELD standards (as well as ELA standards) are integrated with social studies and science. The potential for rich, productive language learning within content areas, particularly science, is well documented by the developers of the Next Generation (NGSS) science standards (for a summary, see http://www.nsta.org/about/positions/ell.aspx). During the designated ELD portion of the language/content block, science (and social studies in TK/K-3\textsuperscript{rd} grades) will provide an important meaningful context for language learning and practice to occur. During the integrated ELD section, in which the science content will lead, staff will employ ELD standards and strategies to provide the necessary support and structure for ELs to thrive in an inquiry based science classroom. Research has supported the idea that ELs can be very successful, with appropriate instruction, in constructivist, inquiry based science instruction, and that a science context is an effective one for the acquisition of academic language (Bialystok, 2008; Amaral, Garrison, & Klentsch 2002). In developing an ELD program employing a science context, GCS also drew upon strategies described by Dolores Beltran, Lilia Sarmiento and Eugenia Mora Flores in Science for English Language Learners
(2012), and conducted school visits to Montebello Unified, the model district for the program.

GCS instructional staff members at the Echo Park site have developed units for K-5 content/language blocks that include ELD standards, essential questions, and skills, academic vocabulary, and language patterns/frames, as well as assessments and a sequence of instructional activities. Materials have been developed using texts related to social studies/science content, and include online resources, and resources from ELD programs such as Project Glad and EL Achieve. In developing ELD materials and activities, staff have also drawn heavily on the California Department of Education’s ELA/ELD Framework document (http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp), which provides many specific ideas for designated and integrated ELD instruction and emphasizes the connections between ELD instruction and other content areas.

At the middle school level, GCS 2 anticipates using a commercial LTEL-focused curriculum, English 3D, which is currently in use at GCS. This program is based on informational text, and is divided into units around engaging and current topics (e.g., video games, body image). In each unit, students read, write, listen, and speak about the topic, constructing and supporting their own opinions. Students are taught key academic vocabulary, grammatical elements, and language structures for each unit and are provided with scaffolds for their written and oral communication. As each unit and the year progresses, scaffolds become lighter. California ELD standards not covered as well by the curriculum have been identified by GCS instructional staff, who have created supplemental materials. For example, the standard “Evaluating Language Choices” is covered by a science fair mini-unit, in which students create rubrics for scoring each other’s science fair presentations and provide feedback to peers.

**Instructional Components**

- Designated ELD Instruction, in which ELD standards are explicitly taught. In K-5, EL students spend at least 20 minutes of the language/content block each day on designated instruction, which still uses social students/science content as a context, but focuses explicitly on new language skills based on the ELD Standards for the appropriate grade/level. Students are grouped by proficiency level at this time, facilitated by the presence of an instructional aide and/or ELD Specialist in addition to classroom teachers. In middle school, designated ELD instruction occurs during daily Reading Block, and grouping by proficiency level is facilitated by the presence of an instructional aide and/or Resource Teacher in addition to a classroom teacher.

- Integrated ELD instruction occurs daily both during Language/Content block (elementary) and throughout the day. Teachers receive training on ELD standards and proficiency levels and, guided by these, identify, teach, and apply scaffolds related to the language requirements inherent in their content areas. Integrated ELD instruction is evident throughout the day as teachers employ strategies such as sentence frames, and graphic organizers, and use of visuals.

ELD Instruction is described further under Element 1, *Reaching All Students*

- Math (Core)
**Approach to the Subject and Curriculum**

Math instruction at Gabriella Charter School 2 will be based on the California Common Core standards for mathematics (http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardsaug2013.pdf). Teachers create unit plans for math incorporating these standards as well as the Standards for Mathematical Practice (e.g., model with math, attend to precision) set forth within the State’s framework. Given the focus in these standards on applying mathematical concepts to solve complex, real world problems and on explaining mathematical reasoning, GCS 2 will face the challenge of spending adequate time developing these more complex skills while also ensuring that students have a solid understanding of foundational mathematics and a facility with basic operations.

In Elementary (TK/K – 5) grades, teacher will instruct using the Singapore Math Common Core Edition, which emphasizes giving students a well developed conceptual understanding of mathematical concepts while building solid foundational mathematics skills. Singapore lessons move instruction from concrete to pictorial to algorithmic, building understanding of concepts first – often without pencil and paper - before students spend time practicing solving problems using a set combination of steps. Primary teachers will also supplement Singapore with Contexts for Learning Kits by Catharine Twomey Fosnot. These kits employ many of the same concrete and pictorial strategies as Singapore Math and embed them in real-world contexts through high-interest literature.

In order to allow ample time to for students to apply math learning to solving complex problems, elementary teacher will supplement Singapore with (at least) weekly problem solving workshops or “math talks”, in which students, often in pairs or groups, solve problems and explain their reasoning. Students are taught a standardized menu of problem solving steps/strategies (e.g., identify key information, draw a model) and utilize a rubric for problem solving. Teachers also supplement assessments provided by Singapore Math with locally created performance tasks, which allow students to demonstrate their ability to integrate and apply multiple mathematical concepts and practice standards.

In middle school, math courses will be taught using the CPM Core Connections course for each grade level. This curriculum was selected due to its emphasis on problem solving skills, construction of theories and mathematical reasoning, and its expectations of mathematical discourse amongst students. Students spend a large amount of time working in cooperative groups to solve problems and develop theories and constantly are questioning and clarifying peers’ ideas. While in Singapore Math it is the concrete and pictorial that build the core understandings that precede algorithms, in middle school it is group construction of knowledge and negotiating ideas with other students that serves this purpose. Students even take some assessments in a group to build a collaborative model of problem solving.

While Singapore math requires that elementary teachers supplement with additional problem solving time, CPM math must be supplemented to provide opportunities to practice computational skills. Teachers will do this through “math skills workshop” days when students needing computation practice can focus on these skills while other students work on extension problems.

No matter the grade, content instruction will be keyed to the Standards of Mathematical Practice to ensure students not only master their determined standards, but also engage
with mathematics content in a way that deepens conceptual knowledge while encouraging procedural fluency.

In order to provide further opportunities for differentiation and assist in grouping and tracking students for math intervention, GCS 2 will use i-Ready Math (in use at GCS) or an equivalent program. This online program has an assessment component that identifies whether a student is on-track to master standards for the current grade and also where the student’s specific deficits (if any) lie. Based on assessment data, an individual learning progression (of computer-based lessons) is created for each child. The program also groups students by common weak standards for intervention, enabling the creation of cross grade-level intervention groups. This will allow the school to address gaps in mathematical knowledge that may not be part of the current grade level’s curriculum. All students first grade and up will use i-Ready for at least 45 min/week, and in older grades the program will be used more frequently.

**Instructional Components**

In K-2, components of math instruction will be:

- A short daily math meeting/“calendar” time when key skills are spiraled or challenging skills retaught and reinforced
- Mental math practice
- Computation practice (starting in first grade with simple addition and subtraction)
- A Singapore/Contexts for Learning-based lesson, in which students move from concrete to pictorial to abstract. Common concrete objects in use in primary grades would include “counting collections” of beans, dry pasta, bottle caps, etc., number racks, and linking cubes. Common pictorial strategies include number bonds and number lines. During independent/small group practice, students also use the i-Ready program.
- Problem solving workshop/Math Talks

In grades 3-5, math instruction will include:

- Mental math practice
- Computation practice (all basic operations)
- A Singapore Math based lesson, in which students move from concrete to pictorial to abstract. Common concrete objects in use in upper elementary grades would include fraction tiles and place value disks. Common pictorial strategies include bar models and area models.
- 30 minutes of math instructional time on 2-3 days/week is designated for i-Ready individualized learning, teacher or instructional aide-led reteaching and Tier 2/Tier 3 interventions in math
- Problem solving workshop/Math Talks

In grades 6-8, math instruction will include:

- Mental math/computation practice, often in the form of a warm-up
- A CPM lesson, in which groups of students explore a concept and work together to develop and a share a theory before an algorithm is learned
- Practice with basic operations and algorithms and extension activities during a differentiated time (30 min 2x/week); Tier 2 and Tier 3 interventions may occur during this time
- Personalized on-line learning using i-Ready

**Sequence of Key Skills and Strategies**

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<th>TK/K</th>
<th>1st</th>
<th>2nd</th>
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<tbody>
<tr>
<td>Counting/ Number and Operations in Base 10</td>
<td>- Display one-to-one correspondence when counting</td>
<td>- Count, read, and write numbers within 120</td>
<td>- Understand, write, and represent 3-digit numbers as ones, tens, and hundreds; compare three digit numbers</td>
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<td>- Accurately count objects within 20 and write numbers to 20</td>
<td>- Understand, represent, and compare numbers to 120 in terms of tens and ones</td>
<td>- Count by 2’s, 5’s 10’s</td>
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<td></td>
<td>- Represent 11-19 as a ten and some ones</td>
<td>- Add one and two-digit numbers within 120</td>
<td>- Add and subtract within 1,000 by composing/decomposing tens</td>
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<td></td>
<td>- Compare by identifying larger/smaller numbers and groups of objects</td>
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<tr>
<td>Operations and Algebraic Thinking</td>
<td>Understand key concrete meanings of addition (adding to, putting together and subtraction (taking away, taking apart)</td>
<td>- Understand and apply the relationship between addition and subtraction</td>
<td>- Add and subtract within 100 to solve one and two-step word problems</td>
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<tr>
<td>Measurement, Data, and Geometry</td>
<td>- Identify and create common geometric shapes</td>
<td>- Measure length by comparing and with standard units</td>
<td>- Measure length with a variety of common units and tools, and solve problems involving length by using addition and subtraction</td>
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<td>- Sort objects into groups and explain characteristics</td>
<td>- Tell time to the half hour</td>
<td>- Tell time to 5 minute increments</td>
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<td>- Create simple charts and graphs and answer questions about them (e.g. how many more ___?)</td>
<td>- Solve problems involving money (dollar, all coin amounts)</td>
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<td>- Create picture and bar graphs to organize data and answer questions about them</td>
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### Standards for Mathematical Practice

- Check for accuracy when given a counting task
- Draw a picture to solve a basic addition/subtraction problem
- Orally explain 1-2 steps taken to solve a problem
- Check answers for reasonableness based on understanding of addition or subtraction
- Write 2-3 sentences explaining steps taken to solve a problem
- Use at least 2 different strategies to solve a problem
- Use estimation to check answers for reasonableness
- Write a short paragraph explaining steps taken to solve a problem
- Use multiple strategies to solve a problem; decide which strategy is best for a specific situation

### Computational Fluency Expectations

**Math “Facts” students have committed to memory**

- Addition and subtraction facts within 5
- Memorize addition and subtraction facts within 10
- Addition and subtraction within 100
- Memorize addition and subtraction facts within 20

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<th>Standards for Mathematical Practice</th>
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<th>4th</th>
<th>5th</th>
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<tbody>
<tr>
<td>- Check for accuracy when given a counting task</td>
<td>- Understand the relationship between place value and multiplication/division</td>
<td>- Relate exponents and place value to multiplication and division</td>
<td></td>
</tr>
<tr>
<td>- Draw a picture to solve a basic addition/subtraction problem</td>
<td>- Read and write numbers in expanded form</td>
<td>- Read, write, compare, and round decimals to the thousandths place</td>
<td></td>
</tr>
<tr>
<td>- Orally explain 1-2 steps taken to solve a problem</td>
<td>- Multiply and divide with multi-digit numbers using concrete representations such as the area model</td>
<td>- Divide multi-digit whole numbers by up to 2 digit divisors</td>
<td></td>
</tr>
<tr>
<td>- Check answers for reasonableness based on understanding of addition or subtraction</td>
<td>- Compare fractions with unlike numerator and denominator, using equivalent fractions</td>
<td>- Work with decimal numbers in all four operations using visual models and the algorithm.</td>
<td></td>
</tr>
<tr>
<td>- Write 2-3 sentences explaining steps taken to solve a problem</td>
<td>- Add and subtract fractions, and multiply a fraction by a whole number, using visual models</td>
<td>- Apply knowledge of all four basic operations to fractions, using visual fraction models</td>
<td></td>
</tr>
<tr>
<td>- Use at least 2 different strategies to solve a problem</td>
<td>- Begin to relate fractions (with denominators of 10 or 100) to decimals</td>
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</tr>
</tbody>
</table>

### Number and Operations in Base 10

- Perform operations within 1,000 using understanding of place value, using a variety of strategies and algorithms
- Understand the meaning of the numerator and denominator in a fraction
- Understand simple equivalent fractions and order/compare fractions on a number line
- Understand the relationship between place value and multiplication/division
- Read and write numbers in expanded form
- Multiply and divide with multi-digit numbers using concrete representations such as the area model
- Compare fractions with unlike numerator and denominator, using equivalent fractions
- Add and subtract fractions, and multiply a fraction by a whole number, using visual models
- Begin to relate fractions (with denominators of 10 or 100) to decimals
- Relate exponents and place value to multiplication and division
- Read, write, compare, and round decimals to the thousandths place
- Divide multi-digit whole numbers by up to 2 digit divisors
- Work with decimal numbers in all four operations using visual models and the algorithm.
- Apply knowledge of all four basic operations to fractions, using visual fraction models

### Operations and Algebraic Thinking

- Understand multiplication and division as equal groupings of objects
- Find an unknown number in multiplication and division
- Solve multi-step problems involving all four operations, determining which operation is appropriate
- Find factors for
- Write and interpret numerical expressions, including expressions with parentheses and braces
- Translate verbal mathematical expression (e.g. 4 more than twice 7
<table>
<thead>
<tr>
<th><strong>Operations and Fluency</strong></th>
<th><strong>Measurement, Data, and Geometry</strong></th>
<th><strong>Standards for Mathematical Practice</strong></th>
<th><strong>Computational Fluency Expectations</strong></th>
</tr>
</thead>
</table>
| - Apply knowledge of multiplication and division to an understanding of ratios and rates  
- Work with rational numbers, including expanding knowledge of number lines and axes to include negative points. | - Tell time to the nearest minute and solve problems involving elapsed time using a number line  
- Measure volume and mass and relate these concepts to basic operations to solve word problems  
- Calculate area and perimeter of plane shapes and relate these concepts to addition and multiplication  
- Create and answer questions about scaled picto and bar graphs | - Estimate and round to determine the reasonableness of answers  
- Ask questions about and evaluate problem solving strategies used by others  
- Identify and describe (orally and in writing) patterns and make predictions | - Add and subtract within 1,000  
- Memorize multiplication facts through “12’s” |
| - Use ratios and rates to solve real-world problems involving discounts, interest, and scale drawings  
- Graph proportional relationships and understand slope as the expression of proportion  
- Solve problems | - Convert from larger to smaller units by multiplying  
- Understand the definition of and process for measuring angles; solve problems involving unknown angles by relating angles to addition/subtraction  
- Classify geometric forms by properties of lines and angles | - Construct mathematical arguments using diagrams and critique the reasonableness of others’ arguments both orally and in writing (e.g., proving why multiplying by the reciprocal produces the correct quotient to a fractions division problem and evaluating others’ proofs) | - Add and subtract within 1,000,000  
- Memorize division facts within 144 |
| - Analyze two patterns and the relationship between them | - Convert measurements within a measurement system by relating to multiplication and division  
- Understand volume, and solve problems related to volume through visual modeling and multiplication  
- Graph points on a coordinate plane to represent data and solve problems | | Multi-digit multiplication |

### 6th, 7th, 8th Grade Content:

<table>
<thead>
<tr>
<th><strong>Number Systems and Operations</strong></th>
<th><strong>6th</strong></th>
<th><strong>7th</strong></th>
<th><strong>8th</strong></th>
</tr>
</thead>
</table>
| - Apply knowledge of multiplication and division to an understanding of ratios and rates  
- Work with rational numbers, including expanding knowledge of number lines and axes to include negative points. | - Use ratios and rates to solve real-world problems involving discounts, interest, and scale drawings  
- Graph proportional relationships and understand slope as the expression of proportion  
- Solve problems | - Understand that some numbers are irrational and estimate the value of an irrational number by comparing it to a rational number |
| Expressions and Equations | Solve one variable algebraic expressions | - Use variables to write expressions describing real-world situations  
- Solve multi-step problems using variables and involving positive and negative rational numbers in any form  
- Generate equivalent expressions in order to express and solve equations  
- Write expressions for and solve inequalities | - Work with exponents, square and cubed roots, and scientific notation  
- Solve systems of linear equations and relate linear equations to lines in a plane  
- Use functions to describe quantitative relationships and situations |
| --- | --- | --- |
| Measurement, Data, and Geometry | Describe sets of data using mean, median, and mode  
- Apply understanding of operations and decompose shapes to find area, volume, and surface area | - Compare different data distributions  
- Begin to use random samplings to draw inferences about a population  
- Identify relationships between 2-D shapes  
- Work with the relationships between angles formed by intersecting lines  
- Find the area of a circle | - Describe mathematically the relationship between congruent shapes  
- Work with similar triangles  
- Use knowledge about the relationship between angles in a triangle to make inferences  
- Understand the Pythagorean theorem and apply it to solve problems |
| Standards for Mathematical Practice | Determine when internet resources may help deepen understanding of concepts (e.g., using online graphs from National Geographic to extract data and compare it with another source) | Model mathematical situations in a variety of ways to compare and make predictions about data (e.g., creating probability models to predict results of an experiment in the hypothesis stage) | Find repeated reasoning in calculations to create general solutions and “shortcuts” (e.g., determining how to generalize the calculation of the slope of a line into an abstract equation) |
| Computational Fluency Expectations | Multi-digit division Multi-digit decimal operations | Focus on computational fluency skills not mastered in previous grades | Focus on computational fluency skills not mastered in previous grades |

As students move up through the grade levels, consistent methods for modeling mathematical relationships and consistent and vertically articulated instruction in the Standards for
Gabriella Charter School 2 Petition
Mathematical Practice ensure that students are able to build each year on the knowledge and understanding constructed during the previous year.

For example, number lines are used beginning in kindergarten as a way of representing relationships between whole numbers. As students expand their understanding of the number system in the primary grades, students use number lines to add and subtract and to represent time. Moving into upper elementary, students use number lines to order and compare fractions and decimals and relate them to whole numbers. As students move to middle school and begin developing understandings of ratios and proportions, students use two number lines to model proportionate relationships.

Teachers will also explicitly point out to students how expectations and abilities related to the Standards for Mathematical Practice are consistent but increase and develop throughout the grades. (e.g., while primary grades may focus on concrete modeling of concepts with manipulatives, older students may model equations with graphing software). Teacher-created grade level rubrics will be used to ensure progressive, developmentally appropriate expression of these eight mathematical practices that are consistently embedded in instruction from Kinder through eighth grade.

- **Science (Core)**

**Approach to the Subject and Curriculum**

Science instruction at GCS 2 will be based on the Next Generation Science Standards ([http://www.nextgenscience.org/](http://www.nextgenscience.org/)). The GCS, at the time of this petition, is in the first year of a three-year roll out of instruction based on these standards, utilizing resources staff have obtained through participation in state NGSS roll-out trainings. This will allow some collaboration and shared professional development between the two sites. The initial cohort of teachers at GCS 2 will be able to access one unit per grade level developed by GCS staff, and will collaborate across campuses (as described elsewhere in Element 1 under **Professional Development**) to create additional units. In subsequent years, each new cohort of GCS 2 teachers will have the benefit of accessing a complete set of units created at GCS.

As part of the roll-out plan, current units containing science standards (middle school science course, elementary content/language blocks) are being revised for NGSS standards and instructional techniques. As more information becomes available regarding state assessments based on NGSS, unit planning will also take into account assessment blueprints.

Similar to the way that key concepts reinforced and increasing in complexity throughout grade levels and the Standards for Mathematical Practice provide a logical pathway of mathematical learning, the Next Generation Science Standards are organized around three interconnected dimensions of science learning that serve as a tool for vertical articulation and cohesion. In each science unit at each grade level, students learn **core content** ideas in physical, earth/space and life science and in engineering, develop an understanding of **cross-cutting concepts** (e.g. cause and effect, systems and component parts) that transcend topics, and learn and apply science and engineering **practices**. To plan NGSS units, teachers will begin with core content ideas and break these down into a sequenced flow of smaller concepts, similar to the way that enduring understanding and questions are broken down in the standards GCS unit template inspired by Understanding By Design. Cross-cutting
concepts and science and engineering practices related to core ideas will also be identified. Unit bends will follow the “5 E’s” sequence (Engage, Explore, Explain, Elaborate and Evaluate).

The consistency and connectedness of the dimensions of learning throughout the K-8 grade span can be exemplified by examining a core content idea, cross-cutting concept, and science and engineering practice and its application within life science at each grade level. As part of the vertically articulated roll-out of NGSS standards, teachers will develop units that articulate these dimensions in ways that will be clear to students and help them relate their learning across content and grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Core Content Idea: Life Science – Structures and Processes in Living Things</th>
<th>Cross-Cutting Concept: Structures and Functions (The shape and stability of structures are related to their functions)</th>
<th>Science and Engineering Practice: Developing and Using Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/Kindergarten (Ecosystems Unit)</td>
<td>Animals need food and plants need water and light to live and grow</td>
<td>External structures (roots, mouths) are related to their purpose</td>
<td>Create a model (e.g. ecosystem diorama) to represent relationships in nature</td>
</tr>
<tr>
<td>1st</td>
<td>Organisms have external parts that serve different functions and help them survive</td>
<td>Differences in animal structures (e.g. body coverings) relate to differences in the needs of those animals</td>
<td>Plan a structure for humans designed to solve a problem, modeled on a plant or animal structure</td>
</tr>
<tr>
<td>2nd</td>
<td>Plants depend on animals for pollination</td>
<td>Plants have external structures (e.g. burrs) that aid in pollination; these work together with external structures of animals (e.g. fur)</td>
<td>Construct a drawing or 3-D model of a seed and explain how the structures will aid pollination</td>
</tr>
<tr>
<td>3rd</td>
<td>Organisms reproduce and have unique life cycles</td>
<td>Some structures allow organisms to reproduce; Different structures exist in different life cycle stages</td>
<td>Represent life cycles using an abstract representation model (e.g. flow chart)</td>
</tr>
<tr>
<td>4th</td>
<td>Plants and animals have both external and internal structures that have different functions important for survival</td>
<td>Structures within internal body systems relate to specific functions; these structures have substructures (e.g. chambers of the</td>
<td>Model the relationships between structure and substructures with a tree map</td>
</tr>
<tr>
<td>Grade</td>
<td>Activity</td>
<td>Description</td>
<td>Learning Outcome</td>
</tr>
<tr>
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</tr>
<tr>
<td>5th</td>
<td></td>
<td>Using their external and internal structures, plants acquire their material for growth through air and water</td>
<td>Create a model that mimics the process through which plants acquire nutrients through water; explain its limitations</td>
</tr>
<tr>
<td>6th</td>
<td></td>
<td>All living things are made of cells. Within cells, particular structures are responsible for specialized functions</td>
<td>Construct a model of a cell and use it to explain the functions of and relationships between its structures</td>
</tr>
<tr>
<td>7th</td>
<td></td>
<td>Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy</td>
<td>Develop a model to describe unobservable mechanisms (how food is rearranged through chemical reactions forming new molecules)</td>
</tr>
<tr>
<td>8th</td>
<td></td>
<td>Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual</td>
<td>Develop and use a model to describe phenomena (create a model showing how structural changes to genes (mutations) located on chromosomes may affect proteins</td>
</tr>
</tbody>
</table>

As part of the NGSS roll out, instructional staff will also create a standardized protocol for science notebooks (write-ups of experiments and explorations) at different grade levels that will be used at both GCS campuses.

Middle school students will additionally create science projects each year based on a research question. Working in cooperative groups, they will develop presentation materials to explain their results, and will present their findings and receive feedback. These projects
will provide a major point, within middle school science courses, for integration of ELA informational text reading and writing standards and of speaking and listening standards. Existing project rubrics will be refined, as part of the NGSS roll-out professional development sequence, to be structured around NGSS science and engineering practices.

**Instructional Components**

In grades K-5, Science instruction will include:

- **Language/Content Block.** Unit Plans for this block integrate science (alternating with social studies in K-3) and ELD/ELA content standards. In science units, students construct science knowledge through readings/videos and through explorations and experimentation. Students present their findings and demonstrate their knowledge through either a writing piece or oral presentation culminating each unit. In grades K-5, extra time for science instruction is blocked off 1-2 times a week in order to accommodate longer experiments.

In grades 6-8, Science instruction will include:

- **Middle school science course.** While science is taught as a discrete course in middle school, science units will still integrate ELA standards and provide an opportunity for integrated ELD instruction. For example, in a given unit, students listen to a podcast about a scientific discovery and take notes, summarize a scientific article, and give a presentation explaining what the different components of their cell models represent. Middle school science will follow the integrated learning progression for middle school science model, using the specific grade levels standards/skills outlined by the California Department of Education for each grade 6-8.

In all grade levels, science standards are frequently integrated into dance instruction. Classroom and dance teachers collaborate to create units taught during choreography class (and often during science classroom instruction as well).

- **History -Social Science (HSS) (Core)**

**Approach to the Subject and Curriculum**

History and Social Sciences are instructed according to the California History Social Science standards (http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf) and the 2003 California Framework for History and Social Science http://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf), which provides curricular recommendations based on the standards.

Within the topics explored by each grade level, essential questions and ideas are identified related to the three themes (identified by the California Framework) of Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation,

History-Social Science at all levels will be taught integrated with ELA and ELD standards.
In grades K-3, History/Social Science standards will be taught in a Content/Language block, alternating with science content. In this block, students will read texts, view photos and other images, and listen to audio or video presentations to build content knowledge about the topics at their grade levels, and communicate their understanding in writing, speaking, and often additionally through art and motion. The language forms, conventions, and functions necessary for learning and communication in the unit are also identified and be explicitly taught, or reviewed if taught previously (direct instruction of ELD standards or ELA language standards will occur for at least 20 minutes within the block). Houghton Mifflin social studies materials (or another text adopted at GCS 2) will be used to aid teachers in developing unit plans incorporating HSS standards, and additionally provide students with informational text related to standards. Trade non-fiction texts, non-fiction leveled readers, and multi-media content will also be utilized where needed.

Social science instruction in grades 4-8 will be integrated into Reading Workshop in grades 4 and 5 and the Humanities Course in grades 6-8. In addition to a state adopted social science text for each grade level, teachers will provide students with access to primary source documents (e.g. the Declaration of Independence, Bill of Rights, excerpts from historical documents such as records of the Council of Trent, myths and legends, excerpts from philosophical treatises and religious doctrines) maps, charts, timelines, and secondary source documents (e.g. TCI’s History Alive!, articles and video clips from National Geographic, Discovery, and History Channel) 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 science 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 sciences are taught in an integrated instructional block with language arts standards, students will read fictional texts related to social science content, further increasing their motivation and understanding. For example, in 6th and 7th grades, students will read and analyze ancient and medieval myths and legends pertaining to the cultures studied, such as the myth of Persephone, and Sunjata, a graphic novelization of the west African legend by the same name. In 4th - 8th grades, students will read historical fiction novels from the California Recommended Reading List such as Fever 1793 and Catherine, Called Birdy to provide context and analytical points of comparison for corresponding units of study in social studies.

Sequence of Key Topics and Concepts

The following strands represent the major themes to be addressed in each grade level, and the chart below provides more detail:

TK/K – Living and Working Now and Long Ago
1 – A Child’s Place in Time and Space
2 – People Who Make a Difference
3 – Continuity and Change
4 – California: A Changing State
5 – United States History and Geography: Making a New Nation
6- World History and Geography: Ancient Civilizations
7- World History and Geography: Medieval and Early Modern Times
<table>
<thead>
<tr>
<th>Grade</th>
<th>Key Topics and Concepts</th>
<th>Example Project Integrating HSS and ELA/ELD standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/Kindergarten</td>
<td>- Learn how rules keep people safe at school and at home.</td>
<td>Students participate in a shared reading experience about a community worker’s job and listen/look (in pictures) for details about the worker’s actions and tools. In small groups, students create a tableau illustrating the worker and dictate a sentence to describe their tableau using present tense verbs and simple prepositions (“to”, “with”, “in”).</td>
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<tr>
<td></td>
<td>- Recognize workplaces and workers in the local community, their jobs, and the tools they use.</td>
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<td></td>
<td>- Compare aspects of home and work life today with similar settings in the past.</td>
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<tr>
<td></td>
<td>- Recognize national and state symbols and icons such as the national and state flags, the bald eagle and the Statue of Liberty.</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>- Identify characteristics of good citizens and understand how citizens vote to make choices in a democracy.</td>
<td>Students write and film “good citizen skits” demonstrating the do’s and don’ts of citizenship in a neighborhood. Within this work, students work with contractions and focus on supporting an opinion with evidence. Students view each other’s videos and complete a “do’s” and “don’ts” graphic organizer.</td>
</tr>
<tr>
<td></td>
<td>- Understand how a neighborhood meets the needs of its citizens through goods and services, and contrast neighborhoods today with long ago.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Construct and read maps using keys and cardinal directions, identify continents and oceans.</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>- Learn the way in which governments make and carry out laws, including the responsibilities of a president compared to familiar leaders (e.g. teacher).</td>
<td>Students interview an older family member and prepare an informational writing piece about their family history. In the context of this piece, students work with past tense verbs and pronoun/antecedent agreement.</td>
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<tr>
<td></td>
<td>- Explore the histories, cultures, and traditions of their own families, using maps and timeline, and use this as a springboard for understanding basic concepts related to immigration patterns.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Learn about the lives of historical and current “heroes.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Learn about different types of communities and different physical geographies.</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>- Identify, research and define essential characteristics of landforms in the Los Angeles area and the state of California.</td>
<td>Using complex sentence structures expressing cause and effect and purpose, students create “California Economy brochures using Microsoft Pages that</td>
</tr>
<tr>
<td>Grade</td>
<td>Activity</td>
<td>Notes</td>
</tr>
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</tr>
<tr>
<td>4th</td>
<td>Identify and locate California’s geographical features and understand how these features influenced the lives of early residents and later the settlement and growth of towns. - Learn about the indigenous peoples of California through the study of the state’s four geographical regions. - Study the Spanish mission system, choosing one to research in depth. - Identify routes explorers used in coming to California, and analyze the reasons different groups had for settling in the state, including the Gold Rush and the effects of immigration on the state. - Research the lives of key figures in California history.</td>
<td>In pairs, students conduct research on a mission using books and on-line resources, and write informational reports that describe the mission, its geographic significance and function. Students then create replicas of their mission using materials of their own choosing. Students host a mission “museum” where they display and give a short presentation about their finished projects for other members of the school.</td>
</tr>
<tr>
<td>5th</td>
<td>Trace the country’s history starting with the pre-Columbian settlements, through the Colonial era, up to the nineteenth century. - Examine and explain the causes and effects of the American Revolution, as well as the events related to the development of the U.S. Constitution. - Study the immigration patterns of the American people and the effects this population growth had on the different American Indian tribes.</td>
<td>In groups, students research the experiences of different groups of people during the American Revolution (i.e. Slaves, Patriots, Loyalists, women, etc.). They study primary and secondary sources to build an understanding of the various perspectives that existed. Then, students hold a town hall meeting in which the various perspectives and interests were considered and debated.</td>
</tr>
<tr>
<td>6th</td>
<td>Study 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</td>
<td>Students use primary and secondary sources to research the life and moral teachings of Buddha and investigated how and why Buddhism spread throughout India, Ceylon, and Central Asia. Small groups create skits</td>
</tr>
</tbody>
</table>
| 7th | - Focus on civilizations in Europe, Africa, and Asia during the period A.D. 500-1789 (medieval and early modern times).  
- Understand the impact of growing interaction between civilizations and the exchange of ideas, culture, and technology.  
- Focus on the rise of new ideas that occurred during the Renaissance, the Scientific Revolution, and the Enlightenment and how these ideas gave rise to elements of our society today.  
| 8th | - Study the development of the United States from the close of the Revolutionary War up to World War I.  
- Examine how different American institutions and ideals can be traced to ideas from various past civilizations.  
- Examine the geographic and regional differences within the United States, including the causes and consequences of the Civil War.  
- Read primary documents closely to identify and explore key ideas in American history and culture.  
- Learn about the Industrial Revolution and its connection to social and economic changes.  
|          | During a unit on the study of Islam, students read historical fiction books in clubs. They read multiple books that are about one time period in history to gain a deeper understanding of Islam and its relation to the politics, geography (setting), culture of the people living during that time. Students discuss common themes in texts and connect those themes to personal themes in their lives today. They also notice how themes in the novels they’ve read play out in the music, dramas, and stories of that historical era.  
|          | In a unit focused on close reading, students read various primary and secondary sources to examine how Europeans explored and established settlements in the early years of the United States. Students make inferences about the reliability of various sources, and defend their arguments.  
|          | Illustrating the moral teachings of Buddha and how Buddhism spread to various parts of the world. |
In grades TK/K – 3, History-Social Science instruction will have the following components:

- Language/Content Block. HSS standards are taught within the Language/Content block (alternating with science standards). Students employ reading and listening skills while taking in information regarding HSS content from big books, textbooks, and videos, as well as primary sources such as pictures. Each unit incorporates a writing piece or an oral presentation (often aided by technology), giving students additional opportunities to improve non-fiction writing and speaking skills.

In grades 4-5, History-Social Science instruction will have the following components:

- Reading-Social Science Workshop. Social studies content is integrated into Reader’s Workshop. Student use texts and other sources to learn content, honing their non-fiction reading skills as they do so. HSS content may also be integrated into writing, as students construct pieces and conduct research related to HSS standards.

In grades 6-8, History-Social Science Instruction will have the following components:

- Humanities Block. HSS standards are taught during a 2-hour instructional block that integrates HSS and ELA standards.

In all grade levels, HSS standards are frequently integrated into dance instruction. Classroom and dance teachers collaborate to create units taught during choreography class (and often during HSS classroom instruction as well). For example, students might build on their knowledge of social studies by learning literal and metaphorical dance forms that are aligned with grade level standards addressed in this curricular area. Students who are studying family or community histories might compare the dances of cultures represented by their own families or neighborhoods to modern dance techniques in order to understand how dance fits into cultural trends. Third grade students learning about Hopi Indians explore expressive movements that represent the cultural significance of this tribe as well as the symbolism of animals in this tribe.

- Visual and Performing Arts, other than Dance (Core)


- Visual Arts Standards are taught in a weekly visual arts class (elementary)/daily elective (middle school).
- Music Standards are taught in a music class in grades TK/K-4 and during dance instruction in all grades. Additional opportunities for music instruction are offered through after school enrichment (e.g., Glee Club, Guitar Club).
- Theater Arts Standards are covered both during dance instruction and regular class instruction (e.g., Kindergarten students perform a reader’s theater version of a fairy tale, 5th grade students stage a play based on the American Revolution).
- Dance Standards are covered during daily dance instruction.

Visual Arts
At GCS 2, visual arts instruction will be provided to elementary students once a week and to middle grades students four times a week for one semester. A scope and sequence for visual art instruction has been created by staff at the original GCS site, outlining coverage of the California VAPA standards and the different art forms and artists that will be explored at each level.

Visual art consists of two-dimensional and three-dimensional creative expressions such as painting, drawing, graphic arts, sculpture, photography and ceramics. The primary elements of art that are taught to all grade levels include line, color, shape/form, texture, and space. Students explore a range of media including watercolors, pastels, collage, clay, paper, charcoal and found objects. Projects may be inspired by the study and examination of works representing a particular movement, an artist’s unique style, a mood set by a story, an idea that a student wishes to communicate or by experimentation with color, texture or composition.

At all grade levels, the GCS 2 Art Teacher will introduces artifacts, paintings, drawing, architecture, and sculpture that enhance student knowledge of art history. Students also compare the art for similarities and differences between different cultures. By examining actual artifacts and pictures, students study the function and purpose for creating art and gain an appreciation for art as an important element of human expression. By exploring timeless ideas expressed through art, students are able to design their original artwork as well as analyze and respond to the work of others. For example, students will create and share self-portraits, describing the process of drawing their faces and sharing what feelings their portraits convey.

Additionally, the Art Teacher will collaborate with classroom teachers to develop projects that connect to and expand concepts and vocabulary in English language arts, social studies, science and mathematics. For example, first graders who are studying their neighborhood might draw maps inspired by David Hockney’s “Mulholland Drive.” When studying the seasons, they might make dioramas that show how the climate affects the geography and the lifestyle of people (e.g., summer beach scenes included BBQ’s, surfers, swimmers, bicyclists, convertible cars, lifeguards, and sun umbrellas). Fifth graders studying Native Americans might research artifacts of different tribes and create replicas based on pictures and written reports detailing their functions and artistic characteristics.

Students also develop interdisciplinary connections between visual arts and dance. By way of example, kindergarten students explore how to make winter snowflakes in visual art class and transfer their knowledge of snowflakes into the dance studio by exploring the type of movement snowflakes make and the pathways they travel. Fourth-grade students study “literal vs. abstract” art in visual art class, and explore manipulating an art piece to make it abstract, while in dance class the same concepts are explored through movement.

As an important component of their art experience, students use criteria for evaluating art, and assess the characteristics and merits of their own work and the work of others. Student assessments in both art and music are based on written and performance tasks, graded using a teacher-developed rubric.

Music
At Gabriella Charter School 2, students in TK/K through fourth grades will receive 30 - 45 minutes (depending on specific grade level schedules) of weekly music instruction. VAPA standards related to music are also covered in the dance program. Music instruction combines topics and methods from two different programs:

**Orff-Schulwerk Instruction**
Elementary music instruction will also use the Orff-Schulwerk method. Orff Schulwerk is a way to teach and learn music. It is based on things children like to do: sing, chant rhymes, clap, dance, and keep a beat on anything near at hand. In the Orff-Schulwerk program, these instincts are directed into learning music by hearing and making music first, then reading and writing music later. Lessons focus on the elements of music -- melody, rhythm, form, texture and harmony with a hands-on approach employing pitched and unpitched instruments. Students will also sing, chant, dance, improvise and dramatize literature that they read and stories that they create.

**Keyboards**
Students will be taught to read and play music on piano keyboards using specialized plans developed by the U.C. Irvine-based M.I.N.D. Institute that guide students to make connections between the divisionary measures and rhythmic beats in music to math concepts they are learning in their core curriculum.

- **Dance (Core)**

Daily dance instruction at GCS 2 will be a centerpiece of the school’s program. Dance instruction covers both California Visual & Performing Arts standards and Physical Education standards, and content from academic areas is often integrated to provide cross-disciplinary learning for all students in grades K-8.

Gabriella Charter Schools’ K-8th grade dance curriculum, which GCS 2 will employ, is built on the curriculum design of *everybody dance!*. Since 2000 *everybody dance!* has offered low-cost afterschool and weekend dance classes to children in Westlake, Pico Union, and Echo Park, and has partnered with other schools such as Camino Nuevo Charter Academy and the Cortines School of Visual and Performing Arts. The philosophy of *everybody dance!* is to impart to each child the benefits of dance training: healthy bodies, alert minds, self-discipline, team work and a love and appreciation for dance, music and the arts. As GCS 2 continues applying this philosophy in a new site, we will continue our strong partnership with *everybody dance!,* with the award-winning dance program consulting on dance curriculum and providing professional development and guest teaching artists to ensure a rigorous arts curriculum for our students.

All GCS 2 students will take an integrated movement and choreography class once per week and study two additional dance forms, depending on grade level, the remaining two days of the week. Currently at GCS, Kindergarteners take Ballet and Reading in Motion classes that reinforce letter recognition and phonemic awareness through creative movement and music, first graders study Ballet and Creative Movement, second graders study Ballet and Theatre Dance, third study Ballet and Tap, fourth graders study Latin Ballroom and Tap, fifth and sixth graders study Modern and Jazz dance, and seventh and eighth graders study Contemporary and Hip-Hop. The dance genres offered at GCS 2 will likely mirror the program at the original site; however the genres offered are also responsive to student and
family feedback and will celebrate and take advantage of art forms prevalent in the community served. GCS 2 has plans to offer a cultural dance class with an emphasis on Folklorico and to partner with local Folklorico artists for master classes and guest performances.

The dance objectives created by Gabriella Charter Schools and everybody dance! staff have been aligned to the California VAPA standards, as shown in the example below:

<table>
<thead>
<tr>
<th>California Content Standards</th>
<th>Gabriella/everybody dance! Objectives</th>
</tr>
</thead>
</table>
| Perceive and respond using the elements of dance. Demonstrate movement skills, process information, and describe movement with the vocabulary of dance. | • Develop motor skills and technical abilities  
• Develop dance vocabulary and active listening skills |
| Critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities. | • Identify aesthetic criteria for evaluating dance (skill levels, originality, visual impact)  
• Create and answer questions relating to dance forms |
| Apply what is learned in dance to learning across subject areas. Develop competencies and skills in problem-solving, communication, and management of time and resources that contribute to lifelong and career skills. | • Possess ability to work in small groups and with partners  
• Learn anatomical knowledge and understanding of what muscles do for the body  
• Make connections between dance and academic areas |

Dance instructors also work with classroom teachers to implement more kinesthetic learning across the curriculum through dance and movement, and collaborate to create units integrating core content area standards into the dance studio and vice versa. For example, after a collaboration meeting between the 5th grade choreography instructor and the 5th grade classroom teacher, fifth graders might create mini-dances demonstrating the definitions of solutions, mixtures, and supersaturated solutions.

A description of each dance class by grade level, including expected outcomes, is set forth below:

**Kindergarten:**
**Ballet:** Students acquire basic ballet vocabulary, i.e., “plie”, “tendu”, “releve”, and “sauté.” Students learn how to warm and stretch their bodies and muscles through a variety of imagery-focused games. Students learn how to move (both as a group and individually) in a circle, semi-circle, straight line and diagonal line, providing students with greater spatial and body awareness.

**Reading In Motion:** The goal of this program is to provide students a “whole body” learning experience in order to provide them additional tools and skills required to meet grade-level reading goals. Students use their entire bodies and minds to master reading skills, as teachers utilize music as the primary teaching tool (rhythm, tempo, and call-and-response lyrics) to create an engaging learning environment. The curriculum is organized around four areas: phonemic awareness, letter decoding, oral fluency, and comprehension, and lessons are tailored to the developmental level of students. These skills are explored through movement, music and drama.
**Choreography:** Students begin to learn the vocabulary of choreography, including these dance concepts: expand and contract, rotate, travel, stillness, mirroring and the “Language of Dance” (LOD) symbols that coincide with these terms. Students practice working in small groups and as a group. Students begin to learn how to choreograph a mini-dance, while beginning to develop as critical dance observers and engaging in dance dialogue with their peers.

**1st Grade:**
**Ballet:** Students gain a fundamental knowledge of movement vocabulary with an emphasis on ballet terminology and technique and basic knowledge of dance etiquette and dance behavior. They understand the following concepts: High and low, up and down, turning, directional changes, mirroring as well as different qualities of movement such as hard and soft, loose and strong, fast and slow. Students work in large and small groups and on an individual basis while increasing their body and spatial awareness. They also begin to observe themselves and their classmates with a critical eye.

**Creative Movement:** Students acquire a strong understanding of creative movement terminology evident through their written documentation, vocabulary, and dance performance. Students learn how to perform basic axial and locomotor body positions, movements, and patterns without teacher demonstration. Additionally, students memorize and correctly name such body positions, movements, and patterns using dance terminology. Students learn to work in small groups and as a cohesive group and learn how to critique their own performances as well as the performances of peers. Additionally, students expand their use of the observer lens through class discussions about professional dance videos.

**Choreography:** Through movement exploration, observation, replication and recall, students develop kinesthetic and self-awareness; understand dance concepts; and build fine and large motor skills. Students explore improvising to text and explore moving as solids, liquids and gases. Students invent dance movements to create their own dances; learn basic vocabulary of various dance forms and simple dances; reflect upon their own and other’s work; and understand the purpose, routine, and behavior of a dance class.

**2nd Grade:**
**Ballet:** Students acquire a strong understanding of basic ballet technique and terminology evident through their written documentation, vocabulary, and dance performance. Students learn to perform basic axial and locomotor body positions, movements, and patterns without teacher demonstration. Additionally, students memorize and correctly name such body positions, movements, and patterns using ballet terminology. Students practice working in small groups and as a cohesive group and learn to critique their own performances as well as the performances of their peers.

**Theater Dance:** Students learn the fundamentals of dance theatre. Theatrical terms and concepts explored include character, personality, gestures, facial expressions and posture. Students discuss feelings and how they affect the way we move. Students use choreographic dance patterns to demonstrate varying emotional states or thought processes. Students learn how to create spatial formations: straight line, circle, diagonal, etc. Students practice working as an individual, in pairs, in small groups and as an entire class. Students engage in constructive criticism of peers' performances.
Choreography: Students learn and apply dance vocabulary and symbols to respond to and make observations about dance. Students are introduced to the many ways people express themselves through dance. Students develop a basic choreography vocabulary, demonstrating the ability to express basic elements of dance by naming and demonstrating different body parts, shapes, actions, dynamics, directions, levels, paths and relationships. By the end of the year, students make connections by exploring and inventing body movements to create an original student dance inspired by literature studied in their classroom and written work created on their own.

3rd Grade:

Ballet: Students learn to demonstrate ballet class etiquette including: how to move and where to put a ballet barre, and how to return a ballet barre quickly and safely. They also engage in barre work and learn how to work at the barre with appropriate spacing and posture. Students begin to demonstrate ballet movement proficiently with proper body form legs and engaged center. Students learn a dance that requires them to know their own right and left, and they gain understanding of the dance concept of mirroring. Students also learn the following locomotor steps: walk, backward walk, prance, slide, skitter. They learn to differentiate between, releve, eleve, plie and flat. They also learn to work in both parallel, first, and second position.

Tap: Students acquire basic understanding of tap vocabulary. Terms and concepts include step, heel drop, shuffle, flap, ball change, hop, leap, cramp roll, tip, pivot turn, single time step, paddle and roll, buffalo, Irish, scuff, riff, etc. Students learn to recognize the downbeat of the music and count, making their tap sounds line up with the music. Students create spatial formations: straight line, circle, diagonal, etc. Students practice working as an individual, in pairs, in small groups and as an entire class. Students engage in constructive criticism of peers’ performances.

Choreography: Students learn and apply dance vocabulary and dance symbols to respond to and make observations about dance. They are introduced to the many ways people dance around the world, and how dance influences different cultures, including Native American Indian culture. By actively observing the movement of other students, people and things; and learning dances from various cultures and historical periods, students learn to apply dance concepts to the world outside the classroom, recognizing that every student has a cultural background, and understanding that people danced differently in different historical periods. By the end of the 3rd grade, students are able to respond to other cultures and their art discipline through movement, and understand how other art media can be integrated with dance to clearly express an intention.

4th Grade:

Latin Ballroom: Students in the Latin Ballroom course will learn the rhythm and movement associated with salsa, merengue, and other dances. Students will build on the principles of partnering learned in earlier grades and their experiences moving cooperatively with another dance in order to execute choreography with a partner. Students will learn the history of the dances covered and study the music and cultures connected to each.

Tap:

Students will build upon what they learned in 3rd grade and begin to work in varied meters and rhythms. Vocabulary will include double time steps, triple time steps, traveling time
steps, the famous Shim Sham dance, rhythm turns, a deeper understanding of musicality as it relates to tap dancing (namely, types of feels of music, syncopation, varied time signatures). Students will explore important notable tap figures in history (Bill Robinson, The Nicholas Brothers, Jimmy Slyde) and also develop their improvisation skills.

**Choreography:** Students expand their dance vocabulary to refine their understanding and communication of ideas and themes in dance. Students practice constructive criticism using dance language, and explore the elements that contribute to expression and meaning in dance. Students illuminate their relationship to dance by exploring dances of different time periods. They find shared elements among the arts, use video and interactive technology to support dance learning, and analyze the effects of dance on the body and mind.

**5th Grade:**
**Modern:** Students build upon the qualities of movement that they learned in previous years and start to really work with choreography. They are introduced to the masters of modern dance: Martha Graham, Lester Horton, Merce Cunningham, and Alvin Ailey. They start to learn more complicated movement sequences in both a set warm up, incorporating plies, tendus, swings, laterals and flat backs, as well as core work on the floor. They also move across the floor with triplets, prances, and various runs. Finally they learn center combinations that bring in multi level changes with jumps and rolls. In addition to physical level changes, they work with tempo and start to incorporate emotion into their dance. This work is supplemented with video and live performance to make them patrons as well as participants in the arts.

**Jazz:** Students acquire fundamental knowledge of jazz. In jazz students are capable of identifying general movement characteristics of the jazz genre from the audience and performer perspective, comparing and contrasting jazz dance with other previously learned dance techniques and performing basic jazz movements. They are also able to combine and perform jazz movements with other dance styles through the instructor’s choreography.

**Choreography:** Students expand their dance vocabulary to refine their understanding and communication of ideas and themes in dance. Students practice constructive criticism using dance language, and explore the elements that contribute to expression and meaning in dance. Students illuminate their relationship to dance by exploring dances of different time periods. They find shared elements among the arts, use video and interactive technology to support dance learning, and analyze the effects of dance on the body and mind.

**The 6-8th grade dance curriculum** is divided into four interrelated areas of study:

- **Dance Movement Vocabulary:** Human movement explored and practiced as dance.
- **Dance Making:** Creating dance shapes, movements, phrases, studies, and complete dances.
- **Dance Sharing:** Communicating with others through dancing, responding to, and recording dance.
- **Dance Inquiry:** Asking questions, researching, and theorizing about dance as it is experienced and expressed in a variety of cultural, social, historical, and philosophical contexts.

Through exposure to all four areas of study, students will be better able to understand the significance and history of dance and appreciate their practice as dancers.
The following chart, excerpted from the GCS Middle Grades Scope and Sequence for Dance, is aligned with California VAPA (Dance) Standards, and exemplifies how standards are related to goals and objectives for dance units of study.

**Middle Grades Scope and Sequence: Dance (Excerpt)**

**Artistic Perception**

**Standard 1:** Students will process, analyze, and respond to sensory information through the language and skills unique to dance.

Students perceive and respond using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement using the vocabulary of dance.

**Goals**

Participate safely and regularly in warm-up activities followed by strengthening, endurance, and flexibility exercises.

Identify and execute axial and locomotor steps.

**Objectives**

- Recognize and implement safe dance practices;
- Discuss and understand personal and group space.
- Warm up the body properly for activity.
- Increase balance, strength, and flexibility
- Identify three personal goals that challenge the mind and the body and list specific steps to achieve those goals
- Demonstrate axial movements of stretching, bending, twisting, reaching, turning, and balancing.
- Review and demonstrate simple locomotor steps
- Execute teacher directed combinations of locomotor steps.
- Design and execute student-created complex locomotor patterns.

**Sample Explorations: Standard 1**

- Warm up the body before stretching, land toe-ball-heel, never bounce on a stretched muscle or force a stretch, always stretch after strengthening a muscle group to keep it healthy and in balance, knees over toes.
- To warm up the body and to fill the space evenly, walk through the space for 16 counts, then stretch own way for 16; walk for 8 counts, then stretch in a different way for 8; walk for 4 counts, then stretch for 4; walk for 4 again, stretch for 4.
- While lying on the back, feet in the air, flex and point the feet and roll the ankles to warm them. Legs are straight or knees slightly bent.
- Stand on one leg and stretch the body with the other leg parallel to the floor.
- Focus the mind and body toward specific dance tasks, allow the movement to reflect inner feelings, explore activities that require immediate response to commands.
- Demonstrate walk, run, leap, hop, and jump, along with complex locomotor steps, such as; skip, slide, and gallop.
- Display knowledge of combination taught by the teacher, repeat across floor. Repeat other side.
- Create unusual combinations and variations; e.g., skipping with arms circling to the sides, galloping with legs extended to the side, sliding backward.

The dance courses for Middle School are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Dance course</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>Modern, Jazz, Choreography</td>
</tr>
<tr>
<td>7th</td>
<td>Modern, Contemporary or Hip Hop, Choreography</td>
</tr>
<tr>
<td>8th</td>
<td>Modern, Contemporary or Hip Hop, Choreography</td>
</tr>
</tbody>
</table>
All GCS 2 students will dance in the school’s year-end-dance performance held in May or June. This annual event is traditionally one of great excitement for Gabriella families, with more than 1,000 family and community members in attendance at a local venue. In the year-end performances, each student performs in at least one dance. Colorful costumes – created collaboratively by families - add visual appeal for the audience and give students a sense of being professional performers.

- Physical Education (Non-Core)

The GCS 2 physical education curriculum is based on the 2005 California Physical Education Model Content Standards (http://www.cde.ca.gov/be/ss/documents/pestandards.pdf), which promote healthy lifestyles among students and their families through the development of positive physical and mental habits as well as the study of physiology and kinesiology. The physical education and health curriculum covers the following strands: movement skills and knowledge, self-image and personal development, and social development.

As described above, a large portion of the physical education standards in each grade level will be covered within the dance curriculum. Those not able to be covered (e.g., those related to ball handling skills) will be addressed during a Thursday PE period taught by classroom teachers.

The chart below compares Physical Education standards with objectives of the dance program in order to demonstrate the process through which coverage of PE standards has been ensured.

<table>
<thead>
<tr>
<th>Physical Education Standards</th>
<th>Dance Objectives/Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be competent in many movement activities</td>
<td>Students gain flexibility, coordination, and technical skills through various types of dance instruction and kinesthetic experiences</td>
</tr>
<tr>
<td>Understand how and why one moves in a variety of situations and use of this information to enhance skills</td>
<td>Students learn the physiology of dance by studying how bones and muscles in the body affect movement and apply this to daily preparation for dance instruction</td>
</tr>
<tr>
<td>Demonstrate responsible social behavior while participating in movement activities; Understand the importance of respect for all others</td>
<td>Students learn teamwork and how to partner with a fellow student in dance class; they learn to recognize and acknowledge the strengths of fellow students; they learn sensitivity in evaluating the work of classmates.</td>
</tr>
<tr>
<td>Understand the interrelationship between history and culture and games, sports, play and dance</td>
<td>Students study the history and culture of dance.</td>
</tr>
</tbody>
</table>

**Additional Physical Education in K-8**

A long-term plan for physical education instruction has been developed for grades 6-8, in which classroom teachers specialize in individual sports/fitness areas (volleyball, softball, track/running) and homeroom classes rotate through each type of instruction. For all grades, physical fitness standards not covered in dance have been clearly identified. Elementary teachers are responsible for covering these standards with their students.
In 5th grade and 7th grade, GCS 2 students will take the California Physical Fitness Test (PFT). This test assesses students in 6 areas of physical fitness. The chart below shows each category of fitness, the assessment used to measure this area at GCS in 5th/7th grade, and the ways that students at GCS 2 will be prepared for the test.

<table>
<thead>
<tr>
<th>Fitness Area</th>
<th>Assessment given in 5th grade at GCS</th>
<th>Ways that elementary students are prepared</th>
</tr>
</thead>
</table>
| Aerobic Capacity                      | PACER (running timed laps)           | - Aerobic capacity (maintaining cardiovascular movement for increasing periods of time) developed in dance classes  
- Fifth grade teachers devote time to practicing lap running in months leading up to test  
- Fifth grade teachers encourage at home practice in months leading up test |
| Body Composition                      | BMI (calculated by using student height and weight) | - BMI and factors contributing to a healthy BMI discussed with students/parents in months leading up to test  
- Healthy snack policy implemented  
- Parent workshops focused on healthy eating and weight management  
- Family fitness encouraged through parent dance and exercise classes and weekend hiking meet-ups for GCS families |
| Abdominal Strength and Endurance      | Curl-ups                             | - Abdominal strength exercises incorporated in daily dance warm-ups in all grades  
- Curl-ups as assessed in PFT taught to 5th grade and up and incorporated in daily dance warm-up  
- Fifth grade teachers encourage at home practice in months leading up test |
| Trunk Extensor Strength and Flexibility | Trunk Lift                           | - Trunk flexibility and strength exercises incorporated in daily dance warm-ups in all grades |
| Upper Body Strength and Endurance     | Push-ups                             | - Upper body strength exercises incorporated in daily dance warm-ups in all grades  
- Push-ups as assessed in PFT taught to 5th graders and incorporated in daily dance warm-up  
- Fifth grade teachers encourage at home practice in months leading up test |
| Flexibility                           | Behind the Back Shoulder Stretch     | - Flexibility exercises incorporated in daily dance warm-ups in all grades  
- Shoulder stretch as assessed in PFT taught to 5th graders and incorporated in daily dance warm-up  
- Fifth grade teachers encourage at home practice in months leading up test |
Health (Non-Core)

Classroom teachers incorporate health instruction into core content areas during the regular school day. In middle school, standards are covered in advisory, and the 7th and 8th grade standards are covered in a semester long health class taught in 7th grade. Health instruction is planned using the California 2008 Health Education Content Standards (http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf). The Holt curriculum Decisions for Health is utilized in the 7th grade health course.

Beginning in kindergarten, topics such as nutrition, diet, healthy choices, interpersonal relationships and conflict resolution are introduced and are built upon at each grade level. Students might learn about nutritional guidelines and the different nutritional values of food while studying needs and wants in social studies (2nd grade) or while studying the elements and compounds present in the human body (5th grade). Socio emotional well-being and conflict resolution skills are built through the school’s character values program and during advisory in middle school. As students who engage in significant physical activity each day, GCS 2 students will also be taught to look at issues of physical safety—making the choices that protect their bodies and that avoid unnecessary danger, e.g., risky bicycling, exercising without warming up the body, walking alone or at night. Content also includes the biology of common illnesses and prevention strategies and the ways students can fortify their immune system—nutrition, aerobic exercise, sufficient relaxation and sleep.

Adolescent students, in particular, may find themselves experiencing emotional stress, mood swings, and feelings of isolation or depression. The 7th grade Health course examines some of the common factors contributing to these feelings and will study those risk behaviors that may result from not addressing negative feelings. Students are asked to identify risk factors in their own lives and explore coping strategies and resources for obtaining help from adults at school, family members, church leaders, counselors and partnering agencies.

Many students are confronted with decisions regarding sexual behavior during grades 6-8. The GCS curriculum talks about the differences between emotional and physical readiness to engage in sexual activity. Students will learn about sexually transmitted diseases, including HIV/AIDS. The teachers present abstinence as the only completely effective way to avoid pregnancy and sexually transmitted disease but also educate students about safe sex and contraception methods.

Risk-taking and impulsive behavior are also typical of pre-adolescents. GCS also offers a comprehensive drug and alcohol prevention program that includes information on the influences of drugs, addiction risks and impacts and strategies for resisting peer pressure to experiment with and/or to abuse tobacco, drugs and alcohol. Possible speakers are nutritionists, psychologists, doctors, peer mediation coaches, and drug and alcohol counselors.

Technology (Non-Core)

Students use technology to build and enhance communication, research and problem-solving skills, and globally connect the school community with people and information. As noted by the CDE’s Technology Frameworks, computers and other types of technology can amplify the resources teachers have available to offer students, through up-to-date
information and online access to content experts. Additionally, software-based reference materials offer extensive information and resources. The technology plan for Gabriella Charter School 2 calls for building, as the school grows to capacity, to a 2:1 student to device ratio in order to ensure that students have access to technology for sufficient amounts of time to allow them both to learn new skills/programs and to apply their knowledge while integrating technology use into all subject areas. If GCS 2 is able to secure the Walton High Quality Charter Schools Grant for it’s initial year, the School may open at this ratio; otherwise it will build to this level over several years.

In grades K-2, technology instruction is integrated into subject areas and students will utilize technology in mobile carts that rotate between classes. Students primarily use tablet computers and are taught to use simple presentation applications, to search for basic information and images, and to interact with text in an electronic format through e-book programs. For example, students might create diagrams or figures to demonstrate comprehension of the water cycle and record themselves speaking to accompany the presentation. Students begin working on basic keyboarding skills through the Handwriting Without Tears keyboarding app for i-Pad.

In grades 3-5, teachers will continue to integrate technology use into curriculum. For example, in 3rd grade students might record footage of bean plants in different stages of growth and create a video diary explaining the life cycle and structures of a plant. In these grades, technology is also taught at least once a week as a discrete subject. Keyboarding instruction will continue through student use of the Handwriting Without Tears keyboarding program.

For middle grades in particular, GCS 2 recognizes the need to provide students with an understanding of and capability to use current and emerging media and technology. Instructional staff at the original GCS site have created technology performance standards for each grade level based on the CSTA K-12 Computer Science Standards (https://csta.acm.org/Curriculum/sub/K12Standards.html) and on the Recommended Digital Literacy and Technology Skills to support the California Common Core State Standards published by the Fresno County Office of Education (http://commoncore.fcoe.org/files/resources/FCOE_TechSkills_Flowchart_2012.pdf). Technology instruction is woven throughout subject areas so that as students move on to high school they will do the following:

- Know how to access pre-selected sites on the Internet and use e-mail as a means of electronic communication.
- Know the value of keyboarding and be able to demonstrate its proper use.
- Know the impact of technology on society and understand how to be an ethical user of technology.
- Know how to create and use a spreadsheet as a tool to present and graph real data.
- Know how to create and use a database as a tool for storing and accessing information.
- Know how to use the computer to design a presentation and publication for disseminating information.
- Know how to use management and systems features common to multiple platforms and applications.
In order to ensure coverage of technology standards, sixth and eighth grade students will participate in a semester-long daily technology elective to provide opportunities for more focused presentation of technology topics. This elective may be taught (based on schedules and funding) by a classroom teacher, an administrator, or a part-time instructor.

- **Middle School Advisory (Non-Core)**

  In the sixth through eighth grades, all GCS 2 students will participate in an advisory program that instructs students in three core areas: 1) study skills, 2) character education, and 3) social-emotional learning in a community-based setting.

  To instruct students successfully in study skills, GCS 2 will integrate best practices from the acclaimed Advancement via Individual Determination (AVID) program, an in-school curriculum developed to help students in grades six through twelve become prepared for college preparatory programs and higher education. Rather than introducing new content, AVID provides students with supports to better understand, process and integrate content knowledge from core academic areas. Teachers model and explicitly teach organization, time management, note-taking skills, study skills, and critical thinking skills. AVID has an impressive track record of success with minority students, with over 50% of AVID participants nationwide being Latino or Hispanic and many other ethnicities represented in the program (African American 19%, Asian 5%). In 2008, 78% of AVID participants were accepted to four year colleges, and 88% of AVID students completed UC A-G requirements for CSU/UC admissions, as opposed to only 36% of California students overall.

  The character development of each middle grades student is fostered through explicit character education that also occurs during the advisory period. Students learn about the five values adopted by GCS (i.e., compassion, creativity, flexibility, integrity, and resilience) and learn how developing defined student actions that correspond to those values can help positively shape their character. The student actions included in the advisory curriculum were compiled from several sources that have demonstrated success with students from all backgrounds, including Costa and Kallick’s (2008) Habits of Mind framework.

  The final purpose of advisory is to foster students’ social-emotional learning that is aligned to their developmental needs. Sixth grade students, for example, focus on setting individual academic and personal goals; seventh graders explore career paths and develop longer-term goals; and eighth graders design individual plans to support their own high school to college pipeline. Students’ social-emotional learning will also be addressed by participating in community service hours after school. Examples of projects might cleaning up the park, starting a community fitness project, developing an intergenerational reading program with younger students and older community members, and more. In performing service-related activities, students are exposed to a variety of issues that affect the lives of their community members. These issues will then be explored more fully during advisory time as part of social-emotional development. The community service activities will also keep students engaged and connected to the school, both of which have been linked to higher attendance and lower dropout rates.

- **Field Lessons (Non-Core)**
In order to provide students with real-life examples and applications of their learning, as well as to expose them to new experiences, resources, and ideas, Gabriella Charter School 2 will provide field lessons to students. Field lessons will tie in to content covered in academic or arts classes. Examples might include the local public library (kindergarten study of community helpers), the San Juan Capistrano Mission (4th grade social science/history), and UCLA’s Royce Hall (dance performance, 3rd grade ballet). Staff at the current Gabriella site have ensured access to field lessons by utilizing free public transportation and locations with free admission, through soliciting funding for transportation from organizations such as the Ella Fitzgerald foundation, and by fundraising at school event. GCS 2 will employ similar strategies.

In addition to academic field trips, every GCS 2 student will have at least one opportunity each year to view a professional dance performance. This reinforces standards around artistic appreciation and exposes students to the behavior that is expected of both performers and audience members in preparation for their own year-end performance.

❖ Sample Unit Plan Templates

As discussed throughout the description of the school’s instructional program and key beliefs about how instruction and learning best occur, standard unit plan templates have been developed at the GCS campus that incorporate principles of Backwards Planning and Understanding By Design and allow for integrated content. Samples of key unit plan templates are below:
## Standard Unit Plan Template

**Gabriella Charter Schools Unit Plan**

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>Dates:</th>
<th>Teachers/Grade Level:</th>
</tr>
</thead>
</table>

### Stage 1: Desired Results

*What will students understand as a result of the unit?*

<table>
<thead>
<tr>
<th>Enduring Understandings:</th>
<th>Essential Questions:</th>
<th>Standards Content Area 1:</th>
<th>Skills Content Area 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Standards Content Area 2 (if applicable):</td>
<td>Skills Content Area 2 (if applicable):</td>
</tr>
</tbody>
</table>

### Vocabulary

**From GCS Grade-Level Academic Vocabulary List:**

**Other Vocabulary:**

### Stage 2: Assessment

*How will you ensure that students meet unit objectives?*

<table>
<thead>
<tr>
<th>Performance Task Summary:</th>
<th>Formative Assessments:</th>
</tr>
</thead>
</table>
### Stage 3: Learning Progression

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

<table>
<thead>
<tr>
<th>Dates:</th>
<th>Bend/Topic:</th>
<th>Activities:</th>
<th>Resources /Materials:</th>
<th>Differentiation:</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

### Stage 4: Unit Calendar

How will the objectives be sequenced toward desired understandings?

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
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</tbody>
</table>
### Gabriella Charter School Unit Plan (Language/Content Block)

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>Dates:</th>
<th>Teachers/Grade Level:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

#### Stage 1: Desired Results

*What will students understand as a result of the unit?*

<table>
<thead>
<tr>
<th>Enduring Understandings:</th>
<th>Essential Questions:</th>
<th>Standards:</th>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### Science/SS Vocabulary:

- From GCS Academic Vocab List:
- Other Tier 2:
- Tier 3:

<table>
<thead>
<tr>
<th>ELD Enduring Understandings:</th>
<th>ELD Essential Questions:</th>
<th>ELD Standards:</th>
<th>ELD Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ELD Standards:</td>
<td>ELD Skills:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA Language Standards:</td>
<td>ELA Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other ELA standards:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELD Vocabulary and Phrases:</th>
<th>Targeted Response Frames:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Stage 2: Assessment
How will you ensure that students meet unit objectives?

Performance Task Summary: Formative Assessments:

Stage 3: Learning Progression
What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

<table>
<thead>
<tr>
<th>Dates:</th>
<th>Bend/Topic:</th>
<th>Activities:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Stage 4: Unit Calendar
How will the objectives be sequenced toward desired understandings?

<table>
<thead>
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<th>Monday</th>
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</tr>
</tbody>
</table>

Innovative Curricular Components

- The Gabriella Dance Program

In the most recent years of public education, arts programs have often been excised due to budget cuts, or excluded to allow for more time for core academic instruction and intervention. Gabriella Charter School, however, has uniquely and consistently offered our students a high-quality arts program, focusing on dance, since its inception in 2005, and this program will be
extended to Gabriella Charter School 2. Our arts programs, coupled with our rigorous academic curricula, have been a driving force for overall student achievement and growth, and stand at the cornerstone of our school’s mission.

As described above in the curricular description of our dance program, Gabriella Charter School 2 arts teachers will not only teach students in their discipline, but will also collaborate with classroom teachers to provide an arts-enhanced education that integrates across the disciplines for maximum impact on student learning. For example, Kindergarteners practice their sounds by transitioning to new centers in the shape of a letter. Our 5th graders also illustrated the workings of the digestion system through a student-created “Digestion Dance” that depicting the path of food through each organ. Meanwhile, 8th grade students solved systems of equations through dancing different phrases of a hip hop sequence and graphing their steps. The consolidation and reinforcement of knowledge is valuable, and the joy students experience practicing these concepts in a unique, creative manner will be key to our students’ educational experience at GCS 2.

- High Stakeholder Engagement

Any successful school depends on immense amounts of hard work and engagement from multiple stakeholders. Gabriella Charter School 2 will emphasize engaging stakeholders in order to reach the high levels stakeholder investment and contribution achieved at the original GCS site. From faculty, who put in numerous hours and go above and beyond in their duties, to our students, who display our core value of integrity to give their academic and artistic work their best, we understand that we would not have earned the growth and success that we have without the highest levels of engagement from these core groups. Community volunteers and community partnership organizations are also key partners that have contributed immensely to our success, with some volunteers consistently contributing several hours a week each week for a ten-year period.

Parent engagement is also a key success of GCS that we will focus on replicating at GCS 2. Last year, GCS tracked engagement hours of parents (consisting of time spent at workshops, parent conferences, administrative meetings, sewing student costumes, and volunteering) and found that parents contributed over 7,700 hours of engagement in their children’s education.

With support, dedication, and hard work from all partners, GCS 2 will be able to deliver a high-quality instructional program that creates a family environment on our campus, motivating our students to be their absolute best

*Intervention and Enrichment*

Gabriella Charter School 2 employs an RTI (Response to Intervention) model to identify and track the progress of students in need of interventions in reading and math. This model is described in detail elsewhere in this element, under *Meeting the Needs of All Students*. The frequency and length of interventions is determined based on RTI tier, and intervention occurs both during and before/after school.

The specific curriculum used for Reading Intervention across all grade levels is the LLI (Leveled Literacy Intervention) System developed by Fountas & Pinnell. This system is particularly appropriate as it is aligned with the internal reading assessment (the Fountas & Pinnell Benchmark System) used by the school. Reading Intervention systems are conducted small
group or one-on-one (for the neediest students) and consist of guided reading of a high-interest book at the student’s instructional reading level. Lesson plans incorporate word analysis skills, fluency, comprehension, and writing about reading, and teachers select areas for focus based on student need. Frequent built-in formative assessments allow the frequent monitoring necessary for the Response to Intervention program, particularly for the neediest tier of students.

In math, the i-Ready online system (described under math instructional program) or a similar program incorporating assessment, customized learning, and student data analysis will be used to facilitate intervention. Using the results of i-Ready assessments, teachers are able to form groups (often of mixed grade levels) based on deficits in numeracy skills. Intervention students are able to access online i-Ready lessons targeted to their specific needs, and staff members teaching intervention sessions also teach in-person lessons based on the standards identified as a common need.

Intervention will also be provided for EL students not making adequate progress in English; this is described elsewhere in this Element under Meeting the Needs of All Students.

In line with our vision of providing multiple opportunities for students to demonstrate excellence and experience success, Gabriella Charter School 2 plans to offer enrichment opportunities outside the regular school day. For example, students who excel in dance will have the opportunity to participate in GCS 2 Company Kids, a performing dance troupe that will appear at arts and community events and strengthen the school’s connection with the surrounding community. If funding allows, GCS 2 also plans to offer the following enrichment opportunities modeled after those currently in place at the original GCS site:

- Choir (Elementary) and Glee Club (Middle School)
- Math Club
- Student Council
- Competitive Basketball or Soccer

Curricular and Instructional Materials

Curriculum and instructional materials to be used at Gabriella Charter School 2 for each subject are described in the Curriculum and Instruction sections above. Materials for each grade level are summarized in the chart below.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Subjects</th>
<th>Materials/Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd – 5th</strong></td>
<td>Mathematics, Science</td>
<td>Singapore Math: Primary Mathematics, Common Core Edition&lt;br&gt;i-Ready online math program (or equivalent program)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FOSS (Full Option Science System)&lt;br&gt;Next Generation System (Delta Education)&lt;br&gt;See note above re: science adoption</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scope and Sequence, curricular materials, and assessments created by GCS instruction staff, designed to be taught during integrated HSS-literacy instruction&lt;br&gt;Houghton Mifflin</td>
</tr>
</tbody>
</table>

| **6th – 8th** | Mathematics, Science          | College Preparatory Mathematics (CPM)<br>Decisions for Health (Holt)<br>History Alive! (TCi) |
|               |                                 | FOSS Middle School (Delta Education)<br>See note above re: science adoption |
|               |                                 | English 3D (Scholastic) |

It is expected that the initial curricula used will mirror the curricula used at the original Gabriella site. However, Gabriella Charter School 2 may choose to implement new curricula in response to stakeholder input, as a result of changing student needs, or as a result of changes in state standards, assessments or other requirements. New curricular adoptions will be chosen by school leaders, relying heavily on the input of teachers, and purchased well enough in advance to ensure timely implementation. Most importantly, all curricular materials must have a proven record with the targeted student population and must have been developed through sound, research-based methods that utilize the latest information on teaching, learning and brain functions. Curricular materials are also be analyzed in perspective of the whole educational...
program and in relation to lessons and assessments that would follow from curricular programs. Decisions will be made with some of the following considerations in mind; ultimately, curriculum will be selected in order to best meet the needs of GCS 2 students while moving the school towards its academic goals.

1. Are the curricular materials aligned to the current California standards?
2. Is interactive learning promoted and is the child's construction of knowledge encouraged?
3. Does it facilitate integration of content across traditional subject matter areas?
4. Does it allow significant opportunity for both teacher and student choice?
5. Is differentiation and scaffolding (e.g., suggested adaptations or alternate materials for ELs, SPED, struggling students) built in to the program?
6. Do lessons, student materials, and any included assessments span all Depth of Knowledge (DOK) levels?
7. Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
8. Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?
9. Does it lead to conceptual understanding by helping children construct their own understanding in meaningful contexts?
10. Is the information presented accurate and credible according to the recognized standards of the relevant discipline?
11. Does it foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task?
12. Does it promote the development of higher order abilities such as thinking, reasoning, problem solving, and decision-making?

**Instructional Methods and Strategies**

Gabriella Charter School 2, like GCS, will hire skilled, dedicated teachers who share the school’s mission and vision and allow them a significant amount of flexibility in selection of instructional methods and strategies. Likewise, although many subjects have an adopted commercial curriculum, teacher have significant freedom and control of their own supply budgets designed to allow them to select instructional materials that best meet the changing needs of their students. Some instructional methods and strategies, however, will be common to all GCS 2 classrooms, and the school will devote time for vertical articulation to ensure that key instructional techniques do have consistency, so that student mental energy is not wasted on relearning entirely new routines and systems.

Key things that would be observed in any GCS 2 classrooms would be:

- Consistent integration of movement into lessons
- Structured interaction between students and oral language practice
- Frequent opportunities for and structures for peer feedback. Students at all grades use a similar “glows/grows” feedback process and consistent language for feedback (e.g., “I thought the strongest point you made was ___, It would have been nice to see more _____.”) at multiple points during the instructional day, such as the Writer’s Workshop
author’s chair, end of class share time in choreography and art class, in peer revising partnerships, and following oral presentations in any subject.
- Writing, reading, listening, and speaking in every content area
- Small group and one on one instruction
- Students working independently, having explicitly learned self-monitoring strategies and practiced independent work to build stamina

**Implementation and Mastery of State Standards**

Gabriella Charter School 2 will use the currently adopted California state standards as the primary guiding force of instruction. While adopted curricula may have their own scopes and sequence, all instructional planning and assessment creation begins with the standards. Common Core State Standards in ELA, math, and ELD have been fully implemented at the original GCS site for 3 years (2 for ELD), and the original site is in the 1st year of a two–year roll out plan for Next Generation Science Standards. GCS 2 will have access to all Common Core instructional materials, plans, and assessments created by the original site.

Instructional leaders identified for GCS 2 will have extensive training in Common Core standards implementation, and will ensure, through review of plans, observation, and review of data, that instruction and assessment are aligned to outcomes indicated by Common Core assessments.

Externally developed assessments used at GCS 2, such as the Fountas & Pinnell Leveled Reading Assessment and the i-Ready online math program assessment component, will be those with a proven predictive value/correlation with the CAASPP/Smarter Balanced assessments based on Common Core standards.

**Technology Program**

The original GCS site has taken many steps to ensure that students are prepared for the technology and word-processing demands of the Smarter Balanced assessment. These will be continued at Gabriella Charter School 2

- GCS 2 has a goal to grow towards a 2:1 Student to Device ratio, allowing sufficient student time on devices for specific learning of technology skills, development of keyboarding skills, and the meaningful use of technology as a tool for learning and demonstrating knowledge. Should the school receive grant funding, it may be possible to reach this goal initially, however mobile technology carts that can move between classes throughout the school day will ensure that students have sufficient access in early years regardless of extra funding.
- Formal technology course in 5th, 6th and 8th grades (1x/week in 5th, 4 x/week in 6th and 8th)
- Keyboarding skills practiced beginning in 1st grade (Using the Handwriting without Tears Keyboarding Program in 1st – 5th grade, as part of technology course in 6th and 8th grades)
- Mechanical/word-processing skills (e.g., highlighting, indenting, editing text) needed during exams folded into technology scope and sequence
- Students in grades K-4 publish at least one writing project/trimester using technology/word-processing; students in grades 5-8 publish all writing projects electronically
- Use of other computerized benchmark and interim assessment (e.g., i-Ready math program assessment component, teacher created online assessments created through the school’s Illuminate system)
- Students given practice reading and annotating text on devices, using products such as Reading A to Z Kids and NewsELA

**Transitional Kindergarten**

In accordance with state law, Gabriella Charter School 2 will offer TK-eligible students whose birthdates fall in the appropriate age range each year a 2-year kindergarten program including a full year of transitional kindergarten. Should state law regarding implementation of TK change, GCS 2 will reevaluate the TK program it offers in light of these changes.

Transitional kindergarten students will be integrated into the school’s kindergarten classrooms, and will be clustered appropriately within them in order to facilitate the provision of differentiated instruction, learning activities, and assessment. Professional development plans for kindergarten teachers will include training in providing a developmentally appropriate curriculum for TK students.

While transitional kindergarten students will receive instruction in all kindergarten subject areas, including ELD for EL students, the school has identified key skill areas (listed below) within and supplemental to the kindergarten standards which will serve as the focus for TK students and guide classroom teachers in modifying instruction. These benchmark skills will also be the areas in which TK students are assessed and for which they receive scores on trimester report cards. Students will also be assessed in ELD (based on kindergarten ELD standards at the appropriate level) and dance.

<table>
<thead>
<tr>
<th><strong>Transitional Kindergarten Benchmark Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LANGUAGE AND LITERACY</strong></td>
</tr>
<tr>
<td>A. Foundational Skills</td>
</tr>
<tr>
<td>Recognizes all uppercase and lowercase letters</td>
</tr>
<tr>
<td>Knows all letter sounds</td>
</tr>
<tr>
<td>Understands concepts of print</td>
</tr>
<tr>
<td>B. Writing</td>
</tr>
<tr>
<td>Properly writes name</td>
</tr>
<tr>
<td>Properly writes all uppercase and lowercase letters</td>
</tr>
<tr>
<td>Draws detailed pictures and tells a related story about the pictures</td>
</tr>
<tr>
<td>C. Reading Comprehension</td>
</tr>
<tr>
<td>Answers questions relating to a story</td>
</tr>
<tr>
<td>Retells familiar stories in order</td>
</tr>
<tr>
<td>D. Listening and Speaking</td>
</tr>
<tr>
<td>Speaks clearly to be understood by others</td>
</tr>
<tr>
<td>Asks and responds appropriately to questions</td>
</tr>
<tr>
<td>Produces and expands appropriately to questions</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
</tr>
<tr>
<td>A. Counting and Cardinality</td>
</tr>
<tr>
<td>Orally counts to 20</td>
</tr>
<tr>
<td>Counts with one to one correspondence</td>
</tr>
<tr>
<td>B. Operations</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>C. Measurement and Data</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>D. Geometry</td>
</tr>
</tbody>
</table>

**SOCIAL BENCHMARKS**

<table>
<thead>
<tr>
<th>A. Communication</th>
<th>Asks for help when needed</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Communicates effectively and shares likes/dislikes</td>
</tr>
<tr>
<td>B. Group Cooperation and Interpersonal Skills</td>
<td>Abides by group rules</td>
</tr>
<tr>
<td></td>
<td>Able to share with others</td>
</tr>
<tr>
<td></td>
<td>Participates in group activities</td>
</tr>
<tr>
<td></td>
<td>Attempts to resolve conflicts constructively</td>
</tr>
<tr>
<td>C. Listening Skills</td>
<td>Follows directions from adults</td>
</tr>
<tr>
<td></td>
<td>Listens attentively to peers</td>
</tr>
<tr>
<td></td>
<td>Receives input from others</td>
</tr>
<tr>
<td>D. Responsibility</td>
<td>Accepts ownership of behavior and choices</td>
</tr>
<tr>
<td></td>
<td>Understands consequences</td>
</tr>
<tr>
<td>E. Participation</td>
<td>Desires to interact with peers and adults</td>
</tr>
<tr>
<td></td>
<td>Has positive interactions with peers</td>
</tr>
<tr>
<td>F. Stages of Play</td>
<td>Seeks friends with whom to play and leads cooperative experiences</td>
</tr>
<tr>
<td></td>
<td>Engages in projects and games</td>
</tr>
<tr>
<td></td>
<td>Plays with a common purpose</td>
</tr>
</tbody>
</table>

**EMOTIONAL BENCHMARKS**

<table>
<thead>
<tr>
<th>A. Emotions/Feelings</th>
<th>Names feelings and expresses them appropriately</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regulates feelings and behavior</td>
</tr>
<tr>
<td></td>
<td>Labels and compares feelings</td>
</tr>
<tr>
<td></td>
<td>Offers verbal comfort and support to others</td>
</tr>
<tr>
<td>B. Behavior</td>
<td>Understands and follows classroom and school rules</td>
</tr>
<tr>
<td>C. Self Control and Regulation</td>
<td>Can handle redirection from adults</td>
</tr>
<tr>
<td></td>
<td>Handles disappointment appropriately</td>
</tr>
<tr>
<td></td>
<td>Calms himself/herself down when upset</td>
</tr>
<tr>
<td>D. Independence</td>
<td>Shows an “I can” attitude</td>
</tr>
<tr>
<td></td>
<td>Takes care of personal needs</td>
</tr>
<tr>
<td></td>
<td>Exhibits curiosity, creativity, and self-direction</td>
</tr>
</tbody>
</table>
PHYSICAL BENCHMARKS

A. Fine Motor Skills
Holds writing utensils appropriately and uses correct amount of pressure when writing
Cuts shapes, objects, and lines easily with scissors
Squeezes, pinches, buttons, zips, and snaps

B. Gross Motor Skills
Has overall coordination of his/her body
Walks, runs, hops, and jumps while maintaining balance

Academic Calendar and Schedules

School-Year Calendar

The Chater School's calendar is based on 183 instructional days and includes a weekly (Thursday) early release day with 2 hours set aside for staff professional development and collaboration time. Minimum days (12:30 dismissal) are also included in the schedule to allow for additional teacher work time (end of trimester) and for parent-teacher conferences. The figure below shows the 2017-2018 school year calendar.
GABRIELLA CHARTER SCHOOL #2 | 2017-2018 CALENDAR (183 Instructional Days)
Note all Thursdays, except where designated mini days, are early release (1:30)

JULY 2017
- Winter Break: 1/1 - 1/5
- MLK Day: 1/15
- Instructional Days: 17

AUGUST 2017
- PD Days: 8/7 – 8/11
- PD Days: 8/14-8/15
- T1 Begins: 8/16
- Mini-Days: 8/16-8/19
- Instructional Days: 12

SEPTEMBER 2017
- Labor Day: 9/4
- Instructional Days: 21

OCTOBER 2017
- T1 Pupil Free Day (PD): 10/2
- Instructional Days: 21

NOVEMBER 2017
- T1 Ends: November 9 (Mini Day)
- Veteran’s Day: November 10
- Thanksgiving Holiday: 11/20 – 11/24
- T1 Conferences: 11/29 – 12/1 [Mini Days]
- Instructional Days: 16

DECEMBER 2017
- T1 Conferences: 11/29 - 12/1 [Mini Days]
- Winter Break: 12/21 - 12/29
- Instructional Days: 14

JANUARY 2018
- T2 Pupil Free Day (PD): 2/2
- President’s Day: 2/19
- Instructional Days: 18

FEBRUARY 2018
- T2 Ends: 3/2 (Mini Day)
- T2 Conferences (Mini Day): 3/15 – 3/16
- Spring Vacation: 3/26 – 4/2
- Instructional Days: 17

MARCH 2018
- T3 Pupil Free Day (PD): 4/3
- Instructional Days: 20

APRIL 2018
- Memorial Day: 5/28

MAY 2018
- T3 Ends: 6/7 (Mini Day)
- Teacher Work Day: 6/8 (PD)
- Instructional Days: 5

JUNE 2018

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Sample Daily Schedules

The following tables present sample daily schedules. Final schedules will be determined based on certain contingencies (e.g., specific configuration of our school facility and staff schedules). However, the subjects taught and overall instructional minutes will remain the same, and distribution of instructional minutes by subject substantially the same.

For each grade level span, an explanation is provided regarding specific times that Tier 2 and Tier 3 interventions are provided to students participating in the Charter School’s Response to Intervention program. The intervention schedule looks different for every child, depending on the specific interventions needed and the family’s ability to participate in before/after school intervention sessions. More detailed information about interventions is provided under Meeting the Needs of All Students.

- Sample TK-K-1 Daily Schedule, Regular Day (MTWF)

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject/Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:15</td>
<td>15</td>
<td>Homeroom / Morning Meeting Community Building and Problem Solving Skills</td>
</tr>
<tr>
<td>8:15 – 9:00</td>
<td>45</td>
<td>ELA: Foundational Skills</td>
</tr>
<tr>
<td>9:00 – 9:45</td>
<td>45</td>
<td>Readers Workshop (ELA standards)</td>
</tr>
<tr>
<td>9:45 – 10:00</td>
<td></td>
<td>Recess</td>
</tr>
<tr>
<td>10:00 – 10:15</td>
<td>15</td>
<td>Math Meeting Counting and Calendar Skills,螺旋Review of Concepts</td>
</tr>
<tr>
<td>10:15 – 10:55</td>
<td>40</td>
<td>Content &amp; Language Block (Science and Social Studies Units with integrated ELA and ELD standards) * Includes 20 min/day of small group language instruction, with designated ELD instruction for EL students;</td>
</tr>
<tr>
<td>10:55 – 11:35</td>
<td>40</td>
<td>Art (M), Music (T), Extended Social Studies/Science Time (W, F)</td>
</tr>
<tr>
<td>11:35 – 12:10</td>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td>12:10 – 1:00</td>
<td>50</td>
<td>Math</td>
</tr>
<tr>
<td>1:00 – 2:00</td>
<td>60</td>
<td>Dance</td>
</tr>
<tr>
<td>2:00 – 2:15</td>
<td></td>
<td>Snack/Break</td>
</tr>
<tr>
<td>2:15 – 3:00</td>
<td>45</td>
<td>Writer’s Workshop Covers California Common Core state standards in Writing, Language, Foundational Skills, and Speaking/Listening</td>
</tr>
<tr>
<td>3:00 – 3:20</td>
<td>20</td>
<td>ELA Centers/Technology Independent centers based on student need and incorporating technology</td>
</tr>
<tr>
<td>3:20 – 3:30</td>
<td>10</td>
<td>Afternoon Meeting Community Building Activities and Problem Solving Skills</td>
</tr>
<tr>
<td>Total Instruction Minutes</td>
<td>385</td>
<td></td>
</tr>
</tbody>
</table>
Sample TK-K 1 Daily Schedule, Shortened Day (Thursday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject/Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:15</td>
<td>15</td>
<td>Homeroom / Morning Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Building and Problem Solving Skills</td>
</tr>
<tr>
<td>8:15 – 9:00</td>
<td>45</td>
<td>ELA: Foundational Skills</td>
</tr>
<tr>
<td>9:00 – 9:45</td>
<td>45</td>
<td>Readers Workshop (ELA standards)</td>
</tr>
<tr>
<td>9:45 – 10:00</td>
<td></td>
<td>Recess</td>
</tr>
<tr>
<td>10:00 – 10:15</td>
<td>15</td>
<td>Math Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counting and Calendar Skills, Spiral Review of Concepts</td>
</tr>
<tr>
<td>10:15 – 11:05</td>
<td>50</td>
<td>Math</td>
</tr>
<tr>
<td>11:05 – 11:35</td>
<td>30</td>
<td>Physical Education</td>
</tr>
<tr>
<td>11:35 – 12:10</td>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td>12:10 – 12:20</td>
<td>10</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>12:20 – 12:45</td>
<td>20</td>
<td>Afternoon Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Building and Problem Solving Skills</td>
</tr>
<tr>
<td>12:45 – 1:30</td>
<td>45</td>
<td>Dance</td>
</tr>
<tr>
<td><strong>Total Instructional Minutes</strong></td>
<td><strong>280</strong></td>
<td></td>
</tr>
</tbody>
</table>

Sample K/1 Daily Schedule, Minimum Day Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject/Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:15</td>
<td>15</td>
<td>Homeroom / Morning Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Building and Problem Solving Skills</td>
</tr>
<tr>
<td>8:15 – 9:00</td>
<td>45</td>
<td>ELA: Foundational Skills</td>
</tr>
<tr>
<td>9:00 – 9:45</td>
<td>45</td>
<td>Readers Workshop (ELA standards)</td>
</tr>
<tr>
<td>9:45 – 10:00</td>
<td></td>
<td>Recess</td>
</tr>
<tr>
<td>10:00 – 10:15</td>
<td>15</td>
<td>Math Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counting and Calendar Skills, Spiral Review of Concepts</td>
</tr>
<tr>
<td>10:15 – 11:05</td>
<td>50</td>
<td>Math</td>
</tr>
<tr>
<td>11:05 – 11:35</td>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td>11:35 – 11:45</td>
<td>10</td>
<td>Afternoon Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Building and Problem Solving Skills</td>
</tr>
<tr>
<td>11:45 – 12:30</td>
<td>45</td>
<td>Dance</td>
</tr>
<tr>
<td><strong>Total Instructional Minutes</strong></td>
<td><strong>225</strong></td>
<td></td>
</tr>
</tbody>
</table>

In TK/K and 1st grades, due to students’ developmental levels and stamina, Tier 2 and Tier 3 academic intervention is most often provided during the school day in a way that best avoids students missing Tier 1 classroom instruction. This is often during the afternoon ELA/technology centers block, during Math Meeting, or during Reader’s Workshop. Intervention sessions may also occur in 30 min time blocks before school (7:20 – 7:50) or afterschool on Thursdays (1:35 – 2:05).
Sample 2nd/3rd Grade Daily Schedule, Regular Day (MTWF)

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject/Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:15</td>
<td>15</td>
<td>Homeroom / Morning Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Building and Problem Solving Skills</td>
</tr>
<tr>
<td>8:15 – 8:50</td>
<td>35</td>
<td>ELA: Foundational Skills &amp; Language Standards</td>
</tr>
<tr>
<td>8:50 – 9:45</td>
<td>55</td>
<td>Readers Workshop (ELA standards)</td>
</tr>
<tr>
<td>9:45 – 10:00</td>
<td>15</td>
<td>Math Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counting and Computational Skills, Spiral Review of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concepts, Mental Math</td>
</tr>
<tr>
<td>10:00 – 10:15</td>
<td>15</td>
<td>Recess</td>
</tr>
<tr>
<td>10:15 – 11:00</td>
<td>45</td>
<td>Art (M), Music (T), Technology (W) Extended Social</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studies/Science Time (F)</td>
</tr>
<tr>
<td>11:00 – 11:50</td>
<td>50</td>
<td>Content &amp; Language Block</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Science and Social Studies Units with integrated ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and ELD standards)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Includes 20 min/day of small group language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>instruction, with designated ELD instruction for EL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>students;</td>
</tr>
<tr>
<td>11:50 – 12:30</td>
<td>40</td>
<td>Math</td>
</tr>
<tr>
<td>12:30 – 1:00</td>
<td>30</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 1:30</td>
<td>30</td>
<td>Math</td>
</tr>
<tr>
<td>1:30 – 2:30</td>
<td>60</td>
<td>Dance</td>
</tr>
<tr>
<td>2:30 – 3:20</td>
<td>50</td>
<td>Writer’s Workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Covers California Common Core state standards in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing, Language, Foundational Skills, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking/Listening</td>
</tr>
<tr>
<td>3:20 – 3:30</td>
<td>10</td>
<td>Afternoon Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Building Activities and Problem Solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills</td>
</tr>
<tr>
<td>Total Instruction Minutes</td>
<td>405</td>
<td></td>
</tr>
</tbody>
</table>

Sample 2nd/3rd Grade Daily Schedule, Shortened Day (Thursday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject/Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:10</td>
<td>10</td>
<td>Homeroom / Morning Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Building and Problem Solving Skills</td>
</tr>
<tr>
<td>8:10 – 8:40</td>
<td>30</td>
<td>ELA: Foundational Skills &amp; Language Standards</td>
</tr>
<tr>
<td>8:40 – 9:30</td>
<td>50</td>
<td>Readers Workshop (ELA standards)</td>
</tr>
<tr>
<td>9:30 – 10:00</td>
<td>30</td>
<td>Physical Education</td>
</tr>
<tr>
<td>10:00 – 10:15</td>
<td>15</td>
<td>Recess</td>
</tr>
<tr>
<td>10:15 – 11:00</td>
<td>45</td>
<td>Dance</td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>60</td>
<td>Math</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td>30</td>
<td>Writer’s Workshop</td>
</tr>
<tr>
<td>12:30 – 1:00</td>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 1:20</td>
<td>20</td>
<td>Writer’s Workshop</td>
</tr>
<tr>
<td>Time</td>
<td>Minutes</td>
<td>Subject/Class</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>1:20 – 1:30</td>
<td>10</td>
<td>Afternoon Meeting Community Building Activities and Problem Solving Skills</td>
</tr>
<tr>
<td><strong>Total Instruction Minutes</strong></td>
<td><strong>285</strong></td>
<td></td>
</tr>
</tbody>
</table>

- **Sample 2nd/3rd Grade Daily Schedule, Minimum Day**

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject/Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:10</td>
<td>10</td>
<td>Homeroom / Morning Meeting Community Building and Problem Solving Skills</td>
</tr>
<tr>
<td>8:10 – 8:40</td>
<td>30</td>
<td>ELA: Foundational Skills &amp; Language Standards</td>
</tr>
<tr>
<td>8:40 – 9:30</td>
<td>50</td>
<td>Readers Workshop (ELA standards)</td>
</tr>
<tr>
<td>9:30 – 10:00</td>
<td>30</td>
<td>Math</td>
</tr>
<tr>
<td>10:00 – 10:15</td>
<td>15</td>
<td>Recess</td>
</tr>
<tr>
<td>10:15 – 11:00</td>
<td>45</td>
<td>Dance</td>
</tr>
<tr>
<td>11:00 – 11:50</td>
<td>50</td>
<td>Math</td>
</tr>
<tr>
<td>11:50 – 12:00</td>
<td>10</td>
<td>Afternoon Meeting Community Building Activities and Problem Solving Skills</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td><strong>Total Instruction Minutes</strong></td>
<td><strong>225</strong></td>
<td></td>
</tr>
</tbody>
</table>

In 2nd and 3rd grades, Tier 2 and Tier 3 academic interventions may be provided during the school day in a way that best avoids students missing Tier 1 classroom instruction. This is often during Math Meeting or Reader’s Workshop. Intervention sessions may also occur in 30 min time blocks before school (7:20 – 7:50) or after school (3:35 – 4:05 MTWF/ 1:35 – 2:05 Th).

- **Sample 4th/5th Daily Schedule, Regular Day (MTWF)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject/Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:15</td>
<td>15</td>
<td>Homeroom / Morning Meeting Community Building and Problem Solving Skills</td>
</tr>
<tr>
<td>8:15 – 9:00</td>
<td>45</td>
<td>Math Small Group &amp; Individualized Instruction (M, W), Art (T), Technology (F)</td>
</tr>
<tr>
<td>9:00 – 9:50</td>
<td>50</td>
<td>Science &amp; Language Block (Science Units with integrated ELA and ELD standards) * Includes 20-30 min/day of small group language instruction, with designated ELD instruction for EL students</td>
</tr>
<tr>
<td>9:50 – 10:30</td>
<td>40</td>
<td>Math</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td></td>
<td>Recess</td>
</tr>
<tr>
<td>10:45 – 11:30</td>
<td>45</td>
<td>Math</td>
</tr>
<tr>
<td>11:30 – 12:15</td>
<td>45</td>
<td>Reading /Social Science Block</td>
</tr>
<tr>
<td>12:15 – 12:45</td>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45 – 1:30</td>
<td>45</td>
<td>Reading/Social Science Block</td>
</tr>
<tr>
<td>1:30 – 2:20</td>
<td>50</td>
<td>Writer’s Workshop</td>
</tr>
<tr>
<td>Time</td>
<td>Minutes</td>
<td>Subject/Class</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>2:20 – 2:30</td>
<td>10</td>
<td>Afternoon Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Community Building Activities and Problem Solving Skills</em></td>
</tr>
<tr>
<td>2:30 – 3:30</td>
<td>60</td>
<td>Dance</td>
</tr>
<tr>
<td><strong>Total Instruction Minutes</strong></td>
<td>405</td>
<td></td>
</tr>
</tbody>
</table>

- Sample 4th/5th Daily Schedule, Shortened Day (Thursday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject/Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:45</td>
<td>45</td>
<td>Dance</td>
</tr>
<tr>
<td>8:45 – 9:00</td>
<td>15</td>
<td>Homeroom / Morning Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Community Building and Problem Solving Skills</em></td>
</tr>
<tr>
<td>9:00 – 10:10</td>
<td>70</td>
<td>Math</td>
</tr>
<tr>
<td>10:10 – 10:30</td>
<td>20</td>
<td>ELA/Social Science Block</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td></td>
<td>Recess</td>
</tr>
<tr>
<td>10:45 – 11:30</td>
<td>45</td>
<td>ELA/Social Science Block</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>30</td>
<td>Physical Education</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 – 1:15</td>
<td>45</td>
<td>Writer’s Workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Designated ELD Instruction from 1:00 – 1:30 for EL Students</em></td>
</tr>
<tr>
<td>1:15 – 1:30</td>
<td>15</td>
<td>Afternoon Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Community Building Activities and Problem Solving Skills</em></td>
</tr>
<tr>
<td><strong>Total Instruction Minutes</strong></td>
<td>285</td>
<td></td>
</tr>
</tbody>
</table>

- Sample 4th/5th Daily Schedule, Minimum Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject/Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:45</td>
<td>45</td>
<td>Dance</td>
</tr>
<tr>
<td>8:45 – 9:00</td>
<td>15</td>
<td>Homeroom / Morning Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Community Building and Problem Solving Skills</em></td>
</tr>
<tr>
<td>9:00 – 10:00</td>
<td>60</td>
<td>Math</td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>30</td>
<td>ELA/Social Science Block</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td></td>
<td>Recess</td>
</tr>
<tr>
<td>10:45 – 11:15</td>
<td>30</td>
<td>ELA/Social Science Block</td>
</tr>
<tr>
<td>11:15 – 12:00</td>
<td>45</td>
<td>Writer’s Workshop</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td><strong>Total Instruction Minutes</strong></td>
<td>225</td>
<td></td>
</tr>
</tbody>
</table>
In 4th and 5th grades, Tier 2 and Tier 3 academic interventions may be provided during the school day in a way that best avoids students missing Tier 1 classroom instruction. This is often during Math Meeting or Reader’s Workshop. Intervention sessions may also occur in 30 min time blocks before school (7:20 – 7:50) or after school (3:35 – 4:05 MTWF/ 1:35 – 2:05 Th). All EL students in 4th and 5th grades participate in an hour of ELD intervention each week from 1:30 – 2:30 on Thursdays.

- Middle Grades Scheduling Overview

_Scheduling:_ In middle grades, GCS 2students will receive one core block of 120 minutes integrated instruction in language arts and social sciences (Humanities course). Students will also have 60 minutes of math instruction and 60 minutes of science instruction. The rigor of the math and science content in the middle grades demands that both are taught as discrete subjects; however the back-to-back scheduling of these two subjects will allow teachers to design, when applicable, projects that integrate math and science standards. When possible, we will group the math and science courses together to allow for flexible scheduling (e.g., extending the science period one day to allow for a longer lab). Math and science teachers will employ planning time, during weekly grade level/subject area meetings, to identify potential opportunities for math/science integration and to coordinate the sequence of skills taught (e.g. teaching a mathematics concept in the math period prior to using it in a formula in science).

The length of these instructional blocks will allow teachers the time and flexibility to employ many different strategies and groupings and effectively implement the strategies for differentiated instruction and instruction targeted for English language learners outlined throughout this petition. The grouping of subjects will also allow students to see the connections between subject areas and the practical applications of new knowledge by using, for example, a new math skill to predict an outcome of a scientific experiment or a new reading comprehension skill to understand a primary source in social studies.

An integrated curriculum will help students apply skills, provides students with multiple perspectives with which to build an integrated knowledge base, and encourages depth and breadth in learning. Studies have shown that students in school with integrated curriculum – e.g., writing in science, math concepts in art, etc. -- experience improvement in writing and content knowledge as well as an increase in motivation and an increase in the amount of time they stayed in school (Aschbacher, 1991). These findings apply equally to schools with high poverty populations. (Mertens and Flowers, 2003.)

_Advisory:_ It is well documented that coordinated instruction in life and study skills, character education, goal-setting, and college preparation are imperatives in schools that successfully increase the academic achievement of at-risk youth. To that end, the National Association of Secondary School Principals (2006) identified advisory as a cornerstone of a successful academic program in middle school, arguing for the implementation of a consistent, comprehensive curriculum that ensures that “each student has frequent and meaningful opportunities to meet with an adult to plan and assess the student’s academic, personal, and social development” (NASSP, 2006). Implementing programs such as AVID, a college prep and tutoring program implemented in school districts across the country, have resulted in high levels of college attendance and high college GPAs among participants (Guthrie & Guthrie, 2000). Citizen Schools, an after school program operating in urban middle schools nationwide, has also demonstrated academic gains among high-risk middle school students (Pearson, Vile, & Reisner,
2008). For many disadvantaged students whose parents did not attend college or graduate high school, developing critical life habits and study skills at an early age is arguably just as important as ensuring a student masters a particular academic objective. As such, advisory plays a crucial role in building student confidence, establishing positive peer and adult relationships, and enforcing the concept of college as a realistic goal.

To promote both academic and personal success in the middle grades, students will participate in a 30-minute advisory period four days each week in their homeroom class. This period has several benefits: it allows each cohort of students to form a close relationship with one teacher at their grade level, it provides parents one main point of contact to discuss their child’s progress, and it establishes a setting in which to implement an advisory curriculum. The goal of the advisory curriculum is to advance the program goals of GCS 2 and to promote health standards as indicated in the California Health Framework, including:

1) Learning how to access valid information about their development;
2) Developing appropriate interpersonal communication skills to use with both adults and peers;
3) Applying decision-making processes to developmental choices; and
4) Setting and working toward SMART goals for both academic and interpersonal aspirations.

**Intervention in Middle Grades:** In 6th-8th grades, Tier 2 and Tier 3 academic interventions may be provided during the school day in a way that best avoids students missing Tier 1 classroom instruction. This is often during Reading Block or during Art/Technology (students are scheduled in a way that preserves the minimum 4 hours of arts instruction/week promised in the charter). Intervention sessions may also occur in 30 min time blocks before school (7:20 – 7:50) or after school (3:35 – 4:05 MTWF/ 1:35 – 2:05 Th). All EL students in 6th – 8th grades participate in an hour of ELD intervention each week from 1:30 – 2:30 on Thursdays.

- **Sample 6th Grade Schedule, Regular Day (MTWF)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30</td>
<td>30</td>
<td>Reading Block or ELD</td>
<td>Reading Block or ELD</td>
</tr>
<tr>
<td>8:30 – 9:30</td>
<td>60</td>
<td>6th Grade Humanities (Language Arts/World History-Ancient Times)</td>
<td>6th Grade Math</td>
</tr>
<tr>
<td>9:30 – 9:45</td>
<td></td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>9:45 – 10:30</td>
<td>45</td>
<td>Technology (1st Sem.) / Art (2nd Sem.)</td>
<td>Art (1st Sem.) / Technology (2nd Sem.)</td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>60</td>
<td>6th Grade Humanities (Language Arts/World History-Ancient Times)</td>
<td>6th Grade Science</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>30</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td></td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>60</td>
<td>6th Grade Math</td>
<td>6th Grade Humanities (Language Arts/World History-Ancient Times)</td>
</tr>
<tr>
<td>1:30 – 2:30</td>
<td>60</td>
<td>6th Grade Science</td>
<td></td>
</tr>
</tbody>
</table>

Gabriella Charter School 2 Petition
<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30 – 3:30</td>
<td>60</td>
<td>Dance (Modern, Contemporary, or Choreography)</td>
<td>Dance (Modern, Contemporary, or Choreography)</td>
</tr>
</tbody>
</table>

| Total Instructional Minutes | 405     | 405                                           |

- Sample 6th Grade Schedule, Shortened Day (Thursday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:45</td>
<td>45</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>8:45 – 10:15</td>
<td>45</td>
<td>6th Grade Humanities (Language Arts / World History-Ancient Times)</td>
<td>Dance (Modern, Contemporary, or Choreography)</td>
</tr>
<tr>
<td></td>
<td>45</td>
<td>Dance (Modern, Contemporary, or Choreography)</td>
<td>6th Grade Math</td>
</tr>
<tr>
<td>10:15 – 11:00</td>
<td>45</td>
<td>6th Grade Humanities (Language Arts / World History-Ancient Times)</td>
<td>6th Grade Science</td>
</tr>
<tr>
<td>11:00 – 11:45</td>
<td>45</td>
<td>6th Grade Math</td>
<td>6th Grade Humanities (Language Arts/World History- Ancient Times)</td>
</tr>
<tr>
<td>11:45 – 12:30</td>
<td>45</td>
<td>6th Grade Science</td>
<td></td>
</tr>
<tr>
<td>12:30 – 1:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:00 – 1:30</td>
<td>30</td>
<td>Reading Block or ELD</td>
<td>Reading Block or ELD</td>
</tr>
<tr>
<td>Total Instructional Minutes</td>
<td>300</td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

- Sample 6th Grade Schedule, Mini Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:45</td>
<td>45</td>
<td>Dance</td>
<td>Dance</td>
</tr>
<tr>
<td>8:45 – 10:15</td>
<td>45</td>
<td>6th Grade Humanities (Language Arts / World History-Ancient Times)</td>
<td>6th Grade Science</td>
</tr>
<tr>
<td></td>
<td>45</td>
<td>6th Grade Humanities (Language Arts / World History-Ancient Times)</td>
<td>6th Grade Math</td>
</tr>
<tr>
<td>10:15 – 11:00</td>
<td>45</td>
<td>6th Grade Math</td>
<td>6th Grade Humanities (Language Arts/World History- Ancient Times)</td>
</tr>
<tr>
<td>11:00 – 11:45</td>
<td>45</td>
<td>6th Grade Science</td>
<td></td>
</tr>
<tr>
<td>11:45 – 12:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:15 – 12:30</td>
<td>Pack up/Dismissal</td>
<td>Pack up/Dismissal</td>
<td></td>
</tr>
<tr>
<td>Total Instructional Minutes</td>
<td>225</td>
<td>225</td>
<td></td>
</tr>
</tbody>
</table>

- Sample 7th Grade Schedule, Regular Day (MTWF)

<table>
<thead>
<tr>
<th>Time</th>
<th>Total Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30</td>
<td>30</td>
<td>Reading Block or ELD</td>
<td>Reading Block or ELD</td>
</tr>
<tr>
<td>8:30 – 9:30</td>
<td>60</td>
<td>Dance (Hip Hop, Contemporary, or Choreography)</td>
<td>Dance (Hip Hop, Contemporary, or Choreography)</td>
</tr>
<tr>
<td>Time</td>
<td>Minutes</td>
<td>Group A</td>
<td>Group B</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>8:00 – 8:45</td>
<td>45</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>8:45 – 9:30</td>
<td>45</td>
<td>7th Grade Humanities (Language-Arts / World History – Medieval Times)</td>
<td>7th Grade Science</td>
</tr>
<tr>
<td>9:30 – 10:15</td>
<td>45</td>
<td>7th Grade Math</td>
<td>7th Grade Humanities (Language-Arts / World History – Medieval Times)</td>
</tr>
<tr>
<td>10:15 – 11:00</td>
<td>45</td>
<td>Dance (Modern, Contemporary, or Choreography)</td>
<td>7th Grade Math</td>
</tr>
<tr>
<td>11:00 – 11:45</td>
<td>45</td>
<td>7th Grade Humanities (Language-Arts / World History – Medieval Times)</td>
<td>Dance (Modern, Contemporary, or Choreography)</td>
</tr>
<tr>
<td>11:45 – 12:15</td>
<td></td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15 – 11:00</td>
<td>45</td>
<td>7th Grade Science</td>
<td>7th Grade Humanities (Language-Arts / World History – Medieval Times)</td>
</tr>
<tr>
<td>1:00 – 1:30</td>
<td>30</td>
<td>Reading Block or ELD</td>
<td>Reading Block or ELD</td>
</tr>
<tr>
<td>Total Instructional Minutes</td>
<td>300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample 7th Grade Schedule, Shortened Day (Thursday)

Sample 7th Grade Schedule, Minimum Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:45</td>
<td>45</td>
<td>7th Grade Humanities (Language-Arts / World History – Medieval Times)</td>
<td>7th Grade Math</td>
</tr>
<tr>
<td>8:45 – 9:30</td>
<td>45</td>
<td>7th Grade Humanities (Language-Arts / World History – Medieval Times)</td>
<td>7th Grade Science</td>
</tr>
</tbody>
</table>
### Sample 8th Grade Schedule, Regular Day (MTWF)

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30</td>
<td>30</td>
<td>Reading Block or ELD</td>
<td>Reading Block or ELD</td>
</tr>
<tr>
<td>8:30 – 9:30</td>
<td>60</td>
<td>8th Grade Humanities (Language Arts / US History)</td>
<td>8th Grade Math</td>
</tr>
<tr>
<td>9:30 – 9:45</td>
<td></td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>9:45 – 10:45</td>
<td>60</td>
<td>8th Grade Humanities (Language Arts/US History)</td>
<td>8th Grade Science</td>
</tr>
<tr>
<td>10:45 – 11:30</td>
<td>45</td>
<td>Technology (1st Sem.) / Art (2nd Sem.)</td>
<td>Art (1st Sem.) / Technology (2nd Sem.)</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>30</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td></td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>60</td>
<td>8th Grade Math</td>
<td>8th Grade Humanities (Language Arts/US History)</td>
</tr>
<tr>
<td>1:30 – 2:30</td>
<td>60</td>
<td>Dance (Hip Hop, Contemporary, or Choreography)</td>
<td>Dance (Hip Hop, Contemporary, or Choreography)</td>
</tr>
<tr>
<td>2:30 – 3:30</td>
<td>60</td>
<td>8th Grade Science</td>
<td>8th Grade Humanities (Language Arts/US History)</td>
</tr>
<tr>
<td><strong>Total Instructional Minutes</strong></td>
<td><strong>405</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sample 8th Grade Schedule, Shortened Day (Thursday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:45</td>
<td>45</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>8:45 – 9:30</td>
<td>45</td>
<td>8th Grade Humanities (Language Arts/US History)</td>
<td>Dance (Hip Hop, Contemporary, or Choreography)</td>
</tr>
<tr>
<td>9:30 – 10:15</td>
<td>45</td>
<td>8th Grade Humanities (Language Arts/US History)</td>
<td>8th Grade Science</td>
</tr>
<tr>
<td>10:15 – 11:00</td>
<td>45</td>
<td>8th Grade Science</td>
<td>8th Grade Humanities (Language Arts/US History)</td>
</tr>
</tbody>
</table>

---

**Total Instructional Minutes:**

- **Regular Day (MTWF):** 405 minutes
- **Shortened Day (Thursday):** 225 minutes

---

*Gabriella Charter School 2 Petition*
<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 – 11:45</td>
<td>45</td>
<td>8th Grade Math (Algebra)</td>
<td>8th Grade Math (Algebra)</td>
</tr>
<tr>
<td>11:45 – 12:15</td>
<td></td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15 – 1:00</td>
<td>45</td>
<td>8th Grade Math</td>
<td>8th Grade Humanities (Language Arts/US History)</td>
</tr>
<tr>
<td>1:00 – 1:30</td>
<td>30</td>
<td>Reading Block or ELD</td>
<td>Reading Block or ELD</td>
</tr>
</tbody>
</table>

**Total Instructional Minutes**: 300

- **Sample 8th Grade Schedule, Minimum Day**

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:45</td>
<td>45</td>
<td>8th Grade Humanities (Language Arts/US History)</td>
<td>8th Grade Math</td>
</tr>
<tr>
<td>8:45 – 9:30</td>
<td>45</td>
<td>8th Grade Humanities (Language Arts/US History)</td>
<td>8th Grade Science</td>
</tr>
<tr>
<td>9:30 – 10:15</td>
<td>45</td>
<td>8th Grade Math</td>
<td>8th Grade Humanities (Language Arts/US History)</td>
</tr>
<tr>
<td>10:15 – 11:00</td>
<td>45</td>
<td>Dance (Hip Hop, Contemporary, or Choreography)</td>
<td>Dance (Hip Hop, Contemporary, or Choreography)</td>
</tr>
<tr>
<td>11:00 – 11:45</td>
<td>45</td>
<td>8th Grade Science</td>
<td>8th Grade Humanities (Language Arts/US History)</td>
</tr>
<tr>
<td>11:45 – 12:15</td>
<td></td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15 – 12:30</td>
<td></td>
<td>Pack up/Dismissal</td>
<td>Pack up/Dismissal</td>
</tr>
</tbody>
</table>

**Total Instructional Minutes**: 225

---

*Instructional Days and Minutes*

With 183 instructional days and a regular school day running from 8:00 – 3:30, students attending Gabriella Charter School 2 will benefit from a quantity of annual instructional time that far exceeds the minutes required under California law. Depending on the grade level, this extra time is equivalent to between 35 and 76 extra days of instruction in a year.
It is important to note that in addition to offering extended instructional time, the Charter School will work diligently with each family to ensure that students attend school on time and without unnecessary absences. GCS’s existing campus has met its budget attendance goals for all years achieving attendance rates as high as 99%, an accomplishment we intend to replicate at GCS 2 with similar strategies and engagement.

Teachers will remind students and their parents about the importance of consistent school attendance during class meetings, at Back to School night, and during parent conferences. When a concern regarding attendance or tardiness arises, teachers will initially address the concern directly with the student’s parents or guardian. If a student displays a pattern of absences or tardiness that is not resolved by means of a teacher conference, teachers will bring the student to the attention of the school administration. Charter School administration will determine the most appropriate next step to resolve the issue. Written communication from the school in the form of letters and progress reports also will inform parents of positive as well as negative attendance patterns. Every effort will be made on behalf of the Charter School to ensure that children are at school every day for the duration of the school day when they are not ill or otherwise excused according to school policy.

**Professional Development**

**Recruiting Qualified Teachers**

In order to fulfill the mission and vision of its charter, Gabriella Charter School 2 must recruit teachers (and an entire staff) who are qualified, talented, and invested in its mission and vision.

We will use the following strategies/sources to recruit teachers:

- Traditional posting sites such as EdJoin, Craigslist, and Idealist.org
- Teacher preparation programs. On a basic level, this involves using career services posting systems and attending job fairs. We will also work with these programs, as we
have at the original GCS, as a site where education students can complete required observations, research, or student teaching, thus reaching a pool of future teachers who may be good matches for our school. As California moves towards authorizing teachers specifically in the area of dance, we will form relationships with programs offering this credential.

- Local and national programs specializing in training arts educators. These include NYU’s Steinhardt School, UCLA, and the National Dance Education Organization (NDEO).
- Education organizations with memberships of experienced teachers. This includes Teach For America alumni and participants in the Educators for Excellence Program. Often our current staff are members of these organizations.
- Pipeline within GCS 2 and the original GCS site of classified staff who become qualified to teach. This has been a unique and successful strategy used by the current GCS site in building an excellent staff. During the 15-16 school year, 8 out of 23 full-time teaching staff of the original GCS had begun their career at the school in classified positions. These staff members are well versed and invested in the school’s mission and vision, and are often representative of the students and communities served by the school and/or bilingual in languages spoken by the school’s families.

To ensure we are able to both recruit and retain the teaching staff that we need, Gabriella Charter School 2 will ensure that staff feel positively about their compensation and appreciation, their working environment and their opportunities for growth. As funding levels allow, GCS 2 will maintain a salary table competitive with local districts and will recognize extraordinary talent and contributions through stipended leadership positions. The school leadership will also track teacher satisfaction with the working and learning environment provided by the school via semi-annual administration of The New Teacher Project’s Insight Survey. This tool, used by the current GCS campus, surveys staff on multiple measures related to their satisfaction and compares the school to a sample of top-performing schools nationwide.

**Professional Development**

The professional development of GCS 2 staff will fall into three categories:

1) A campus wide yearly (or sometimes multi-year) focus chosen by teaching staff and school leadership at the close of the previous school year. A focus is selected from both quantitative (using student outcome data) and qualitative reflection on the school’s progress towards its goals. During the school’s first year, the focus will be selected by the founding school principal, and will consider the particular needs of entering students and founding staff. Likely focus areas are included in the proposed schedule below.

Around a third of Thursday shortened day and full-day professional development time will be spent on the whole-school focus. Professional development in this focus area may be provided by GCS staff, but is also frequently provided by outside consultants or experts. For example, teachers might attend a training on Kagan cooperative grouping strategies during a year when the focus was on cooperative groups and student-student interaction. On-site training might include a round of peer observations followed by a whole group share and reflection on Thursday, and culminate with creation of a grouping strategy resource bank and video library to be shared with current and future teachers. When possible, the year-long focus is tied to

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elements from Charlotte Danielson’s *Framework for Teaching* (2011), which informs the school’s teacher evaluation framework.

2. Individual yearly professional development goals selected by each teacher. Like the school-wide focus, these are tied to elements from the Danielson rubric and inform the teacher evaluation process. Teachers create an action plan, which may include outside trainings or conferences, excellent school visits, and peer observations, together with the Principal, Assistant Principal, Intervention/ELD Specialist or an experienced teacher serving as an instructional coach. Professional development time is set aside for coaching sessions around individual goals. To ensure the value of these sessions, instructional leaders receive training in Cognitive Coaching, a research-based model that capitalizes on teacher strengths and cognitive processes.

3. Collaboration and co-planning time with partner teachers, departments (e.g., K-2, 6-8 math and science, and collaborating teachers (e.g., dance, RSP, art, etc.). Because the school’s learning environment and instructional model rely on adult cooperation and communication and the integration of multiple subject areas, this time is vital to teacher success and satisfaction. This time occurs both during staff development afternoons and full-day sessions and during daily teacher prep time and is frequently structured to produce a certain product (e.g., a Language/Science unit plan, or a math performance task accommodated for students with disabilities).

More logistical information (e.g. report card procedures, supply ordering) and required trainings are either incorporated into full-day staff development days or into semi-monthly business meetings occurring from 3:45 – 4:00 on Thursdays, after the completion of professional development time. New teachers (and all teachers the first year) will receive additional training on key programs (RTI, ELD, etc.)

Whenever possible, instructional aides and other part-time instructional staff participate in professional development and are given collaboration time with teachers.

The following is a proposed professional development schedule for the 2017-2018 school year.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>Off-site trainings (pending availability of funding and staff): ELA and math curricula</td>
</tr>
</tbody>
</table>
| *August* Pre-school year staff development days (7 days) 3 staff development mini days 2 Thursdays* | Site orientation & schedules  
Policies and procedures overview  
Required trainings (e.g mandated reporter)  
Student Information System training  
Introduction to GCS planning & assessment expectations (assessment requirements, backwards planning, plan templates)  
Co-planning with partner teachers and vertical articulation: adapting existing GCS long-term plans and T1 unit plans & assessments  
Introduction to year-long focus: Building a safe, positive and engaging school culture  
School-wide and state assessments (Fountas and Pinnell, i-Ready/MAP, CORE, CELDT) |
<table>
<thead>
<tr>
<th>Month</th>
<th>Log Dates</th>
<th>School-wide focus: Building a safe, positive and engaging school culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>4 Thursdays</td>
<td>RTI (Response to Intervention), COST (Coordination of Services) Team, and SSTs (Student Success Team)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vertical articulation and co-planning: Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELD program training (Instructional techniques and expectations for designated and integrated ELD)</td>
</tr>
<tr>
<td>October</td>
<td>4 Thursdays</td>
<td>School-wide focus: Building a safe, positive and engaging school culture</td>
</tr>
<tr>
<td></td>
<td>T1 Pupil Free Day</td>
<td>Movement integration training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Next Generation Science Standards training (collaboration with original GCS site)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vertical articulation and co-planning: Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual PD goal coaching cycle 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report cards and end of trimester procedures</td>
</tr>
<tr>
<td>November</td>
<td>2 Thursdays</td>
<td>School-wide focus: Building a safe, positive and engaging school culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T1 data analysis and intervention planning</td>
</tr>
<tr>
<td>December</td>
<td>2 Thursdays</td>
<td>School-wide focus: Building a safe, positive and engaging school culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual PD goal coaching cycle 2</td>
</tr>
<tr>
<td>January</td>
<td>3 Thursdays</td>
<td>School-wide focus: Building a safe, positive and engaging school culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Next Generation Science Standards training (collaboration with original GCS site)</td>
</tr>
<tr>
<td>February</td>
<td>4 Thursdays</td>
<td>School-wide focus: Building a safe, positive and engaging school culture</td>
</tr>
<tr>
<td></td>
<td>T2 Pupil Free Day</td>
<td>Individual PD goal coaching cycle 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vertical articulation and co-planning: Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-planning with RSP: focus on accommodating assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-planning with dance teachers: movement integration unit</td>
</tr>
<tr>
<td>March</td>
<td>3 Thursdays</td>
<td>School-wide focus: Building a safe, positive and engaging school culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T2 Data analysis and reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Next Generation Science Standards training (collaboration with original GCS site)</td>
</tr>
<tr>
<td>April</td>
<td>4 Thursdays</td>
<td>School-wide focus: Building a safe, positive and engaging school culture</td>
</tr>
<tr>
<td></td>
<td>T3 Pupil Free Day</td>
<td>Individual PD goal coaching cycle 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-planning with dance teachers: movement integration unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-planning meetings with Title III Coordinator and ELD IA: Content/Language Block</td>
</tr>
</tbody>
</table>

Gabriella Charter School 2 Petition
Professional Development in Dance Education
At least twice per year classroom teachers attend professional development sessions related to using dance in the classroom. Topics have included using movement definitions to introduce new vocabulary and incorporating movement sentences when studying short poems or stories. During these professional development sessions classroom teachers are guided through an integrative movement lesson/unit of study to embody the effect of learning through a kinesthetic lens. Following this, classroom teachers are asked to find ways of adapting shared teaching strategies in their classroom at individual grade levels.

In addition to learning kinesthetic teaching strategies, classroom teachers explore a dance class from the lens of their students. Classroom teachers are taken through a dance class that consists of a warm-up, exploration, development and closing. This provides the opportunity for classroom teachers to experience the amount of endurance, strength and focus it takes for their students to engage in daily dance classes.

In addition to this whole-faculty professional development, dance faculty will participate in systematic professional development in order to establish rigorous dance benchmarks and to support teachers in implementing a challenging, standards-based curriculum. Dance teachers develop monthly outlines that follow dance benchmarks for each grade and will receive feedback and coaching from GCS 2 staff and from everybody dance! staff.

Dance teachers attend regular professional development sessions at least once monthly that help ensure consistent instructional strategies, discipline, and student assessment. The following is a sample calendar of professional development for dance faculty:

<table>
<thead>
<tr>
<th>Date</th>
<th>Professional Development Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Overview of classroom management, assessment, sequential planning</td>
</tr>
<tr>
<td>September</td>
<td>Lesson Plans, lifelong teacher development</td>
</tr>
<tr>
<td>T1 Pupil Free Day</td>
<td>Co-planning units with classroom teachers</td>
</tr>
<tr>
<td>October</td>
<td>Assessment</td>
</tr>
<tr>
<td>November</td>
<td>Emergency Procedures</td>
</tr>
<tr>
<td>December</td>
<td>Dance studio strategies for students with disabilities</td>
</tr>
<tr>
<td>January</td>
<td>Backwards Planning – preparing for the performance</td>
</tr>
<tr>
<td>T2 Pupil Free Day</td>
<td>Co-planning units with classroom teachers</td>
</tr>
<tr>
<td>February</td>
<td>Teaching English language Learners</td>
</tr>
<tr>
<td>March</td>
<td>Creating a performance rubric</td>
</tr>
<tr>
<td>T3 Pupil Free Day</td>
<td>Co-planning units with classroom teachers</td>
</tr>
<tr>
<td>April</td>
<td>Using Video and Technology to Prepare Students for the</td>
</tr>
<tr>
<td>Stage</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>May</td>
<td>Student Self-Assessment: Using Rubrics to Assess Goals</td>
</tr>
<tr>
<td>June</td>
<td>End of the year wrap Up</td>
</tr>
</tbody>
</table>

Gabriella also has sent dance faculty to off-site training in such programs as Reading in Motion and Arts Integration workshops.

**Meeting the Needs of All Students**

Since the GCS 2 instructional program inherently values multiple intelligences and makes extensive use of differentiated learning inputs, student outputs, and small group instruction, all students at risk of low achievement, including students with disabilities, socioeconomically disadvantaged students, and English language learners, receive focused attention to their needs and strengths as teachers implement individualized instruction based on assessments. The integrated nature of our curriculum and the attention to Depth of Knowledge levels in planning and assessment also naturally provide appropriate learning experiences for high achieving/Gifted students, who are able both to dig deeper into topics and to make connection across subjects. Other components of the program assist in meeting individual needs:

1) Ample instructional planning time during each school day (such as when students are engaged in dance and other enrichment classes) so that teachers can modify and create lessons and curriculum to meet the needs of individual students;
2) A culture among teachers of openness and collaboration, with extensive professional develop/planning time dedicated to meetings between classroom teachers, special education teachers, arts teachers, and other adults providing services to students;
3) Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
4) Instruction that incorporates multiple intelligences and varies forms of instructional inputs and student outputs
5) Programs and instructional practices that allow teachers frequent small group and one on one interaction with students (e.g., the conference protocol within Readers & Writers Workshop)
6) Class sizes which allow teachers to truly know their students;
7) Various forms of assessment, accommodated as appropriate, that are used to guide instruction;
8) Learning goals that are clearly articulated; and
9) High expectations for all students.

**English Learners**

Gabriella Charter School 2 is committed to meeting the needs of English Learner students and will follow all applicable state and federal laws with respect to serving EL students. The school will implement its own English Learner master plan, which will be submitted to LAUSD. A 2017-2018 Master Plan for the school is included in this petition.

*Identification*
The school will identify English Learners in accordance with California Education Code (§ 52164.1). All parents will complete a Home Language Survey upon enrollment at the school. Students whose Language Survey indicates a primary language other than English will be initially assessed using the applicable state test (The California English Language Development Test or the English Language Proficiency for California (ELPAC) assessment), if he or she has not previously been identified as an English learner by a California public school or if no previous language assessment score can be identified. Parents will be notified in writing of the School’s responsibility to conduct an initial language proficiency exam. Testing will be completed and parents will be notified of the child’s EL status and given a description of EL programming at the school within 30 days of first enrollment. When students with previous California public school attendance enroll at GCS, the records clerk and Title III Coordinator will review all available records (Calpads, LAUSD’s MSIS, cumulative records) and communicate as necessary with previous districts to determine current language classification and place the child appropriately in an instructional program.

The English language proficiency of all currently enrolled English learners will be assessed annually (through the CELDT/ELPAC) in accordance with federal law 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. GCS 2 staff will notify parents of the school’s responsibility to conduct annual 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. In addition, within 30 days of first enrollment each year, GCS 2 will communicate with parents of existing English Learners about their child’s progress towards reclassification criteria.

**Educational Programs for ELs**

The components of the GCS 2 educational program for English Learners are described below:

- All English Learners will receive designated ELD instruction based on California’s English Language Development standards. In elementary grades, this instruction takes place in the context of a daily language/content block, in which ELD standards and ELA standards are integrated with social studies and/or science standards for each grade level. As part of this block, students are grouped by language level (for English Learners, according to the state’s English Language Performance descriptors of Emerging, Expanding, or Bridging) for at least 20 minutes of explicit instruction using ELD standards. Instruction will be provided by classroom teachers, and students will be grouped flexibly between grade level classrooms at this time to allow correct grouping. An Instructional Aide will join classroom teachers in each grade level during designated ELD instruction to ensure that a sufficient number of small groups based on language level can be formed. In some cases (a great number of low-level ELs in a classroom or large number of English Learners in a grade level), the ELD Specialist will also participate as an instructor during designated ELD instruction. Social studies or science content will be used as the context for instruction during this time, but ELD standards will lead. During the remaining portion of language/content blocks, ELD standards will be applied and reinforced, but content standards are primary (integrated ELD instruction).
Middle school students will participate in a daily 30 minute designated ELD block. This block is taught by a classroom teacher with IA support, allowing grouping of student by EL performance level. Often an RSP teacher or aide will co-teach, due to the likely overlap between LTEL and SPED populations in upper grades. Because most middle school EL students will have grown with the school for multiple years, they will be considered LTELs, and a commercial LTEL curriculum similar to that used by GCS will be used. In cases where an older student (e.g., a recent immigrant) enters GCS 2 at Emerging level English proficiency, an individual instructional plan must be created and carried out by the ELD Specialist (e.g., vocabulary development, instruction in foundational skill). Although most ELD standards will be covered both during designated and integrated ELD, most assessment in the form of portfolio evidence will be collected during designated ELD. Additional description of both elementary and middle school ELD programming can be found in the Curriculum and Instruction section of this petition.

- EL Students will also receive integrated ELD instruction, as described in the California ELA/ELD Framework (California Department of Education, 2014) throughout the school day, in addition to receiving supports designed to ensure their access to the school’s core curriculum. The most noticeable examples of integrated ELD will be within elementary content/ELD blocks, which are specifically planned to allow ample application of ELD and language standards outside of designated ELD time. However teachers are expected to provide integrated ELD instruction throughout the day. During integrated instruction, teachers are aware of the language forms and functions necessary to complete content area work and provide instruction and scaffolding so that students can successfully access the content. ELD standards, however, are not the primary focus during this time. Certain ELD standards (such as standards related to longer writing pieces and oral presentations) are considered more appropriate to be covered and assessed in an integrated ELD setting.

In addition to designated and integrated ELD, English Learners receive supports, and teachers employ instructional strategies, to ensure that English Learners can access the school’s instructional program and state standards. These supports and strategies are described further below under Instructional strategies and supports

State ELD Standards and State Assessments

The ELD program at GCS 2 will use the current (2012) state English Language Development Standards. All instructional staff at the original GCS site received extensive training on the 2012 ELD Standards, and training will be provided at GCS 2 based on an assessment of need among the school’s staff. Instructional staff at the original GCS site have developed a scope and sequence for these standards covering grades TK-8. For grades TK-5, extensive curricular materials and assessments aligned to these standards, as well as a portfolio-based system for tracking standard mastery and progression through proficiency levels, have been created. For grades 6-8, a commercial LTEL curriculum (described in this Element Under Curriculum and Instruction) is employed at the original GCS and will be used at GCS 2. This curriculum and its included assessments have been aligned to the 2012 ELD standards, and supplemental materials created when necessary to ensure full coverage of the standards. All materials created by the original site will be shared with GCS 2, and instructional leaders (principal, ELD Specialist) will monitor coverage of standards (through long-term and unit plans) and progress toward
standards mastery (through monitoring of progress of ELD portfolios scores and ELD report card grades).

Results of the CELDT/ELPAC will be shared each year with classroom and special education staff and analyzed to inform instruction. Training will be provided on the alignment of the ELPAC to the ELD standards.

**Services and supports for ELs**

- Instructional strategies and supports for ELs

As teachers provide integrated ELD instruction throughout the day and support students in all academic areas, they will utilize researched-based strategies specific to the needs of English Learners, including Specially Designed Academic Instruction in English (SDAIE), which is based upon the language acquisition theories of Dr. Steven Krashen. SDAIE supports English Learners by allowing them to move forward with academic courses while at the same time learning English through comprehensible second language input and a supportive learning environment. SDAIE instruction, which also benefits students who are academically high priority, focuses on making academic input comprehensible through the use of strategies such as:

- Realia and manipulatives (real objects and materials)
- Visuals (drawings, photos, posters, graphs, tables, maps, multimedia presentations, reproductions of paintings, and documents)
- Graphic organizers (matrices, Venn diagrams, webs)
- Planned opportunities for interaction between students (creating a skit and acting it out, think-pair-share, collaborative learning, and student-generated stories based on personal experiences)

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. SDAIE enhanced instruction for a GCS 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.

**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 takes 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 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 element of Greek culture they feel the quote illustrates.
To assist in instructing English Learners, teachers will also be guided by the work of Jane Hill and Kathleen Flynn (2006), in which research on what works with EL students is summarized and presented as concrete instructional strategies. Strategies outlined by Hill and Flynn guide teachers in understanding the language requirements inherent in everyday academic instruction and identifying language functions and structures necessary for the content. These functions and structures can then be tied to ELD standards.

In addition to utilizing SDAIE practices in all instruction and identifying the language requirements inherent in content instruction, GCS 2 teachers will be expected to incorporate three key instructional components for English Learners. These are based on concepts taken from, among other sources, the work of Project GLAD and the research of Dutro and Kinsella (2010).

1. Visuals - Illustrations, photographs, videos, and real-life objects are routinely shown in all classrooms in order to help English Learners understand new vocabulary and concepts. Visual aids may be found as permanent features of the classroom, components of unit-related bulletin boards, or references available to students as needed (such as thematic glossaries in binders.)

2. Student talk - When encountering new vocabulary, English Learners are given multiple opportunities to repeat new words and use them in context in order to improve oral fluency and phonemic awareness. In addition, partner conversations or whole-group discussions are thoughtfully facilitated by classroom teachers in order to provide English Learners with opportunities to discuss new insights, clarify understandings, and ask questions. Teachers provide oral and visual scaffolds, as well as corrective feedback, in order to assist individuals and groups as they practice their speaking.

3. Sentence frames - Either as part of the unit plan or in response to student talk, teachers create sentence frames in order to help those students who need a scaffold when responding to questions or organizing their thoughts around a topic. Students are also encouraged to compose and critique their own sentence frames to be used when speaking or writing.

The dance program will also be used as a bridge to build students’ English vocabularies. As a kinesthetic way to learn language, dance relies on the same part of the brain for conceptualization, creativity and memory that verbal language does for speaking and writing (Hanna, 1999). Just as verbal language entails vocabulary, grammar and semantics, dance entails steps and gestures, rules for how one movement follows another, and meaning. Therefore, creative movement associated with dance education can reinforce students’ vocabulary development in the classroom. Dance instructors currently use Total Physical Response in the dance studio to enhance English language development. They also use the Anne Hutchinson Guest “Language of Dance” approach to engage students in the fundamental stages of notating dance. This process includes exploring, creating, observing and analyzing movement and provides students the opportunity to record movement in symbols. The Language of Dance approach promotes the transference of the physical experience of dance to an intellectual understanding, which enhances participant learning and contributes to the dancing process. Students are empowered by learning appreciation, interpretation and evaluation of dance through individual and group reflections and critiques. This instructional approach offers an enriching way of presenting movement as part of movement education, and provides students many opportunities for problem solving and a refinement of perceptual skills. In dance classes, students also develop physical skills and technique and confidence is developed through presentation and performance.

Gabriella Charter School 2 Petition
Services for ELs

In addition to integrated and designated ELD instruction as described above under Educational Programs for ELs, ELs will receive additional services designed to help them achieve success in learning English as well as mastering grade-level standards.

EL students will participate in all interventions available to GCS 2 students according to criteria set by the school’s RTI (Response to Intervention) program. However, because EL status has been identified as a risk factor for low academic achievement, EL students who do not currently meet standard criteria for intervention will also be carefully screened and considered for inclusion in Tier 2 interventions. For example, first grade students at an Emerging level might receive Tier 2 reading intervention even if not meeting Tier 2 criteria because these students have been typically seen to struggle with grade level reading by 3rd grade.

Two types of Intervention specifically for EL students and based on ELD standards will be provided. TK/Kindergarten students who are identified through beginning of year screening as having low oral language ability will be provided 30-45 min/weekly of intensive oral language intervention. This intervention will be designed by the ELD Specialist, in consultation with classroom teachers and with the Speech/Language Pathologist providing services at the school. For students in first-third grades with high oral language needs, continued oral language practice will be provided by volunteers, following the model of GCS’s “Language Lunch” program, in which community volunteers are trained to engage students in conversation that encourages elaboration and complex language structures while eating lunch with them twice a week.

An hour of afterschool ELD intervention, designed to coordinate with school day designated ELD instruction and to address specific barriers to reclassification, will also provided to all LTEL and at-risk for LTEL status students (generally all EL students in fourth grade and up).

For EL students who are also identified as Students with Disabilities, the ELD Specialist will consult with special education staff when crafting appropriate IEP goals for ELD, and in identifying appropriate supports and accommodations to include in the IEP.

Parent Involvement

In addition to ensuring that parents of EL and potential EL students receive all required notifications, Gabriella Charter School 2 will provide parents with additional meaningful information about their child’s progress learning English and give parents the opportunity to participate in their child’s education.

Gabriella Charter School will hold at least 3 general EL parent meetings each year to explain information provided in EL mailings, introduce parents to basic theories of language acquisition, provide valuable information to help students prepare for the CELDT/ELPAC, and provide other strategies for helping EL parents engage in their child’s learning process. For example, EL parents might receive training on a web-based intervention program used by EL students so that they can better support students at home.
In addition, a targeted meeting for parents of LTEL students is held, and the ELD specialist meets individually with parents of 8th grade LTEls.

End of trimester reports cards include ELD grades, which are shared with parents at parent-teacher conferences, along with ELD portfolios containing work samples providing evidence for different ELD standards at the student’s level. Parents of ELs are also invited and encouraged to attend SST (Student Success Team) and LAT (Language Appraisal Team) meetings involving their child. Translation is provided at all meetings, in Spanish and in any other language representing at least 15% of the student body.

**Process for annual evaluation of the school’s EL Program**

Each year instructional leadership (Principal, ELD Specialist, Director of Instruction) will evaluate the school’s EL program. An analysis after trimester 1 and trimester 2 of each school year will focus on the educational progress of EL students, including progress in learning English and progress towards mastering core content/state standards. This analysis will use the following data:

- CELDT/ELPAC scores
- Title III AMAOs (Annual Measurable Achievement Objectives)
- Student scores on ELD portfolios and completion of ELD Levels (Emerging, Expanding, Bridging)
- EL subgroup scores on internal assessments (trimester benchmarks, Fountas and Pinnell reading assessment, i-Ready or other standards based math assessment)
- EL subgroup scores on state assessments (CAASPP program)
- EL student progress towards intervention goals
- Progress towards IEP goals (ELD, speech/language, and content area)
- Reclassification rates

This data is used to answer the following questions:

- Are ELs making adequate progress in learning English, and does this progress differ by subgroup (e.g. disability, primary language)?
- How does EL mastery of core subject standards compare to the general population of the school?
- When ELs receive intervention, do they make progress at the same rate as the general population?
- Are ELs who are also students with disabilities meeting IEP goals at the same rate as other students?

At the conclusion of the school year (June), an overall annual evaluation of the program occurs. The academic data listed above are consolidated and summarized for the year. The following additional pieces of evidence are also considered:

- Parent survey results (annual survey of EL parents)
- Teacher survey results (annual survey of classroom teachers regarding strengths and weaknesses of ELD program)
- Calendar, agenda, sign-in sheets, and minutes for EL parent meetings
- Parent engagement data

The following questions are considered, in addition to the ones listed above:

- Do parents feel that EL students are well supported? What needs do they see as important for English Learners? Do parents feel they understand and are involved with EL identification, programming, and reclassification?
- Do teachers feel that the school’s EL program helps EL students to learn English? To master academic content?
- Has the school adequately informed and engaged EL parents?
- Is the school’s EL program meeting federal, state, and charter requirements?

Based on program evaluation, changes to the program for the following year (e.g., structure, staffing, instructional strategies, curricular materials, provision of intervention) will be determined. For example, if trimester benchmark scores for ELs in reading and language showed a persistent achievement gap that did not decrease over time, and teacher surveys mentioned that although ELD instruction seemed to be helping with language structures, lack of vocabulary was still a problem, vocabulary instruction both within designated ELD and throughout the school day would need to be addressed, through professional development and through co-planning time. If EL students in Tier 2 and Tier 3 interventions were found to be meeting intervention goals at a lower rate than other students, and further analysis revealed that this trend was attributable to lack of progress made by students who are both English Learners and students with disabilities, accommodations or modifications to the intervention curriculum might be made in consultation with special education staff.

Process and Criteria for Reclassification

The Principal or ELD Specialist will maintain a roster of EL students and their status on each reclassification criteria. This roster is created using data from the school’s SIS and collected from classroom teachers, and must be updated at the end of each trimester reporting period and whenever new state testing data (CELDT/ELPAC, CAASPP tests) are received.

Each time the roster is updated, the Principal or ELD Specialist will identify 1) students who meet all reclassification criteria and 2) students in grades 3-8 who meet all criteria except report card grades.

For students who meet all criteria, input is sought from classroom teachers and any other relevant staff (e.g., resource teachers) and a final decision to reclassify is made.

The Principal conducts a final check of student data using the schools’ SIS and student records and directs office staff to prepare documentation for parents and to contact parents to solicit parent approval of the reclassification decision.

Parents are given an opportunity to speak to the ELD specialist or principal regarding the reclassification and what ongoing supports may be appropriate for the reclassified student.

If the parent agrees to the reclassification decision, paperwork is filed, instructional staff is notified of the completed reclassification, and necessary updates are made in school and state information systems.
For students in grades 3-8 who meet all criteria except report card grades, the principal or ELD specialist gathers additional data to determine if an LAT (Language Appraisal Team) meeting should be convened to make a decision regarding reclassification. If an LAT meeting is convened, parents and all relevant staff are notified. At the meeting, additional data supporting the student’s potential for reclassification are presented and the Principal makes a final decision regarding reclassification. If a decision is made to reclassify, the same steps outlined above are followed.

GCS 2 Reclassification Criteria are outlined below. These criteria may be updated and approved by the Gabriella Charter Schools Board annually, or as deemed necessary to reflect changing state or federal guidelines or requirements. The current criteria will be submitted to LAUSD each year with the school’s EL Master Plan.

**Kindergarten** – 2nd Grade Criteria

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>Language Development (California English Language Development Test – CELDT*)</td>
<td>CELDT* - Overall score of 4 or 5 &lt;br&gt;<strong>AND</strong> &lt;br&gt;Scores of 3 or higher in Listening, Speaking, Reading, and Writing</td>
</tr>
<tr>
<td>Basic Skills Assessment</td>
<td>Near, on, or above grade level on Fountas &amp; Pinnell reading assessment &lt;br&gt;<strong>AND</strong> &lt;br&gt;Meets standards on DIBELS fluency assessment</td>
</tr>
<tr>
<td>Teacher Evaluation/Class Performance</td>
<td>Grades of B or higher in all ELA categories on Progress Report Card, consult with classroom teacher regarding readiness for reclassification</td>
</tr>
<tr>
<td>Parent Approval</td>
<td>Parents notified of potential reclassification and give consent</td>
</tr>
</tbody>
</table>

**Only kindergarten students who attended Transitional Kindergarten are eligible for reclassification**

**3rd – 8th Grade Criteria**

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Development (California English Language Development Test*)</td>
<td>CELDT* - Overall score of 4 or 5 &lt;br&gt;<strong>AND</strong> &lt;br&gt;Scores of 3 or higher in Listening, Speaking, Reading, and Writing</td>
</tr>
<tr>
<td>Basic Skills Assessment**</td>
<td>Meets Standards or Exceeds Standards on ELA section of Smarter Balanced Assessment &lt;br&gt;<strong>OR</strong> &lt;br&gt;“Approaching,” “Meeting,” or “Exceeding” on GCS 2 unit benchmarks in Reading, Language, and Writing (Student must score 70% or higher)</td>
</tr>
<tr>
<td>Teacher Evaluation/Class Performance</td>
<td>Grades of B or higher in all ELA categories on Progress Report Card, consult with classroom teacher regarding readiness for reclassification</td>
</tr>
<tr>
<td>Parent Approval</td>
<td>Parents notified of potential reclassification and give consent</td>
</tr>
<tr>
<td>Language Appraisal Team (LAT)</td>
<td>When a student in 3rd-8th grades has met all criteria except Progress Report Card grades, student may be referred to LAT for</td>
</tr>
</tbody>
</table>
reclassification recommendation.

* New Criteria based on the ELPAC will be adopted as the state releases such criteria

** This criteria will be updated based on state guidance related to SBAC scores when such guidance is released

When a GCS 2 English Learner in grades 3-8 meets all reclassification criteria except the progress report card grades requirement (B or higher in all English Language Arts categories), the Language Appraisal Team (LAT) may meet to determine whether reclassification is appropriate. Referral to the Language Appraisal Team is made by classroom teachers or the ELD Specialist.

Language Appraisal Team members include the ELD Specialist, the classroom teacher(s), and special education teachers if applicable. The school principal leads the Team and makes final determinations regarding reclassification.

In determining whether a student should be reclassified, the Language Appraisal Team considers:

- Non-language-related factors influencing progress report card grades
- Alternate indicators of academic proficiency in ELA, including Fountas & Pinnell (reading assessment) data, performance on ELD standards, performance on benchmark assessments, & achievement of IEP goals

If the team recommends reclassification, the school principal approves the decision and the student is reclassified once necessary paperwork is completed.

If reclassification is not recommended, the team may recommend additional modifications or interventions to improve student performance in English Language Arts

**Monitoring Progress of EL and RFEP Students**

The progress of EL students is monitored by teachers and by instructional leaders using several tools:

- CELDT/ELPAC scores
- Student scores on ELD portfolios/ELD report card grades and completion of ELD Levels (Emerging, Expanding, Bridging)
- EL subgroup scores on internal assessments (Fountas & Pinnell, trimester benchmarks)
- EL subgroup scores on state assessments (CAASPP program)
- Reclassification rates

CELDT/ELPAC scores and CAASPP program scores are analyzed at the beginning of each year and/or when new scores become available. During professional development time devoted to data analysis after each trimester, data on internal assessments is disaggregated by subgroup (see example below), EL performance is analyzed, and next steps determined. Performance on ELD standards (measured through portfolios) is analyzed at the end of each trimester, and standards for reteach or inclusion in intervention are identified. Student progress moving through proficiency levels is analyzed at the end of each school year.
Prior to the beginning of each school year, the performance data of recently (within 2 years) reclassified students in each grade level is analyzed and the ELD specialist confers with teachers to determine appropriate supports are in place for each of these students not meeting standards. Examples of supports would be participation in Tier 2 reading intervention, support through language scaffolds during instruction, or potentially inclusion in designated ELD instruction if gaps in language are identified.

**Progress Monitoring and Support for LTELs**

LTEL student progress toward meeting ELD standards, towards meeting other content standards, and towards reclassification are all monitored regularly by the ELD Specialist and/or Principal and by classroom teachers in the same manner as for all EL students. However, frequency of progress monitoring is greater for this population (e.g., ELD specialist reviews mid trimester progress reports of LTEL students and checks in with students/teachers).

LTEL students receive information regarding LTEL status and progress towards reclassification. Reclassification criteria are shared with parents in initial notification and annual notification letters, in CELDT result mailings, and in at least two EL parent meetings during the year. Potential impacts (e.g., lower graduation rates) of LTEL status are also shared. The ELD Specialist also meets individually with parents of 8th grade English Learners to identify barriers to reclassification and discuss EL programming in high school. Students in fifth through eighth grade meet individually with the ELD specialist each year after new CELDT scores are received to review their personal path towards reclassification and identify action steps.

All LTEL and potential LTEL students (generally all EL students in 4th grade and up) will receive one hour per week of ELD intervention from 1:30 – 2:30 each Thursday. This instruction builds on the designated ELD instruction that occurs during the school day, and provides an opportunity to reteach and reinforce standards that are more difficult for students to master. Instruction will also be tailored to address areas of need that are holding students back from meeting reclassification criteria.

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

Gabriella Charter School 2 will meet the needs of gifted and talented students and students achieving above grade level through our Gifted and Talented program, which identifies students, and provides support to teachers to differentiate instruction in the general education classroom.

Gabriella Charter School 2 will identify students for GATE eligibility under the category of Intellectual Ability in grades 4 through 8. Intellectual Ability is defined as students whose general intellectual development is markedly advanced in relation to their chronological peers. In general, students are tested only one time. As the GATE program develops both at GCS 2 and at the original GCS Echo Park campus, the School may expand to other categories of identification.

Our criteria for testing and eligibility will be as follows:

- All 4th graders with parent consent are tested at the beginning of the school year, and grades 5, 6, 7 and 8 based on teacher recommendations and parent consent.
- Teachers fill out recommendation forms for all students they believe are gifted, rating qualities such as critical thinking, advanced vocabulary, and creativity.
• Students who score 95% to 99.8% on a standardized intelligence test (e.g., Raven’s Progressive Matrices), which is administered by a school psychologist, meet requirements for eligibility. Note: The Raven’s Progressive Matrices is non-verbal test, chosen in order to ensure language ability did not interfere with test performance.

Within 30 days of the completion of testing, parents of students identified as Gifted will be notified of their child’s status in writing. Parents of identified students then sign for consent for their child to participate in the GCS Gifted Program.

Gabriella Charter School has made it a priority to meet the educational needs of students in this subgroup. Services are provided to students through differentiated instruction in the general education environment, which includes flexible student grouping. Teachers are given professional development and coaching to implement key strategies for differentiated instruction within the general education classroom (e.g., planning around universal themes; using task prompts constructed with Sandra Kaplan’s depth and complexity icons; compacting foundational skills and accelerating learning). Additionally, biannual parent workshops are held to educate parents on how they can best support their gifted child at home.

The school monitors the progress of students in this subgroup through ongoing data analysis and check-ins with teachers each trimester. Ongoing assessment is provided to all students throughout the year and thorough analysis of this assessment data is conducted at the end of each trimester. The data is aggregated into sub groups so teachers can analyze specific student populations. Teachers will analyze achievement data of their gifted students and plan accordingly to meet their needs. They will have the opportunity to discuss next steps and goals with an administrator, which enables them to plan appropriately so each child is able to meet their learning goals.

Students not identified as Gifted, but who are high achieving (receive multiple scores of A+ or 4 on at least 2 consecutive progress reports), receive many of the same differentiated opportunities as identified Gifted students. Parents of these students are notified that their child is high achieving at end of trimester conferences and are given information regarding how teachers plan to meet their child’s need for more challenging material.

**Students Achieving Below Grade Level**

In line with its vision and belief that all children will have an opportunity to learn and experience success, Gabriella Charter School 2 is committed to providing interventions to ensure that every child can make significant academic progress.

Students who are low-achieving will identified based on analysis of multiple data points, including classroom formative assessments and trimester benchmarks, state testing programs, and the Fountas and Pinnell reading level assessment. This will occur formally at the mid and end-points of each trimester, and on an ongoing basis as teachers respond to formative assessment data. At the mid-point of each trimester, parents will be notified of low-achieving status in writing in the form of a mid-trimester progress report. For these students, the mid-trimester reports will include next steps for addressing the low achievement (intervention, SST referral, etc.). Parents will also be notified of low-achieving status through end of trimester report cards and parent-teacher conferences, at which teachers are required to provide concrete suggestions and resources for parents to support low-achieving students at home.
Examples of these resources include lists (in English and Spanish) of specific questions to ask students at different reading levels, educational games to reinforce math and early literacy skills, and lists of websites and apps addressing specific areas of need. For parents of students referred for a Student Success Team (described below), specific home/parent action items are identified and tracked.

Gabriella Charter School 2 will use RTI (Response to Intervention), a tiered approach to in which students are divided into tiers based on assessment data, appropriate interventions for each tier are provided, and the impact of the interventions is regularly measured. School staff identify students who do and do not respond, as well as appropriate next steps. A summary on the research base for RTI is provided by Charles Hughes and Douglas Dexter on the website of the RTI Action Network (http://www.rtinetwork.org/learn/research/research review). The charts and diagram below illustrate the 3 tiers of intervention at GCS 2 and describe the interventions provided for each in various subject areas.

**RTI instruction at Gabriella Charter School 2**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key data used to determine tiers</td>
<td>Fountas &amp; Pinnell Leveled Reading Assessment</td>
<td>Performance on trimester benchmarks</td>
<td>Office referrals</td>
</tr>
<tr>
<td></td>
<td>CORE Phonics Survey DIBELs Fluency</td>
<td>i-Ready diagnostic assessments and progress monitoring assessments</td>
<td>Daily behavior tracking by teachers</td>
</tr>
<tr>
<td>Tier 1 Instruction (all students receive)</td>
<td></td>
<td></td>
<td>COST referrals by school staff or parents</td>
</tr>
<tr>
<td>Supports</td>
<td>Regular, high-quality research-based classroom instruction</td>
<td>Regular, high-quality research-based classroom instruction</td>
<td>Standard classroom/school-wide behavior system</td>
</tr>
<tr>
<td>Frequency of Progress Monitoring</td>
<td>Once a trimester</td>
<td>Once a trimester</td>
<td>Once a trimester</td>
</tr>
<tr>
<td>Staff (Who provides)</td>
<td>Classroom teachers</td>
<td>Classroom teachers</td>
<td>Classroom teachers, other school staff</td>
</tr>
<tr>
<td>Tier 2 (Approximately 10-15 % of students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports</td>
<td>Small group instruction using research-based methods (primarily Fountas and Pinnell Leveled Literacy Intervention program)</td>
<td>Small group instruction using research-based methods, i-Ready individualized online instruction</td>
<td>Frequent parent contact, modifications to standard behavior system, assign staff buddy, increase positive reinforcers</td>
</tr>
<tr>
<td></td>
<td>2-3 x/week, at least 60 minutes</td>
<td>2-3 x/week, at least 60 minutes</td>
<td></td>
</tr>
<tr>
<td>Frequency of Progress Monitoring</td>
<td>At least twice a trimester</td>
<td>At least twice a trimester</td>
<td>At least twice a trimester</td>
</tr>
<tr>
<td>Staff (Who provides)</td>
<td>Classroom teachers, Instructional Aides</td>
<td>Classroom teachers, Instructional Aides</td>
<td>Classroom teachers, other school staff</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Tier 3 (Approximately 5% of students)</td>
<td>Very small group or individual instruction using research-based methods</td>
<td>Very small group or individual instruction using research-based methods, daily</td>
<td>Behavior Analysis, Individual Behavior Plan, parent conference, referrals to outside agencies for counseling, etc.,</td>
</tr>
<tr>
<td>Supports</td>
<td>Daily, at least 120 minutes/week</td>
<td>Daily, at least 90 minutes/week</td>
<td></td>
</tr>
<tr>
<td>Frequency of Progress Monitoring</td>
<td>Every 2-3 weeks</td>
<td>Every 2-3 weeks</td>
<td>Every 2-3 weeks</td>
</tr>
<tr>
<td>Staff (Who provides)</td>
<td>Literacy &amp; Intervention Specialist, Intervention Instructor, Resource Teacher</td>
<td>Intervention Instructor, Resource Teacher</td>
<td>SST members (teacher, parents, administrator, School Psychologist if available, outside agencies</td>
</tr>
</tbody>
</table>

For reading intervention, Gabriella Charter School 2 will use the Leveled Literacy Intervention (LLI) System developed as part of the Fountas & Pinnell Reading System. This system of leveled books includes lesson plans targeting decoding skills and within the text, beyond the text, and about the text comprehension skills. Staff instructing intervention select books based on student levels and select lesson components based on students’ skills as a reader. The LLI System provides interim assessments aligned to the Fountas & Pinnell benchmark assessments that GCS 2 will administer trimesterly, allowing more frequent monitoring of Tier 2 and Tier 3 students.

Tier 2 Reading Intervention occurs both during school during small group instruction and during before school and after school sessions. Daily Tier 3 Reading Intervention is provided both before and after school and during the school day, depending on teacher/student schedules. Any staff member who provides Tier 2 or Tier 3 intervention are trained on the LLI program by the Literacy & Intervention Specialist or an experienced teacher.

For math intervention, GCS 2 will use both teacher-developed lessons based on the school’s adopted curricula for elementary and middle school math and either i-Ready, an online, differentiated math instruction and assessment program or a similar program. i-Ready is described further elsewhere in this Element, under *Curriculum and Instruction*. Intervention groups are formed based either on i-Ready assessment data or another data point chosen by the math team (e.g., benchmark data, foundational math assessments, etc.), and teachers utilize both i-Ready online lessons and teacher-developed lessons. The majority of math Tier 2 and Tier 3 intervention, with the exception of primary grades, occurs before and after school. All staff who provide Tier 2 or Tier 3 intervention in math will be trained on the i-Ready (or similar) program.

As described in the section above regarding English Learners, intervention is also provided for students not making adequate process in learning English.
Identification of students in need of academic (or behavioral/socio-emotional) interventions will first occur with instructional staff or a parent noting a need or difficulty of the student. Before referring a student to the school’s Coordination of Services Team (COST), in most cases teachers will be asked to attempt interventions for 4-6 weeks, tracking results. Teachers will be provided with a standard template, used at the GCS site, to track the types of interventions attempted, time frames, and results. After initial interventions prove ineffective, progress of these students is monitored by, and solutions are designed by, the COST (Coordination of Services Team) and SST (Student Success Team) processes.

COST participants are the Principal or Director of Instruction, Assistant Principal, Literacy and Intervention Specialist, ELD Specialist, and a special education representative (Director of SPED/School Psychologist/Resource Teacher).

The COST meets at least twice a trimester for two purposes:

1) Analyzing assessment data to assign students to appropriate “tiers” within RTI. Students who have not made progress are identified and next steps brainstormed (including potential referral to an SST). With the help of the ELD Specialist and a representative from the special education team, the team examines patterns in progress towards intervention goals and/or mastery of standards by special populations (EL, SPED) and determines potential solutions fitted to the needs of these groups. New schedules for intervention based on student movement between tiers are also created.

2) Reviewing referrals to the COST team made by staff or parents. Students are referred to COST when classroom interventions have not been effective in addressing academic or other (behavioral, socio-emotional, physical) concerns.

COST collectively determines interventions or next steps that should be put in place to best serve groups of students as well as individual students referred to the team. Common next steps for individual students include an SST, a behavior plan, or a referral to counseling. At the conclusion of each COST meeting, it is determined which team member will own the process of following up to make sure all staff members, as well as parents or guardians of individual students, are aware of and have the proper training and information to carry out the next steps.

SSTs (Student Success Teams) occur regularly and as needed to address concerns regarding individual students. Teachers, parents, administrators and other school staff relevant to the child (e.g., ELD specialist for an EL student, RSP teacher for a special education student) collaborate to analyze issues, determine root causes, and plan next steps to best support the child.

An SST is scheduled after COST determines it as an appropriate next step. At the meeting participants present data such as recent academic data (Fountas & Pinnell assessment, CORE Phonics, grades, benchmark assessments, etc.), types of interventions attempted, dates these interventions have been attempted, and the results of the interventions. At the end of an SST, next steps for all participants are determined. Specific goals for progress are set and followed up on at the next meeting.

When a student does not respond to interventions determined through the SST process, and is not making sufficient progress towards goals set by the SST and through the RTI process, referral for assessment to determine eligibility for special education services may be a next step.
Socio-Economically Disadvantaged/Low-Income Students

It is part of the mission and vision of Gabriella Charter Schools to ensure that all students, regardless of socio-economic circumstances, have access to an excellent education and to high quality arts instruction. Through additional art instruction, enrichment programs, and field lessons, we strive to give low-income students access to experiences that might otherwise be academically unattainable. In order to realize this vision, the school also has in place systems to identify specific needs of individual students within in this group or of the group as a whole.

Socioeconomically disadvantaged students are identified through the student’s free or reduced lunch status. Using the charter school’s Student Information System, which will track this status along with class grades, benchmark scores, and all schoolwide academic data points, their progress as a subgroup is tracked on major assessments (e.g. Smarter Balanced, i-Ready, Fountas and Pinnell reading assessments. This progress will be analyzed by teachers and leadership at the end of each trimester, when state assessment results become available, and during COST meetings. Because FRL status is neither a perfect nor a continuously updated measurement of socio-economic disadvantage, GCS 2 teachers and staff will receive training on recognizing symptoms and behaviors indicative of a child’s need for additional supports, including issues relating to hunger, extreme poverty, and individual families’ challenges to meet their child’s needs, as part of annual training on the School’s COST, SST, and Response to Intervention processes. Part of the school’s culture is also that every staff member is responsible for being aware of and responsible for addressing the needs of each child on campus. This expectation will be explicitly communicated to staff in order to promote a high level of vigilance and attention to needs that may arise for socio-economic disadvantage.

Needs of individual socio-economically disadvantaged students can be identified and addressed through the COST and SST processes.

The COST meeting system described above allows for identification not just of academic need, but also of a diverse range of needs that might arise related to socio-economic status (e.g., difficulty completing homework, attendance issues due to difficulty with transportations, health or hygiene issues, parent difficulty in attending conferences due to work schedule, etc.). All staff members (including office staff) receive training on the COST referral process and The COST referral form includes information on potential needs of socioeconomically disadvantaged students. Responses to these needs include such strategies as:

- Facilitating connections between parents to promote car-pooling and sharing of resources
- Working with school volunteers and community organizations capable of providing assistance with supplies, clothing, or food
- Working with family schedules to ensure access to the free breakfast and lunch provided at school
- Providing alternate methods of conferencing with parents (home visit, telephone)

Students with Disabilities

*The district required language included above contains all charter provisions addressing matters related to students with disabilities and special education.*
**Students in Other Subgroups**

Gabriella Charter School 2 will meet identify and meet the needs of Foster Youth in accordance with AB 490 -- EC 48853.5. Gabriella Charter Schools will identify Foster Youth through the enrollment process, self-disclosure or interaction with the Department of Child and Family Services. The needs of Foster Youth are determined and met by working closely with educators, school personnel, social workers, probation officers, caregivers, advocates, juvenile court officers and community based organizations. A variety of services such as counseling, intervention, social skills groups, or assignment as a Heart Student (i.e., adult mentoring) will be provided by school or through community-based organizations. Using the charter school’s Student Information System, which will track Foster Youth status along with class grades, benchmark scores, and all school-wide academic data, the progress and needs of Foster Youth are monitored through the COST system. Progress will also be analyzed by teachers and leadership during data analysis at the end of each trimester. If the number of Foster Youth enrolled at the charter school is less than 5, each individual student will be considered a “standing item” on the COST agenda, and his or her needs, response to intervention, and academic progress will be monitored at each meeting.

**A Typical Day**

Early each school morning, parents of Gabriella Charter School 2 students are not surprised to find their sons and daughters ready to go to school. As they pack their things for the day, students make sure they have their “quality homework” assignments with them and middle grade students pack their Gabriella binders, neatly organized by subject, pausing to flip to the weekly agenda, which outlines the homework, objectives and major deadlines. Parents sign the daily homework check sheet, and make sure their children have correctly logged their reading time in their reading journals before taking them to school. As families travel to GCS, they might discuss special events occurring that day; perhaps one child’s dance class is showcasing a performance piece for a group of older students; another child is excited to discover the results of an experiment. A father might remind his children that he’ll be staying at school after drop off to help serve breakfast, since he’ll be attending a parent meeting at 8:00.

At 7:15 a.m., the doors of the school open and staff are waiting to welcome our students. Students happily greet their friends and faculty members by name, with many students walking arm in arm with their younger siblings. Volunteer parents help serve a healthy breakfast to students as others play in the schoolyard supervised by instructional aides, who use this opportunity to build relationships with students. An aide might sneak in learning time by encouraging students to sing songs, recite chants, or perform movements learned in class. A student who stands alone or seems quieter than usual receives extra attention, and the aide makes sure to check in with his teacher.

Shortly before 8:00 a.m., older students help to arrange younger peers in their lines, while middle grades students form lines in their reading block groups, independent reading books in hand. Students are off to a full day of rigorous academic content, plenty of movement, and multiple opportunities to express themselves and to succeed.

From the start of the day at 8:00 a.m. to the end of school at 3:30 p.m., rooms filled with dancing students are hubs of excitement and concentration. In one day, an observer might see 2nd grade theater dancers warming up their “emotions” by rapidly changing their facial expressions.
expressions from excited to frightened to peaceful, third grade tappers learning the “shim sham,” fourth graders performing pieces designed to teach other students about a region of California, kindergarten students forming letters with their bodies and choreographing “words”, and sixth graders modern dancers preparing for a quarterly “dance publishing” party. Accomplished and highly trained professional dance instructors teach all of these classes. There is almost non-stop dance instruction at Gabriella.

Walking from class to class, a visitor will notice skilled teachers utilizing a wide variety of engaging and creative instructional techniques, but observe a shared strong school culture and structure in each classroom that upholds and supports high expectations. All classrooms include visuals that reinforce the school’s character values, a board that states the nightly homework for each subject, and a common whiteboard configuration that includes an objective for the lesson, as well as an agenda. Each teacher has their own style, but students smile with recognition when their current teacher uses the same key vocabulary and instructional routines, developed through vertical articulation, that they remember from the previous year.

Throughout the instructional day, student can be observed participating in whole group direct instruction, conferencing with another student or a teacher, working in cooperative groups, and practicing their self-monitoring and stamina while working independently. Students can also consistently be seen moving. A kindergarten teacher asks students to move from one learning station to another while moving rapidly (a story vocabulary word) with their bodies in the shape of the letter R. Seventh grade student link and unlink arms and move to model types of chemical bonds. Third graders “flap” (a tap step) around the room, then freeze, find a partner, and share the first step they would take to solve a math problem.

By lunchtime, when students chat eagerly with friends while being urged by a passing staff to demonstrate their flexibility character value and try a new food, a typical student has had rigorous, high-level instruction in content areas, received instruction in at least one art form, and interacted with multiple caring adults. Staff members providing instruction and support to students often are seen coordinating and working together. A resource teacher co-teaches a writing mini-lesson with a third grade teacher, while an instructional aide pulls aside a small group for Tier 2 reading intervention. Meanwhile, in a sixth grade class, the resource teacher helps facilitate and scaffold discussion in a math group, while a classroom volunteer checks in with a student who struggled with the previous day’s lesson.

In a given day, a typical student also receives instruction differentiated for his or her specific learning needs. During the second grade content and language block, a classroom teacher works with emerging level ELD students pulled from across two classrooms, while an instructional aide, and the ELD Specialist work on ELD or ELA language standards with other groups. A teacher conferences individually with a fourth grade student, pushing her to add more detail to her piece. An aide supports a special education student in the dance studio, providing prompts and reinforcement while joining in on the warm-up. In middle school, students begin the day with a block of differentiated reading and ELD instruction; students are grouped flexibly between all middle school classes according to need, and participate in ELD instruction, peer reading groups, or literacy Tier 2 and Tier 3 intervention.

In all grade levels character education is woven into academic lessons and classroom communities are observed reflecting on values and problem solving as a community, possibly in a class circle beginning or ending the day. The typical middle school day also provides additional opportunities through Advisory. In Advisory, middle grade students focus on organizational

Gabriella Charter School 2 Petition
skills, character development, college prep, and life skills that will allow for success at challenging secondary schools and beyond. Every week, students set and reflect on short-term and long-term goals, both personal and academic, that drive their choices. An observer might overhear one student reminding another to “save the marshmallow,” or to delay short-term gratification for long-term success, or describing how a character in a novel knew how to “do the right thing”, even when no one was watching.

Students also have opportunities to build community and character and celebrate success at weekly (monthly for middle school) school meetings. On a particularly exciting Friday, a student might perform a dance celebrating the work of Cesar Chavez with his classmates and receive an award from his teachers for demonstrating flexibility during the week, earning loud claps of praise from staff, students, and families for both accomplishments. At a middle school meeting, Glee Club members might perform a song encouraging students to attend a middle school event to fundraise money for an 8th grade trip, and a student council officer might announce the results of the vote to choose that month’s incentive activity for students who have met or exceeded Character standards.

Visitors to the school also notice that students are given ample opportunity to engage in fun activities and develop interests outside of academics. Structured recess on a daily basis gives students a chance to participate in supervised activities such as kickball, handball, and volleyball. Although classes end at 3:30 pm every day (with the exception of Thursday, when it ends at 1:30pm), many students participate in an after school program where they receive homework assistance, eat a healthy snack, and participate in enrichment and sports activities. Other students might participate in afterschool activities such as choir or glee club, or in the school’s Company Kids, a performing dance ensemble for students 4th grade and up.
Element 2 - Measurable Pupil Outcomes and Element 3 - Method by which Pupil Progress Toward Outcomes will be Measured

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

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

**Measurable Goals of the Educational Program**

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

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

**Standardized Testing**

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

**Measurable Goals of the Educational Program**

Measurable Goals of the Educational Program are described in Element 1, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii).*
Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

Performance targets aligned to state priorities are described in Element 1, The Requirements Of California Education Code § 47605(B)(5)(A)(ii).

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

School-wide Outside Measures of Academic Progress

GCS 2 will use several key outside assessments in addition to state mandated testing programs and state Performance Targets in order to track student progress, plan instruction, assign interventions, and evaluate programs. These assessments were selected due their alignment with California Standards, their relevancy to the GCS 2 instructional program, and their reputation (widely used, supported by research & enabling norming against schools nationwide). These are listed in the chart below:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Grade Levels</th>
<th>Frequency</th>
<th>Performance Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fountas &amp; Pinnel Benchmark System</td>
<td>* Leveled Reading Assessment *Comprehensive Assessment of Reading Skills * Nationally Normed and Widely Used</td>
<td>K-8</td>
<td>1x/trimester; more frequently for students in Tier 2 and Tier 3 intervention</td>
<td>On grade level or make 1.25 years of growth in a year (level for on grade level for each trimester of each grade are defined)</td>
</tr>
<tr>
<td>CORE Phonics &amp; Phonemic Awareness Survey</td>
<td>*Comprehensive Assessment of Foundational Skills * Nationally Normed and Widely Used</td>
<td>TK-3; as needed for older students reading below grade level</td>
<td>1x/trimester; more frequently for students in Tier 2 and Tier 3 intervention</td>
<td>Students expected to meet performance expectations for each grade level are defined by assessment publisher</td>
</tr>
<tr>
<td>DIBELS NEXT oral reading fluency</td>
<td>* Assessment of oral reading fluency * Efficient assessment of overall foundational skills * Predictor of reading success</td>
<td>1-5; as needed for older students reading below grade level</td>
<td>1x/trimester; more frequently for students in Tier 2 and Tier 3 intervention</td>
<td>Students expected to meet performance expectations for each grade level are defined by assessment publisher</td>
</tr>
<tr>
<td>i-Ready online math program assessment*</td>
<td>* On-line, adaptive math assessment based on Common Core standards</td>
<td>TK - 8</td>
<td>1x/trimester; more frequently for students in Tier 2 and Tier 3 intervention</td>
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<td>----------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>i-Ready tracks whether students are “on”, “above”, or “below” level for each trimester</td>
<td>Growth goals are set after the first diagnostic assessment and students are tracked as meeting or not meeting growth</td>
<td>Students divided into Performance Profiles; profiles correlated to Tiers 2 and 3 in GCS 2 RTI system have intervention progress goals that are also monitored</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The i-Ready assessment is the school-wide, outside math assessment currently in use by the original GCS site. However, GCS 2 may choose to select an alternate assessment program from the state’s list of Diagnostic Assessments that meet the criteria set by Education Code Section 60644 [http://www.cde.ca.gov/ta/tg/ai/gd2mathtbl1.asp](http://www.cde.ca.gov/ta/tg/ai/gd2mathtbl1.asp)

**School-wide Locally Created Assessments**

Unit benchmarks in both English language arts and mathematics will occur approximately twice per trimester and are developed locally, using resources from adopted curriculum, from the state’s Digital Library, and test blue prints/item descriptors available from the Smarter Balanced Consortium.

While mathematics contains both fluency and conceptual questions, English language arts benchmarks assess reading, writing, and language domains. These assessments will be designed by teachers during professional development (in many cases assessments will have been already created by GCS, and are based on the Common Core standards instructed for that unit. Teachers align their unit benchmarks along a common matrix that has been vertically articulated for grades Kindergarten through 8th grade, including factors such as length, number of passages to include, question format types (e.g., short answer versus multiple choice) and numbers of items from each category of Webb’s Depth of Knowledge.

Teachers will also design performance tasks to be included in their unit benchmarks that fuse concepts across disciplines. These assessments will be reviewed with department leaders for feedback to ensure alignment and appropriate rigor for all grade levels. Data will also be debriefed in departments to create action plans aligned to student data, which occurs during professional development.
Other Formative Assessment

In addition to school-wide assessments, teachers use a variety of other formative assessments. These include component assessments of adopted curricula (e.g., rubrics included with Writer’s Workshop Units of Study, science performance assessment included in FOSS science kit, a quiz included with the Singapore math curriculum) as well as teacher created checklists and rubrics (commonly used for assessment in Speaking & Listening, ELD, Visual Arts, and Dance).

Data Analysis and Reporting

Gabriella Charter School 2 will utilize a student information system (SIS) called Illuminate Education that has the capacity to capture data and create a variety of reports and analyses regarding student achievement, including disaggregated data by content strand, student subgroup, grade level, and classroom, tailored to the needs of our school and our instructional methodologies. Data for all state assessments as well as other key data points (Fountas & Pinnell reading benchmark levels, CORE and DIBELS reading assessments, scores on trimester benchmarks, report card grades) are stored and can be accessed and analyzed using Illuminate. Illuminate training for teachers, instructional aides, and administrative staff is a priority for the school. This tool allows teachers to analyze results of assessments and use this information to inform their teaching, as well as allowing instructional leaders to evaluate the efficacy of the school’s program and make adjustments as necessary. The Director of Operations and Director of Instruction of Gabriella Charter Schools share responsibility for implementation and effective use of Illuminate at GCS 2, with the Director of Operations supervising the technical roll-out of the system at the site and overseeing ongoing maintenance and use of the site for attendance, maintenance of student data, and compliance reporting. The Director of Instruction will be responsible for training instructional staff in the use of Illuminate for tracking and analyzing academic data.

Both internal assessments and standardized test results are utilized to inform teaching and learning. By disaggregating the standardized test data and looking at individual students’ results, faculty and staff utilize test results along with other assessments to determine student’s academic needs, and create individualized learning plans to address these needs. Conversely, individual performance data from each classroom is aggregated to enable school leaders to identify trends and address specific needs.

School leaders and groups of teachers will analyze assessment data at least monthly (i.e., during check-ins with administration team and teachers, at PD meetings, at the end of trimesters, during SSTs and IEP meetings) from the perspective of teacher education. Gaps in student knowledge become the focus of teacher development in the classroom and help determine appropriate professional development experiences. GCS 2 staff will participate in professional development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance in light of data, and modify their instructional designs accordingly. The staff is trained on how to interpret different data points and engages in critical analysis of assessment data in real time – including that created and derived from their classroom activities in order to determine how best to address any performance deficiencies or negative data trends, both for entire groups of students as well as individuals. For example, an end-of-trimester analysis of data might reveal that students with IEPs across grade levels are having difficulty meeting speech and language IEP goals, and that based on trimester benchmarks, these students are also having difficulty mastering specific language standards. As a result, special education staff might provide development to
classroom teachers on specific strategies to be used in the general education setting to support speech goals, and co-planning between general education and special education staff might focus on aligning IEP goals and classroom interventions to target areas of greatest need. Data analysis is yet another part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs.

Results from these myriad assessment activities will be collected and analyzed continuously in order to drive program improvement across all facets of the school. We regularly report on and distribute information about school progress to the school community and interested members of the community, including, but not limited to:

- Summary data showing student progress toward the school’s goals and outcomes from assessment instruments and techniques as described in this section, including dissemination of the School Accountability Report Card (SARC) and.
- Summary data from an annual parent satisfaction survey
- A summary of major accomplishments by the school community, including fundraising efforts, facility developments, community partnerships and other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally

This data is reported to the Gabriella Charter Schools Board through reports at Board meetings and maintenance of a performance dashboard tracking key school metrics over time. School-wide data is shared with parents through newsletters and parent meetings (coffee with the principal, EL parent meeting, Title I meeting), with staff at professional development sessions, and with staff/students at School Meetings and in signage posted on campus.

Grading, Progress Reporting, and Promotion/Retention

Grading Policy
1st – 8th grades use the following grading scale for academic subjects, including for dance and other arts courses

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96 – 100%</td>
<td>Exceeds Standards</td>
</tr>
<tr>
<td>A</td>
<td>90 – 95%</td>
<td>Meets Standards Plus</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>Meets Standards</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>Approaches Standards</td>
</tr>
<tr>
<td>D</td>
<td>60 – 60%</td>
<td>Minimal Progress Towards Standards</td>
</tr>
<tr>
<td>U</td>
<td>0 – 59%</td>
<td>Does Not Meet Standards</td>
</tr>
</tbody>
</table>

K/TK uses the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>90 – 100%</td>
<td>Exceeds Standards</td>
</tr>
<tr>
<td>3</td>
<td>80 – 95%</td>
<td>Meets Standards</td>
</tr>
<tr>
<td>2</td>
<td>60 – 79%</td>
<td>Approaches Standards</td>
</tr>
<tr>
<td>1</td>
<td>0 – 59%</td>
<td>Does Not Meet Standards</td>
</tr>
</tbody>
</table>
Customized TK report cards will be used, in which scores will be given only for the identified benchmark skills listed in Element 1, under **Transitional Kindergarten**.

ELD grades are reported on a scale of 1-4 using the following rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Portfolio Scores average &gt; 3.5</td>
<td>Advanced Progress</td>
</tr>
<tr>
<td>3</td>
<td>Portfolio Scores average between 2.5 – 3.5</td>
<td>Good Progress</td>
</tr>
<tr>
<td>2</td>
<td>Portfolio Scores average between 1.5 – 2.5</td>
<td>Partial Progress</td>
</tr>
<tr>
<td>1</td>
<td>Portfolio Scores average to &lt; 1.5</td>
<td>Limited Progress</td>
</tr>
</tbody>
</table>

English Language Learner grades are determined through maintenance during the trimester of a portfolio containing work samples and assessments based on ELD standards. Progress towards each standard covered during the trimester is evaluated on the 1-4 rubric and an overall grade is calculated.

At the beginning of each school year, instructional staff meet in grade level clusters (TK/K-2, 3-5, 6-8, arts teachers) to create grading matrices for each grade/grade span and each subject reported on the report card. Teachers determine: 1) The categories within each gradebook (e.g. benchmark assessments, formative assessments, labs, group projects); 2) The weight of each category to be used in calculating a final grade and 3) The appropriate minimum number of assignments for each assignment category. These grading matrices are approved by instructional leaders, and teacher grade books within Illuminate (SIS) are reviewed to ensure alignment with matrices.

**Type/Frequency of Progress Reporting**

GCS 2 will issue a school-designed report card, created through the Illuminate SIS, and modeled after the GCS template) three times a year, and teachers schedule teacher parent conferences to discuss these reports twice during the year. Grades on report cards are aligned with California State Standards for content skills and English and Language development.

Parents will also receive a progress report at the mid point of each trimester, and are invited at this time to conference with instructional staff to address any concerns.

Parents will also receive all results of state-mandated testing programs within mandated timelines, and are provided with translated explanations of their student’s progress. Parents are specifically invited to ask questions regarding their child’s CELDT (to be replaced with ELPAC) results each year at an EL parent meeting scheduled after the distribution of results. Parents are specifically invited to discuss their child’s results for CAASPP testing at a Coffee with the Principal meeting in September and at Back to School Night.

**Promotion/Retention**

Gabriella Charter School 2 will have a standards-based promotion policy in accordance with Education Code Section 48070.5(1)(d). The law requires that all Boards of Education adopt a policy that establishes criteria regarding promotion and mandatory retention of students at specific grade levels, and Gabriella Charter Schools will follow its adopted promotion and
retention policy to ensure that students demonstrate achievement of grade level standards before being promoted to the next grade. Generally, this policy affects students in grades 2 through 8. However, GCS 2 will also give careful consideration to the possible retention of students in grades K and 1 who appear to be at high risk for failure if promoted.

**Criteria for Promotion**
- English proficient students in grades 2-8 must meet minimum grade level standards in English Language Arts and in grades 4 - 8 in Mathematics. Minimum grade level standards are defined as grades of A, B, C, and D.
- English Learners not meeting minimum grade level standards can show adequate progress in English Language Arts by advancing one ELD level per year.
- Students with disabilities will meet the criteria as indicated in the IEP.

**Interventions to Support Promotion**
At risk students are identified early in the school year through classroom and school-wide data analysis and/or the COST team referral process, as described in Element 1 under Reaching All Students, and offered a variety of interventions for assistance:

- Classroom instruction with the teacher assisting students in small groups and individually.
- Additional instruction providing academic support for students both during and beyond the regular instructional day, assigned as part of Tier 2 or Tier 3 interventions, described under Reaching All Students (Element 1).
- Summer School/Intersession programs may occur during school breaks, pending availability of funding.

Students who do not meet the criteria for promotion will be retained unless teachers, parents and administrators determine retention is not appropriate.

During the retention year, students will participate in on-going interventions and be monitored through the COST and/or SST process.

**Steps Towards Retention**
If a student is not making adequate progress and is in danger of not meeting promotion criteria by the end of the academic year, the school will notify the parent in writing and will also contact the child’s parent by phone or in person during trimesterly parent conferences, and at a minimum before April 1. Before April 1 of the current year, the child’s teacher will consult with the principal and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. However, the School may retain students without parental consent in accordance with the Gabriella Charter Schools retention policy and the California Department of Education; should parents disagree with the retention decision of the Principal, they may follow the appeals process below. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made, following the process outlined below.

**1. Educational Plan**
Teachers with support of the Principal or Intervention Specialist will develop, for each student identified as at risk for retention an education plan, no later than the mid-point of trimester 2 including highlighted, time-tracked areas of need in reading, writing and
mathematics. This continuum will be used to identify appropriate learning goals for the student. The continuums will continue to be used and updated to monitor student progress during the retention year and thereafter.

2. Retention Folder
Teachers will create a folder to document formal student interventions, conferences and any recommendations for retention. All interventions will have occurred prior to the recommendation and will be verified by the principal. This folder will also maintain records of school parent communications, including a signed parent notifications.

a. Data Gathering Instruments
The following data will be recorded on or attached to a Student Information page of the retention folder:
1) Assessment data as appropriate to grade level
2) Report card scores and comments
3) Samples of representative work as compared with proficient work at the same grade level
4) Written summary of student’s strengths and weaknesses
5) Other important information

b. Location and Storage of Records
In the event the student is retained, the retention folder will be added to and remain in the child’s cumulative folder. If the retention is no longer a consideration, the retention folder will be stored in the school office throughout the following academic year, then discarded. If the student moves or transfers to another school, the retention folder will accompany the cumulative file.

3. Parent Notification Process
Parents are notified through teacher conferences, progress reports, and end of trimester report cards when their child is at risk of not meeting grade-level standards for promotion.

4. Retention List
On or before April 15 of the current year, the COST (Coordination of Services Team) will review a list of any student being considered for retention.

5. Retention Decision Making Process
A final decision regarding a retention will be made by the school principal at a retention meeting to take place during the second half of the final trimester of the school year. Parents are invited and encouraged to attend.

6. Parent/Guardian Retention Signature Form
Parents are given a Parent Retention Signature Form outlining the school’s final decision regarding retention no later than 15 days prior to the last day of instruction. Parents must sign and return the form indicating their agreement or disagreement with the recommendation to retain (in the case of a recommended retention) or their agreement or intent to appeal (in the case of a retention). Students at Gabriella Charter School will not be retained more than once in a Kinder through 8th grade span.

7. Parent/Guardian Appeals Process
Parents may appeal a decision to retain a student by submitting the Parent Signature form, indicating disagreement and the reasons for objecting to the retention. To appeal a required retention, parents or guardians appear before the Board of Directors. Information is presented by parents and by the principal and the Board of Directors makes a decision to either support or overturn the retention requirement.

8. Academic Monitoring of Retained Students
The student’s classroom teacher will create an educational plan with specific goals for the retained student, including but not limited to additional support from instructional aides, tutors, and after-school homework assistance. Progress of retained students will be monitored through the COST process, and in cases where academic progress remains limited, a Student Success Team will convene a meeting to determine whether assessment for special education services is appropriate.
Element 4 - Governance

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

**GENERAL PROVISIONS**

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

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

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

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

**LEGAL AND POLICY COMPLIANCE**

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

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at arms’ length.
Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

**RESPONDING TO INQUIRIES**

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

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

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

**Notification of the District**

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

**Student Records**

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

**Parent Engagement**

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

**Federal Program Compliance**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA), also known as Every Student Succeeds Act (ESSA) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part
of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

**Governance Structure**

Gabriella Charter Schools, a 501(c)(3) nonprofit corporation shall operate Gabriella Charter School 2 according to the terms of this charter, bylaws and articles of incorporation.

The school’s organizational chart is as follows. Note that detail of positions specific to the GCS site are not shown, and that some positions shown will not be initially staffed, but will be added as the school grows to full capacity. Please further note that Gabriella Charter Schools Board includes the Audit Committee and other standing committees as permitted by the Bylaws. These committees currently include: Governance, Finance, and Academic Excellence Committees.
The Corporation’s Board will be fully responsible for the operation and fiscal affairs of the school, including but not limited to the following:

- Promote, guard and guide the mission and vision of the school;
- Ensure adherence to all state and federal requirements as well as those requirements set forth specifically in the charter petition;
- Hire, supervise, and evaluate the Executive Director, in relation to charter school functions;
- Monitor student achievement to ensure progress toward and fulfillment of the schools’ mission;
- Engage in ongoing strategic planning;
- Approve and monitor the schools’ annual budget, budget revisions, and monthly cash flow statements and ensure the long-term financial stability of the school;
- Act as a fiscal agent, including, but not limited to, the receipt of funds for the operation of GCS in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Review and approve annual independent fiscal audit and performance report;
- Provide support and assistance to the school in its fundraising efforts, as well as other needs as they arise;
- Establish Board Committees as needed, in accordance with the Bylaws;
- Attract and recruit new Board members and ensure proper training and orientation for all new members;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions;
- Such other duties and activities as may be needed, in accordance with the Corporation’s Bylaws, this charter, and all applicable laws.

The Executive Director reports to Gabriella Charter Schools Board and is responsible, with the Board, for ensuring that the Charter School fulfills its charter, in addition to being ultimately operationally responsible for all aspects of the organization and its schools. This position is the primary staff of the Board and is responsible for ensuring that the Board receives updates and information on the Charter School’s progress. The Executive Director hires and evaluates the Director of Operations and the Director of Instruction.

The Director of Instruction will hire and evaluate the Principals of Gabriella Charter School 2 and the existing Gabriella Charter School Echo Park, as well as oversee other high-level shared instructional staff (e.g., Director of Special Education). This position will coordinate the
collection and analysis of academic data, and use the results to guide professional development and make decisions regarding programs and resources.

The Director of Operations is responsible for ensuring that all non-academic functions of the school (e.g. facilities, technology, purchasing, Human Resources, data reporting) function in a way that supports the school’s fulfillment of its educational mission and allows the school to comply with all applicable law/policy. This position will manage all shared Operations staff, as well as Operation staff based at the Gabriella Echo Park site, and will support the Principal of GCS 2 in managing site based staff at GCS Echo Park.

**Governing Board Composition and Member Selection**

In accordance with the Bylaws of the Corporation, the Board of Directors will be comprised of five to fifteen Directors. The Board shall strictly adhere to the terms of the Bylaws and Conflict of Interest Code and Policy, included in Tab 6.

The Corporation’s Board composition, as prescribed in its Bylaws, is as follows:

For the first 10 years of the Corporation’s operation, one Director shall be appointed by the “Founder,” Liza Bercovici, the mother of Gabriella Axelrad, in whose memory this corporation is established;  
The Gabriella Foundation, from which Gabriella Charter Schools emerged, acting as a “designator” in accordance with Sections 5220-5222 of the California Corporations Code, shall designate Directors to the Gabriella Charter Schools Corporation in a number that shall constitute a majority less one of the Corporation’s Directors; and 
The remaining Directors shall be elected or re-elected by the Corporation’s Board.  
Thus, for example, if there are seven Directors on the Corporation’s Board, one of these will be appointed by the Founder, three will be designated by the Foundation, and the remaining three will be elected or re-elected by the Corporation’s Board.

By way of background, the Foundation, which Liza established to operate the non-profit community-based dance program she created in 2000 in her daughter’s memory, provides additional financial support as needed for the dance outlays of Gabriella Charter School.  
Providing dance to underserved children and youth in Los Angeles is the core mission of the Gabriella Foundation. The Foundation is not represented on the organizational chart above, based on legal advice, as the Foundation does not approve School budgets or make School purchase decisions, and is not involved in any way in School hiring or employee termination decisions or creation of any School policy.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b). In the event that a representative of the District serves on the Board, the number of allowable directors is increased by one, per the Corporation’s Bylaws.

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1 Per Article X of the By-Laws of Gabriella Charter Schools, Liza Bercovici, as the founder of the school, named after her daughter Gabriella, has the right until June 30, 2023, unless earlier terminated, to designate one Director of the Board, which Board shall have a minimum of five members and a maximum of fifteen members. This right to designate one director may be assigned by the Founder to the Founder’s husband or two sons, but only through June 30, 2023, after which the right lapses.

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The number of directors, however elected or designated, that also serve on the Gabriella Foundation Board of Directors shall not exceed 40% of the total number of directors on the Gabriella Charter Schools governing board.

**Selection**

Directors are elected for a two-year term, or remain in office until a successor member has been elected.

At all times, the Board will be comprised of Directors who offer a diverse range of experience in education, non-profit management, finance, business, law, facilities and other areas of expertise.

Desirable qualifications for Board Members include:

1. Particular expertise or professional experience complementing the expertise of the existing Board.

2. Particular expertise or professional experience in curriculum design and oversight.

3. Prior board service or leadership experience.

4. Diverse perspectives to help the Board maximize its ability to learn and grow. This includes nationality; gender; age; ethnicity or cultural heritage.

5. Familiarity with the educational landscape in the Los Angeles region, and/or at the state and national level

6. Commitment to and appreciation for the value of arts education

7. Capacity to attract new resources to the school.

The need to select/add a Board member may arise upon the resignation or removal of a current member, as described in the Corporation’s Bylaws. At other times, changes in the organization (e.g. growth, change in location of a school site) may create a mismatch between the expertise of the current composition of the Board and organizational needs. In these situations an additional member (not to exceed the overall membership limit of 15) may be recruited and appointed to the Board.

In order to ensure that the composition of the Board is consistently in line with the needs of the organization, the Governance Committee considers candidates year-round, making an effort to reach outside the circle of acquaintance of those currently on the Board. On at least a yearly basis, the skills, experience, and other general and special strengths needed on the Board are identified and it is determined which particular individuals would bring these skills. The Governance Committee develops a list of qualified individuals who understand the requirements of charter school governance, will further the mission of Gabriella Charter Schools, and bring to the Board a variety of different perspectives and skills.

Composition of the Governance Committee consists of Board Members of the Corporation’s Board, per Article IV, Section 1 of the Corporation’s Bylaws. Members of the Governance Committee appoint a chairperson.
Committee are selected by majority vote of the Corporation’s Board. See Article IV, Section 5 of the submitted Bylaws, e.g. “The chair and members of a committee shall be appointed by a majority vote of the Directors then in office.” Per legal advice, a Board committee, other than the Audit Committee, need not be identified in the Bylaws. By inclusion in this Petition, however, the requirement to maintain the Governance Committee (or any other identified Board committee) and to follow the board member selection process described in this Petition, is legally binding on the Corporation for the five years of the charter.

The existence of the Governance and other Board Standing Committees is described in the paragraph preceding the Organizational Chart above.

The process of recruiting and selecting members of the Corporation’s board is described below:

Any member of the Board can refer a potential candidate to the Board’s Governance Committee, which will adhere to the following procedure:

1. The Executive Director, the referring Board Director, and the School Principal(s) will meet with the potential candidate.

2. If the candidate is deemed a good fit, the candidate’s resume will be forwarded to all members of the Governance Committee. The Committee Chair will schedule a meeting with the candidate for Governance members and the Board President to assess the candidate’s qualifications, ensure no conflicts of interest exist (or that if any exist, they can be managed), and to orient the candidate to the responsibilities of board service. This process may involve external assessment of the candidate’s qualifications.

3. The Governance Committee will ensure that a candidate is informed if the Committee chooses not to advance his/her nomination. If the candidate’s nomination is advanced, the Chair of the Governance Committee will request a vote of the full Board at its next scheduled meeting.

4. The candidate’s information will be forwarded to the full Board at least a week in advance of the vote. Any interested Directors can opt to contact the candidate prior to the meeting.

5. At the Board meeting, the referring Board Director shall present the candidate to the Board for discussion and a vote.

6. Vacancies on the Board may be filled by approval by a quorum of Board Directors.

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Orientation and Ongoing Training

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2 This process applies unless the potential candidate has been designated by The Gabriella Foundation, in which case the candidate also meets with the Executive Director and the School Principal but the Foundation’s Governance Committee vets the candidate pursuant to a process similar to the one used by the Corporation’s Governance Committee. In the case of the Founder appointee, it is solely at the discretion of the Founder.
When new members join the Board, the Board President and Executive Director are responsible for providing an Orientation covering the Board Bylaws, Conflict of Interest Policy and Code, annual Board goals and a Brown Act training. New members also tour school sites and meet key staff and stakeholders (e.g., School leadership, School Site Council members). Each year ongoing training and board development occurs at a Board retreat. In addition to annual training on the Brown Act, retreat topics might include updates on laws and regulations impacting charter schools, exploration of best practices for each of the board’s key responsibilities (e.g. financial oversight) or board development activities.

**Governance Procedures and Operations**

**Meetings and Committee Procedures**

*Location and Frequency of Meetings*

The Corporation’s Board will meet bi-monthly during the school year in accordance with the Brown Act. Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. Board meetings will be held in locations accessible to the public; locations may rotate in order to ensure that parents, staff and community members of both GCS 2 and the original GCS (Echo Park) have equitable access to meetings. The schedule for regular Board meetings will also be included in the school’s calendar that will be distributed to all parents. Meeting schedules for a standing Audit Committee and any additional standing and special Committees deemed necessary will be adopted by individual committees. Copies of Board meeting and minutes will be available upon request in the main office of GCS 2 and will be posted on the website of Gabriella Charter Schools.

The function and composition of the Audit Committee is set forth in Article IV, Section IV of the Corporation’s Bylaws:

“**AUDIT COMMITTEE.** The Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and the Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee...Subject to the supervision of the Board, the Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor’s compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm.”

Members of the Audit Committee are selected by majority vote of the Corporation’s Board. See Article IV, Section 5 of the submitted Bylaws, e.g. “The chair and members of a committee shall be appointed by a majority vote of the Directors then in office.” The existence of the Audit and other Board Standing Committees is described in the paragraph preceding the Organizational Chart above.
Annual Calendar

The schedule of Board Meetings for a school year will be approved by the Board at the final meeting of the preceding school year. The Executive Director drafts a schedule and presents it to the Board. The schedule is approved by a Board vote and the calendar is publicized. Committee composition is developed by the Board’s Governance Committee and approved by Board Action. Committee meeting schedules are determined by committee chairs; meeting times, locations and agendas are publicized 72 hours in advance as required by the Brown Act. Committee meetings are Brown Act compliant.

Agenda Locations

Agendas for regular meetings and committee meetings will be published in advance and distributed to each member of the Board and will be posted on the school website for GCS 2 and/or the website for Gabriella Charter Schools and near the entrances of GCS 2 and at the entrance of GCS 2 main office 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.

Brown Act Compliance

In order to ensure compliance with the Brown Act, all Board Members and key staff who participate in Board meetings and communication will participate in training on the Brown Act and the Gabriella Charter Schools Bylaws. This will occur yearly at a Board retreat and/or regular Board meeting and will be conducted either by an outside expert or a highly trained staff member (e.g. Director of Operations). The Board President and Executive Director are responsible for ensuring the Board acts in compliance with the Brown Act.

Decision-making Procedures

Decisions of the Board are made by majority vote of its members, provided requirements for a quorum are fulfilled. A majority of the Directors then in office, but not less than one-fifth of the authorized Directors, will constitute a quorum of the Board.

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it will post agendas at all teleconference locations, and each teleconference location will be identified in the notice and agenda of the meeting. Each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the Board will participate from locations within the boundaries of the LAUSD. Votes taken during a teleconferenced meeting shall be by roll call.

Stakeholder Involvement

The School Site Council of GCS 2 will be the primary means through which parents and staff participate and give input into the governance of the school.

Led by the Principal, the School Site Council is an advisory body to the Board of Directors comprised of at least 10 members, elected by their peers.
- Two (2) classroom teachers
- Two (2) out of classroom staff / faculty members (at least one must serve in a classified position)
• Five (5) parents or community members
• The school principal shall be an ex officio member of the school site council.

The Principal may invite other stakeholders to act in an advisory capacity at the GCS 2 School Site Council meetings. The Council meets once each month to discuss operational and instructional matters and ensure parent and teacher input in the decision-making process. Following each meeting, council members report to their respective stakeholder groups. The chair of the SSC is invited to present to Gabriella Charter Schools Board at least once annually.

While the model of decision-making at Gabriella is designed to be inclusive of all stakeholders and ensure full participation and representation of parents, teachers, staff and the community, if agreement cannot be reached on any issue, the Executive Director holds final authority in all matters pertaining to operations and the School’s Principal has final authority in all matters pertaining to instruction.

The School Site Council and other stakeholders will be consulted by leadership in development of the School’s LCAP. The process followed is as outlined below:

1. Goals are presented to stakeholder groups, and feedback is sought from the following groups:
   • School Site Council
   • Administrative team, including the Principal, Assistant Principal, and other instructional specialists (e.g., Literacy and Intervention Specialist)
   • Teaching Staff
   • Other Staff
   • Parents at Coffee with the Principal meeting(s)
   • Gabriella Charter Schools Board

2. LCAP Team meeting to gather feedback on priority areas.
3. Draft LCAP distributed for comment
4. Final LCAP distributed to the Gabriella Charter Schools Board; Gabriella Charter Schools Board approval of final LCAP

Other parent involvement strategies that GCS 2 will employ include:
• Three parent workshop nights each year in which all full-time instructional staff present on topics based on parent interest/need
• Several targeted meetings each year providing important information and parent education for parents of specific populations (middle school, English Learners)
• Parent Satisfaction Survey
• Monthly Coffee with the Principal Meetings
• Regular parent newsletters
• Multi-media communication strategy including mail, e-mail, text messaging, “robocalls,” and regular parent meetings.
• Frequent opportunities for parent involvement in school activities
• Daily volunteer opportunities on campus
Element 5 - Employee Qualifications

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

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

**Employee Positions and Qualifications**

Gabriella Charter Schools and Gabriella Charter School 2 will select professionals who share the educational philosophy of the school and who are willing to collaborate and work hard to improve the educational outcomes of every student enrolled. All leaders, teachers and staff are committed to providing academic and artistic opportunities for the students and families of the school.

**School Employee Positions**

The following positions will be staffed in order to ensure that Gabriella Charter School 2 is able to fulfill it’s mission, vision, and charter. Positions that may not be staffed initially, but that will be added as the school grows towards full capacity, are indicated with a *. Salaries of the “Shared” employees will be allocated between GCS 2 and the GCS, taking into consideration the smaller size and grade span of GCS 2.
Position Descriptions and Qualifications

1. Executive Director

Responsibilities
- Work alongside Board of Directors of Gabriella Charter Schools to implement and develop strategic priorities
- Ensure Gabriella Charter School and Gabriella Charter School 2 comply with the terms of their charters and with all applicable laws and regulations
- Oversee the overall operations of the Schools
- Oversee the overall fiscal management of the Schools
- Hold ultimate responsibility for the hiring, evaluation, discipline and termination of school faculty and staff
- Report to the Board of Gabriella Charter Schools on the progress of Gabriella Charter School and Gabriella Charter School 2 in achieving School metrics
- Act as a liaison to external partners
- Represent Gabriella Charter School and Gabriella Charter School 2 at public meetings/forums

<table>
<thead>
<tr>
<th>Shared Employees</th>
<th>Site Specific Employees of Gabriella Charter School 2</th>
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<td>Position</td>
<td>Type</td>
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<td>Executive Director</td>
<td>Central/Shared Leadership</td>
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<td>Director of Operations</td>
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<td>Director of Instruction*</td>
<td>Central/Shared Leadership</td>
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<td>Director of Special Education</td>
<td>Central/Shared Leadership</td>
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<td>ELD Specialist</td>
<td>Central/Shared Pupil Support</td>
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<td>Student Records Manager</td>
<td>Central/Shared Operations</td>
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<td>Information Technology Coordinator</td>
<td>Central/Shared Operations</td>
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• Serve as the primary liaison between the organization and various governmental agencies for purposes of contract reporting, contract negotiations and renewals, etc.

• Serve as primary staff to the Board of Gabriella Charter Schools

• Negotiate, review, monitor and evaluate all contracts

• Supervise the development of an annual budget and present it to the Board of Gabriella Charter Schools

• Monitor and control budget throughout the year

• Consult with legal counsel when necessary

• Recruit and Evaluate Leadership (Director of Operations, Director of Instruction), as well as Principals of GCS and GCS 2 if Director of Instruction position is not staffed

• Consult with legal counsel when necessary concerning personnel matters

• Identify and establish relationships with new funding sources re replication, expansion and new capital projects

• Serve as a primary contact for foundations and granting agencies

• Oversee donor recognition

• Represent Gabriella Charter Schools and elevate the profile of GCS in the community.

Qualifications

• Work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools

• Ability to effectively articulate the mission and philosophy of Gabriella Charter Schools and represent the organization to the larger community

• Ability to work effectively with all stakeholders, including staff, students, parents and board members.

• Ability to create a culture of high expectations and student achievement within the Gabriella Charter Schools community

• Ability to attract and retain a high-performing team

• Ability to fundraise effectively on behalf of Gabriella Charter Schools

• Ability to participate in budget planning and oversight

• 5 years of executive-level experience in an education or non-profit setting preferred

• Bachelor’s degree required, master’s degree in relevant field (e.g. Ed.D, LLD, MBA) strongly preferred

• Bilingual (English-Spanish) preferred

2. Director of Operations

Responsibilities

Finance, Budget, and Bookkeeping

• Prepare and manage the school budgets in conjunction with GCS and GCS 2 Principals

• Participate in monthly meetings to review financials and account for budget variances

• Liaise with back office provider in managing accounting functions, including cash position reports and investments
• Ensure adherence to fiscal policies and best practices
• Oversee annual tax filings and financial audit process
• Oversee and approve accounts payable, and accounts receivable

**Human Resources**
• Oversee recruiting and hiring process, including background checks and teacher certification
• Oversee and approve semi-monthly payroll process and report
• Serve as risk management officer for GCS and GCS 2 and ensure emergency preparedness
• Coordinate annual renewals for liability insurance (health, liability, worker’s comp, etc.)
• Serve as point person for employee relations issues and grievances, employee leave, and benefits
• Ensure that compliance requirements and timelines are met, including reports to the District, Los Angeles County, California Department of Education, and US Department of Education

**School Administration**
• Oversee records management to ensure that student records are properly maintained and updated
• Oversee coordination of the annual admissions lottery
• Manage school purchasing process by approving orders with vendors, tracking delivery, and maintaining inventory
• Work closely with Office Managers on compliance report completion and ensure school operations staff complies with student information processes and procedures
• Support the Executive Director and Principals with analysis and reports as needed
• Ensure that Gabriella Charter School and Gabriella Charter School 2 are adhering to all local and State compliance and reporting requirements, including school attendance
• Oversee Office Managers in managing schools’ supply and asset inventory
• Refine performance review standards and procedures and oversee compensation guidelines and benefits
• Supervise Office Managers, Records Manager, and other Operational positions (may be co-managed with site principals)

**Facilities and Maintenance**
• Oversight of all facilities management
• Support and coordinate school maintenance projects and schedules
• Manage shared space as relates to the LAUSD co-location shared use agreements

**Technology**
• Manage the technology resources (i.e., Illuminate) and funding (i.e., E-rate) of Gabriella Charter Schools
• Supervise Information Technology

**Oversight**
• Support the executive director in developing annual school fundraising objectives and plans, assist in identifying and stewarding donors, and oversee communications to donors and funders
• Lead knowledge management throughout the organization

Qualifications
• Personal belief system that aligns with the mission and vision of Gabriella Charter Schools
• Strong work ethic
• Data analysis skills (e.g., advanced Excel, preparing data reports)
• Experience managing people as well as functions
• Detail-oriented and highly organized
• Proven ability to relate to people at all levels of an organization, including families, community partners, and donors
• Self-directed with the ability to work both autonomously and in groups
• Bilingual (Spanish/English) preferred
• At least 3 years of management experience in a fast-paced, entrepreneurial environment
• Successful past experience managing adults
• Bachelor’s degree required, master’s degree in relevant field (e.g. MBA) strongly preferred
• Experience with data management systems like CALPADS, Illuminate, and E-Rate program

3. Director of Instruction

Responsibilities
• Hire, coach, and evaluate Principals and Director of Special Education
• Along with Principals, oversee curriculum development and assessment
• Ensure that GCS sites meet academic performance goals (charter, LCAP) and meet performance benchmarks established by the Board of Directors
• Ensure a rigorous curriculum is implemented, aligned with California state standards and California Common Core Standards
• Communicate regularly with Executive Director regarding student achievement, curriculum development, professional development, staff evaluations, and the budgetary needs for each
• Create a culture of high academic and behavioral expectations
• Work with site instructional leaders to plan professional development; deliver some professional development
• Seek and share best practices from outside sources
• Implement effective internal assessment systems and use data to inform decisions.
• Oversee the implementation of required (state) assessment systems and use data to inform decisions.
• Set and monitor core subject grading policies and practices to ensure consistency across the school.

Qualifications
• Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School
• Strong written and verbal communication skills and excellent presentation/facilitation skills
• The ability to interact and forge relationships with students, parents, staff and community members
• Capacity to create and oversee complex systems
• Prior experience using data and systems to gather, assess and analyze information
  Bilingual (Spanish/English) preferred
• At least 4 years of urban teaching experience with English Language Learners and students with special needs
• Successful past experience leading adults as an principal, assistant principal, instructional coach or dean
• Bachelor’s degree required, master’s degree or administrative credential strongly preferred
• Knowledge of instructional best practices, policies, and law relevant to California public schools and specifically to charter schools

4. Director of Special Education

Responsibilities

Instructional Leadership
• Ensure students with special needs receive effective and appropriate instruction
• Plan and provide professional development related to Special Education
• Observe instruction and deliver targeted feedback to resource and classroom teachers

Program Administration
• Oversee and coordinate the administration, scheduling, and reporting of all Special Education services, including sourcing and managing third-party providers
• Manage and evaluate any non-teacher, special education providers on staff (e.g. School Psychologist)
• Lead Modified Consent Decree (MCD) team; assess Special Education programming to ensure students receive appropriate services and monitor student outcomes
• Manage relationship with District (Option 3) Special Education staff
• Ensure compliance with Federal, State, and LAUSD policies; prepare documentation and reports for annual CSD Oversight visit and District Validation Review (DVR)
• Monitor special education budget and approve expenditures
• Coordinate counseling services for students

Qualifications
• Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School.
• Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
• Expertise in classroom management strategies and the ability to articulate these effective strategies to peers and direct reports
• Prior experience using data and systems to gather, assess and analyze information
  Bilingual (Spanish/English) preferred
• At least 4 years of urban teaching experience with English Language Learners and students with special needs
• Successful past experience leading adults as an assistant principal, department head or content leader, instructional coach or dean
• Bachelor’s degree required, master’s degree or administrative credential strongly preferred
• Valid clear California teaching credential
• Highly Qualified status, as defined by currently applicable federal and state requirements
• Authorization to teach English Learners
• Knowledge of special education best practices, policies, and law relevant to California public schools

5. **English Learner Specialist**

**Responsibilities**

**Academic Achievement and Instructional Leadership**
• Ensure English language learners at GCS sites receive effective and appropriate instruction
• Analyze classroom and individual student level data in order to design responsive student interventions for English Learners
• Lead Language Appraisal Team meetings and participate in COST meetings and SST meetings at GCS sites
• Manage the reclassification process, including monitoring student progress towards reclassification and monitoring the academic progress of reclassified students
• Plan and provide professional development related to English language learners
• Observe designated and integrated ELD instruction regularly and deliver targeted feedback
• Collaborate with teachers to plan ELD units, lessons and assessments
• Provide direct ELD instruction, as appropriate and necessary, at school sites

**School and Program Leadership**
• Participate in regular leadership team meetings
• Oversee and coordinate the administration, scheduling, and reporting of State and Federal testing programs related to English Learners
• Oversee parent education and communication to English Learner parents, including coordinating the school’s ELAC (English Language Advisory Committee)
• Ensure English language learner reporting and communications are accurate and complete
• Implement procedures to effectively oversee and assess English Language Learner programming

**Qualifications**
• Possess a work ethic and personal belief system that align with the mission and vision of Gabriella Charter Schools
• Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
• Expertise in classroom management strategies and the ability to articulate these effective strategies to peers and direct reports
• Prior experience with or knowledge of the instruction and assessment of English Learners and to students with academic difficulties
Knowledge of compliance related to testing, accountability and English Language Learners
- Bilingual (Spanish/English) required
- At least 4 years of urban teaching experience with English Language Learners
- Successful past experience leading adults as an assistant principal, department head or content leader, instructional coach or dean
- Bachelor’s degree required, master’s degree or administrative credential strongly preferred
- Valid clear California teaching credential
- Highly Qualified status, as defined by currently applicable federal and state requirements
- Authorization to teach English Learners

6. Student Records Manager

Responsibilities

Student Information, Data, & Reporting
- Use the SIS to maintain and update all student contact/demographic information
- Process and update new student enrollment and returning student re-enrollment paperwork
- Create and set up student schedules in SIS and maintain classroom rosters
- Update student cumulative files and respond to requests for student letters as required by district, state, and federal law
- Produce accurate and timely student attendance, English Language Learners, disciplinary, honor roll, and other reports for the school teams
- Assist Director of Operations and office managers with compilation of data for various reports (e.g. CALPADS)
- Support Director of Special Education and school site special education staff with IEP documentation, compliance, and data management tools

School Communications & Documents Archive
- Produce letters, memos, and other notices
- Translate and edit communications to parents into Spanish
- Organizes and secures all student records, electronic and hard copy, per applicable law
- Create notices for parents of students with special needs

General Support
- Model the Gabriella Charter Schools core values at all times; be a visible and highly engaged member of the school community
- Provide general office support as needed in the school office where the position is housed, including answering phones, providing first aid to students, translating, and managing mail and shipments

Qualifications
- Possesses a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Good interpersonal and communication skills (written and oral)
• Strong organizational skills
• Takes instruction well, but does not wait for it
• Proficiency with MS Word, Excel and databases
• Ability and desire to work in a fast-paced, high-performing school environment
• Bilingual in English and Spanish required
• First Aid and CPR Certified
• AA degree from a college or university preferred
• 2 years of previous experience with school records and information systems preferred

7. Information Technology Coordinator

Responsibilities
• Handle 1st level support calls by responding to phone calls, email, web, and walk-up requests
• Log requests, problems, and resolutions in the request tracking program
• Evaluate the appropriate level of technical support needed to resolve issues and escalate to the appropriate department as necessary while keeping customer informed
• Administer, inspect and instruct teachers and staff on the use of Mac laptops, tablets, and digital projectors
• Maintain and administer user network accounts and user shares in the Mac OS 10.8/10.9 environments
• Maintain and inventory laptop cart labs, classroom desktops, and staff laptops independently
• Install, maintain, and provide support for hardware, software, handhelds, and network devices
• Create hard drive images and configures workstations and related peripherals as needed
• Consult with user community on wide range of hardware, software, and operating system issues on predominantly Mac OS environment—with a few PCs running Windows XP/7/8.
• Maintain and administer email accounts and department groups in Google Apps
• Update and edit online the Gabriella Charter School website
• Work collaboratively to ensure implementation of the E-Rate Technology Plan
• Work will vary depending on need with occasional weekend demands for scheduled projects
• Other technology/IT duties as assigned by the Director of Operations

Qualifications
• Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
• Experience and solid understanding of Microsoft Office 2010 for Mac, Apple iLife suite, and Google Apps
• Expert level skill working with Apple laptops and desktops
• Experience setting up and troubleshooting wireless devices and networks in a large environment
• Windows XP/7/8 experience support, printers, and other computer related peripherals
• Eagerness and ability to learn new software applications and technologies quickly
• Excellent organization and communication skills as well as an attention to detail
• Interest in performing a critical support role while learning in a fast-paced environment
• Ability to work well with others in a team environment as well as work independently

Gabriella Charter School 2 Petition
• Strong oral and written communication skills
• Strong customer service skills required
• Must be able to lift 40 lbs
• 5+ years of technical support experience
• BS/BA strongly preferred

School Site Employees of GCS 2

8. Principal

Responsibilities

Student Achievement
• Lead and oversee the school’s instructional program
• Ensure that K-8 grade curriculum is aligned to Common Core standards and designed to teach the skills necessary to achieve success in High School.
• Develop and monitor assessment protocols that accurately evaluate student learning.
• Analyze data with teachers regularly to maximize student performance
• Meet with families regarding discipline issues, truancy or attendance.
• Ensure that every student shows dramatic achievement gains and that the school meets the ambitious performance goals set by the Charter School
• Ensure that eighth grade students matriculate to rigorous high schools

Teacher Development and Evaluation
• Plan appropriate professional development for all teachers. Support teacher leaders in planning for weekly professional development and plan and execute summer professional development week
• Regularly observe instruction and provide ongoing support, feedback and coaching to teachers.
• Participate in interim assessment process to ensure teachers are using data to drive instruction; facilitate interim assessment data debriefs with teachers
• Formally supervise, observe, and evaluate all teachers and school leaders

School Leadership
• Model the Gabriella Charter School core values and set the standard for professional behavior
• Supervise the Assistant Principal and Literacy and Intervention Specialist
• Assist teacher leaders (e.g., Common Core coaches, Pod leaders) in developing leadership skills.
• Create a data-centered and achievement-oriented school culture
• Cultivate positive relationships to engage parents and local community members and volunteers
• Recruit, interview and select teachers
• Communicate regularly with teachers, parents, students, and board members both informally and through monthly parent newsletters and weekly staff memos

School Administration
• Ensure that the Charter School runs smoothly, efficiently, and on budget
• Lead and develop the school’s administrative team, which also includes the school’s assistant principal and
• Work with the executive director, director of operations, and back office provider to develop and manage the school’s budget
• Serve as the chair of the School Site Council
• Liaise with LAUSD co-location partner school principal, if applicable
• Manage the Charter School calendar and all instructional schedules

Qualifications
• Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools.
• Deep knowledge of effective instruction
• Exemplary classroom management and discipline skills
• Excellent written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
• Extremely high standards for student achievement
• Relentlessness - doing whatever it takes to ensure success
• Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
• Bilingual (Spanish/English) preferred
• At least 4 years of successful urban teaching experience, preferably with English Language Learners
• Successful past experience leading adults as an assistant principal, department head or content leader, instructional coach or dean
• Prior experience in developing policy and curriculum
• Bachelor’s degree required
• Relevant training at the college or graduate level required (e.g., bachelor’s degree in elementary education, master’s degree in educational leadership, master’s degree in curriculum and instruction),
• Administrative credential strongly preferred

9. Assistant Principal, School Culture

Responsibilities

Student Achievement and Instructional Leadership
• Provide ongoing support, formal professional development, feedback and coaching to teachers in the areas of classroom management and culture building
• Facilitate staff trainings on student-teacher relationships, classroom management, and school culture
• Manage and evaluate electives/arts teachers and instructor positions
• Oversee the After School Program staff and program
• Coordinate all aspects of the high school matriculation process to ensure that 8th grade students enroll in rigorous, college-preparatory high schools
• Support teacher professional development as assigned

Student Culture and Character Development
• Own the school’s character development program and ensure it builds and reinforces positive self identity and necessary character strengths
• Partner with parents and families to build authentic school-wide community
• Implement a school-wide behavior management system with meaningful incentives and consequences
  Work closely and effectively with children who have behavior challenges and their families; partner with teachers and parents to execute individualized behavior interventions when needed
• Collaborate with outside counseling services to refer students with serious behavioral needs to the appropriate services.
• Accurately monitor and analyze daily student attendance, homework and discipline records; create and execute systems and structures (i.e. truancy meetings) to proactively address school’s areas of need
• Coordinate and approve K-8 field lessons
• Plan and/or approve all school wide activities
• Lead and/or oversee middle grades student activities (e.g. monthly incentives, community circle, student government, 8th grade culmination) and K-8 student fundraising
• Supervise school entry, breakfast, recess, lunch, dismissal, and transitions to ensure they are orderly and positive
• Manage and evaluate instructional aides, including scheduling for before-school, recess, and lunch supervision

School Leadership
• Participate in regular administrative team and leadership team meetings
• Work closely with principal to support high-achievement academic culture
  Model the Gabriella Charter School core values at all times; be a visible and highly engaged leader in the school community

Qualifications
• Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
• Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
• Expertise in classroom management strategies and the ability to articulate these effective strategies to teachers, instructional aides, and direct reports
• Proven track record of meeting extremely high standards for student achievement
• Bilingual (Spanish/English) highly preferred, as the dean of students will be in frequent contact with parents and community members
• At least 4 years of urban teaching experience with English Language Learners
• Successful past experience leading adults as an assistant principal, department head or content leader, instructional coach or dean
• Bachelor’s degree required
• Relevant training at the college or graduate level required (e.g. bachelor’s degree in Elementary Education, master’s degree in Educational Leadership, master’s degree in Educational Psychology)
• Administrative credential strongly preferred

10. Literacy and Intervention Specialist

Responsibilities

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**Academic Achievement**
- Analyze K-8 classroom and individual student-level data in order to design responsive student interventions (e.g., before, during, and after school)
- Provide in-school intervention for K-8 students in literacy; design and supervise before and after school intervention in both literacy and math
- Coordinate and lead Student Success Teams to provide customized plans for improvement for individual students and groups of students, including coordinating with school staff and families and rescheduling when necessary
- Monitor student achievement data in literacy and create action plans when needed

**Instructional Leadership**
- Provide coaching for literacy teachers based on school-wide and individual teacher goals.
- Manage any Summer School programs
- Provide professional development and coaching in literacy to instructional aides
- Give demonstration lessons in effective literacy teaching.
- Observe lessons regularly and deliver targeted feedback to literacy teachers
- Oversee Middle School Reading Block
- Collaborate with teachers to co-plan units, lessons and assessments; regularly share feedback with all GCS literacy teachers in their lesson design

**School Leadership**
- Participate in regular administrative team and Instructional Leadership Team meetings.
- Coordinate community events that promote literacy (e.g., Read Across America Day, Book Fair, Classroom Meeting Night, parent literacy workshops) across various continuances: staff, students, families, Board members, and funders.
- Model the Gabriella Charter School core values at all times; be a visible and highly engaged leader in the school community.

**Qualifications**
- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members.
- Expertise in effective literacy strategies and the ability to articulate these effective strategies to peers and direct reports
- Prior experience with or knowledge of the instruction and assessment in the School’s adopted literacy curriculum (i.e., Readers and Writers Workshop); prior training at Teachers College preferred
- Prior experience using data and systems to gather, assess, and analyze information.
- Possess a high level of professionalism, including being proactive in seeking out feedback from team members
- Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regards to personal teaching practices.
- Bilingual (Spanish/English) preferred
- At least 5 years of urban teaching experience with English learner and Special Needs student populations
• Successful past experience in closing the achievement gap with students
• Successful past experience developing teachers/staff members preferred
• Bachelor’s degree required; Master’s degree preferred
• Valid clear California teaching credential (either Multiple Subject or Single Subject: English) required
• Highly Qualified status, as defined by currently applicable federal and state requirements
• Administrative Services or Specialist Credential in Reading/Language Arts highly preferred

11. School Psychologist

Responsibilities
• Participate in the development, planning, and implementation of multi-disciplinary and integrated learning support services at the school. These services include, but are not limited to, Student Success Team (SST) and Individualized Education Program (IEP) Team participation, which includes serving as the behavioral coordinator for the SST team, responsible for reviewing referrals, identifying intervention plans, and evaluating and assessing progress of interventions, etc.
• Screen and evaluate children referred for special education services, which includes selecting appropriate instruments, administering tests, conducting observations, consulting with parents, and school staff regarding accommodations/modifications needed for a specific child and writing reports which state the evaluation findings and provide for educational program recommendations
• Collect and maintain appropriate data on students, including present levels of performance and intervention strategies for students with DIS counseling and behavior support plans
• Establish and manage IEP and DIS counseling caseloads, submit records, reports, and assignments promptly, efficiently, and within mandated timelines
• Provide individual and group counseling to children that emphasize improved educational performance and/or conduct
• Manage and develop coherent and comprehensive individual behavior support plans including, but not limited to, Functional Behavior Assessments, and work collaboratively with staff to make modifications, as necessary, to ensure maximum effectiveness
• Perform consultations with classroom teachers and be a resource for school site personnel on mental health and social/emotional issues that may affect classroom performance.
• Act as a member of the school leadership team, bringing knowledge of developmental social-emotional and mental health needs of students to impact policy and school-wide initiatives related to behavior, crisis prevention/response, and positive peer culture
• Develop and maintain relationships with outside agencies to help foster better learning and support for students and families accessing their resources.
• Provide crisis counseling and referrals for students (DCFS, PET team, etc.) as needed

Qualifications
• Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School
• Minimum of two years experience working with students with mild/moderate disabilities (K-8) OR related experience working in public schools (Ex: teacher, administrator)
• A valid Pupil Personnel Services Credential – SP – School Psychology, with corresponding Bachelors/Masters degree completion from an accredited university
• Minimum one year experience administering and writing Psycho-Educational assessment reports
• Training in clinical interventions and providing therapy to youth and families
• Knowledge of LAUSD district policies and procedures related to special education and DIS services, preferred
• Knowledge of and experience with RTI/SST programs and interventions, required
• Excellent organization, time management, and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
• Experience with students grades K-8 preferred
• Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
• Ability to work as a part of a team
• Demonstrates ability to adjust to and use new approaches in the performance of his/her duties; tackles challenges with a positive approach
• Articulate, professional demeanor with strong self-confidence and initiative.
• Demonstrated ability to work in a fast-paced, high energy environment with a proven ability to meet and complete multiple deadlines and tasks
• Spanish/English bilingual and experience working with Latino families highly preferred

12. Teacher

Responsibilities

Whole School Responsibilities
• Work with instructional leaders to develop curriculum
• Support and reinforce school procedures (e.g., monitoring student transitions and dismissal)
• Participate actively in at least one school committee (e.g., professional development, school culture, curriculum and instruction) OR lead one school-wide project (e.g., Read Across America Day, Book Fair, Field Day, ABC Coordinator, etc.)
• Enforce and model school-wide behavioral expectations
• Collaborate with teachers in other disciplines to ensure that the GCS 2 vision of arts-content integration is realized

Instructional Responsibilities
• Ensure that the school’s academic standards are rigorous, clear, measurable, and aligned with the Common Core State Standards/state adopted standards specific to subject taught
• Organize classroom systems and procedures and manage student behavior to ensure all students are fully engaged
• Use a backwards-planning model to develop long-term, unit, and daily lesson plans
• Submit lesson plans to the principal and instructional leaders every week and collaborate with colleagues to revise, edit, and improve daily lesson-plans
• Accommodate, differentiate, or modify curriculum to meet student needs
• Research and use a variety of methods to engage students in the classroom
• Develop assessments that measure student progress.
• Continuously use assessment data to refine curriculum and instructional practices
• Assume responsibility for the progress of all students, including developing intervention plans for students who do not meet instructional goals
• Develop daily plans, if applicable, for instructional aides and/or volunteers providing intervention or enrichment to small groups.
• Demonstrate resourcefulness (e.g., anticipate and order equipment, schedule guest speakers, design field trips, develop partnerships in the community, research and write grants, attend conferences to improve instruction, etc.)
• Provide students and their families with regular and timely information on classroom activities and student progress; find ways to involve parents/guardians in their child’s education
• Collaborate with principal, assistant principals, grade-level, and department-level teams to develop curriculum and create strategic plans
• Track critical student information and maintain accurate student records, including attendance, in accordance with GCS procedures
• Demonstrate knowledge of, and support for, the Gabriella Charter School mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and ethical code of behavior
• Other instructionally related duties as assigned by GCS administration

Qualifications
• Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
• At least two years of urban teaching experience (preferred)
• Unwavering belief that all students can achieve at the highest academic levels
• High level of professionalism
• Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regard to personal teaching practices
• Commitment to using assessment data to inform instruction
• Possession of a Bachelor’s degree from a four-year college or university
• Highly Qualified status, as defined by currently applicable federal and state requirements
• A valid California Credential appropriate to grade level and subject assignment
• Authorization to teach English language learners
• Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet and digital media

13. Resource Teacher

Responsibilities

Instructional Responsibilities:
• Plan and execute individualized instruction and support to students with special needs in accordance with IEP goals
• Support general education teachers and administrators to implement appropriate strategies to meet the needs of students with IEPs within the general education setting
• Provide accommodated testing conditions for classroom and standardized testing
• Administer formal and informal academic assessments
• Develop, implement, and monitor appropriate behavior management techniques and systems for students with special needs
• Ensure student achievement and progress towards IEP goals
• Influence the intervention process and participate in SST meetings
• Schedule weekly meetings with general education teachers to plan lesson-specific accommodations for special education students that will facilitate access and mastery of the core curriculum

Case Management Responsibilities:
• Manage compliance of accommodations and modifications for students with IEPs both in the general education classroom and during special education service time
• Analyze assessment results to drive and inform instruction and IEP development
• Complete progress reports in accordance with district guidelines
• Develop IEPs in accordance with federal, state, and district standards
• Create and maintain special education documentation as required by federal, state, and district regulations
• Manage IEPs and service trackers in Welligent
• Ensure IEP timeline compliance of assigned caseload
• Manage relationships with outside vendors to ensure students receive all prescribed services in their IEPs (i.e. Occupational Therapy, Language and Speech, etc.)
• Coordinate formal assessments for related services with outside providers
• Schedule and facilitate IEP meetings in a collaborative and professional manner
• Develop positive relationships with parents and families to engage them in the IEP process
• Manage and/or assist with the development of 504 plans
• Assist in the development and facilitation of ongoing professional development for general education staff
• Maintain knowledge of current special education regulations and best practices
• Other instructional or case management related duties as assigned by GCS 2 administration.

Qualifications
• Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
• Unwavering belief that all students can achieve at the highest academic levels
• High level of professionalism
• Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regard to personal teaching practices
• Commitment to using assessment data to inform instruction
• Possession of a bachelor’s degree from a four-year college or university
• Possession of a valid internship, Level I, or Level II, Education Specialist (Mild/Moderate) credential or a valid California Multiple Subject or Single Subject Credential, with authorization to teach English Learners
• Highly Qualified status, as defined by currently applicable federal and state requirements
• Two years of successful, full-time teaching experience in special education preferred
• Co-teaching experience preferred
• Knowledge and experience with Welligent preferred
• Ability to develop IEPs in accordance with federal, state, and district standards
• Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet and digital media.

14. Instructional Aide

Responsibilities

• Provide individual and small group instruction (at least 3 hours/day)
• Supervise students at breakfast, recess, and lunch
• Perform a small amount of classroom related clerical work (e.g. check homework, make copies)
• Communicate regularly with classroom teachers regarding student progress
• Provide primary language support for students as necessary
• Provide translation for parents

Qualifications

• Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
• Experience working with students in a school/educational setting
• Ability to manage large groups of students
• Bilingual in Spanish strongly preferred
• Highly Qualified status, as defined by currently applicable federal and state requirements
• High school diploma or GED and one of the following:
  - Bachelor’s degree from a recognized college or university OR Associates degree from a recognized college or university OR Completion of 60 semester units or 90 quarter units from a recognized college OR Pass a local assessment of knowledge and skills in assisting in instruction

15. Intervention Instructor

Responsibilities

• Collaborate with Principal or Intervention Specialist to analyze classroom and individual student-level data in order to design responsive student interventions.
• Provide in-school and/or after school literacy interventions

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3 GCS 2 will assess, each year, the primary languages spoken by students and families, and may hire instructional aides bilingual in other languages (e.g. Chinese, Vietnamese, Korean) based on need.
• Ensure that students are engaged and on task during intervention sessions.
• Create daily lesson plans for each small group.
• Assess students frequently to measure progress toward goals.
• Communicate with classroom teachers regarding student progress.

Qualifications
• Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
• At least 2 years of successful work as a Gabriella instructional aide or comparable work at another location
• Experience with literacy interventions
• Strong verbal and written communication skills and the ability to interact and forge relationships with students, parents, staff and community members
• Expertise in effective primary literacy strategies
• Possess a high level of professionalism, including being proactive in seeking out feedback from collaborators
• Willingness to engage in frequent dialogue and to be self-reflective with regards to personal teaching practices.
• Bilingual (Spanish/English) preferred
• Highly Qualified status, as defined by currently applicable federal and state requirements
• High school diploma or GED and one of the following:
  - Bachelor’s degree from a recognized college or university OR Associates degree from a recognized college or university OR Completion of 60 semester units or 90 quarter units from a recognized college OR Pass a local assessment of knowledge and skills in assisting in instruction

16. Technology Instructor
   Responsibilities
• Collaborates with teachers and instructional leaders to develop technology curriculum (long term plans, assessments, and unit plans) and integrate it with core content areas
• Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
• Establishes clear outcomes for all lessons, class work, and projects. The outcomes are communicated to students.
• Assesses the progress of students on a regular basis and provides progress reports as required.
• Promotes informational literacy and digital citizenship, which includes safe, legal, and responsible use of information and technology.
• Allow students opportunities to apply digital tools to gather, evaluate, and use information in creative and innovative ways while integrating technology.
• Meets and instructs assigned classes in the locations and at the times designated
• Ensures that the academic standards are rigorous, clear, measurable and aligned to the Recommended Digital Literacy and Technology Skills to Support the California Common Core State Standards.
• Maintains control over storage and use of school-owned materials, equipment, and tools to prevent loss or abuse.
• Makes requests for repairs to tools and equipment as required.

Qualifications
• Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
• Organized and detail oriented
• Coachable and a team player, and is positive and reflective
• Ability to work with and support students from diverse, cultural, ethnic, and socio-economic family backgrounds
• Teaching experience and credential preferred
• High level of professionalism
• Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regards to personal teaching practices
• Commitment to using assessment data to inform instruction
• Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet and digital media
• Solid understanding of the Recommended Digital Literacy and Technology Skills to Support the California Common Core State Standards
• Complete understanding of all Google Forms, Microsoft Office -Word, Excel, PowerPoint, etc.
• In depth knowledge of computer terms and technology concepts
• Possession of a Bachelor’s degree from a four-year college or university

17. After School Instructor

Responsibilities
• Supervise and ensure the safety of all students in the program at all times.
• Create lesson plans for fun, skill-based learning activities.
• Lead outdoor and indoor structured activities that provide physical education.
• Oversee and support students with homework assistance.
• Provide academic and enrichment/recreational activities to groups of 15-20 children.
• Establish and maintain a positive learning environment.
• Use positive behavior and classroom management techniques with children.
• Communicate and work effectively with students, staff and parents.
• Ensure that classroom and program spaces are clean, organized and safe.
• Record and maintain daily attendance and other documentation as required in a timely manner.

Qualifications
• Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
• Experience working with students in a school/educational setting
• Ability to manage large groups of students
• Bilingual in Spanish preferred
• Highly Qualified status, as defined by currently applicable federal and state requirements
• High school diploma or GED and one of the following: Bachelor’s degree from a recognized college or university OR Associates degree from a recognized college or
university OR Completion of 60 semester units or 90 quarter units from a recognized college OR Pass a local assessment of knowledge and skills in assisting in instruction

18. Office Manager

Responsibilities

Front-Office Management
• Answer phones, redirect inquiries as may be appropriate and relay messages in a timely manner
• Provide guidance to receptionist

Student Information, Data, & Reporting
• Coordinate with Student Records Manager to ensure student records are accurate and updated on a timely basis
• Coordinate field lesson planning and implementation; track and monitor field trip budget, arrange transportation and ensure teachers complete proper documentation
• Oversee student attendance data process and ensure that it is reconciled and accurate
• Manage compliance and reporting for food services (NSLP)

Student Services
• Coordinate daily student food services at the campus and coordinate with service providers; oversee payments; troubleshoot issues as they arise; ensure the accurate tracking of student meal consumption and compliance with wellness policy; report chronic service issues to the Director of Operations
• Oversee attendance procedures at the school site, including ensuring attendance is submitted, parent follow-up, and coordinating with the Assistant Principal or Principal to address attendance concerns
• Coordinate the annual admissions lottery, maintain wait list, and manage enrollment notifications to ensure compliance and efficient processing
• Coordinate student health services; monitor student health and safety for any disconcerting trends; coordinate with office team to ensure that students receive appropriate care

Accounting and Financial Reporting
• Track and compile bi-monthly payroll reports and maintain an accurate record of employee sick, vacation, and personal time
• Coordinate sign-in sheets and time cards as necessary
• Help manage school purchasing process by tracking delivery, and maintaining inventory
• Generate purchase orders; work with business management firm to process payment
• Prepare the school credit card for payment by assembling receipts and coding expenses
• Process, code, and reconcile incoming donations and check/cash receipts for timely deposit
• Prepare employee reimbursements and submit to business management firm
Human Resources
• Maintain personnel files, including new hire paperwork, payroll changes and benefit documents
• Ensure that all full time staff submit paperwork for applicable health insurance
• Manage school’s receptionist

General Support
• Model the Gabriella Charter School core values at all times; be a visible and highly engaged member of the school community
• Working closely with the principal, record and maintain the school’s calendar
• Assist the admin team and after school program team with translation at conferences, test administration and processing, production and distribution of school memos, and other duties as assigned
• Maintain and secure electronic and hard-copy records (vendors, contracts, payroll, nutrition, etc.) per applicable law

Qualifications
• Possesses a work ethic and personal belief system that aligns with the Gabriella vision and mission
• Very strong interpersonal and communication skills (written and oral)
• Fiercely organized and execution-oriented (experience managing many moving parts and consistently delivering on time)
• Acute attention to the smallest details to ensure smooth, predictable, and effective outcomes
• Highly proficient with MS Excel, MS Word, and MS PowerPoint
• Superior initiative - takes instruction well, but does not wait for it
• Places a high value on delivering quality internal and external focused customer service
• Ability to work in a fast-paced, high-performing, but sometimes unpredictable environment
• Maturity, humility, strong work ethic, sense of humor, and roll-up-my-sleeves attitude
• Bilingual in English and Spanish strongly preferred
• Current First Aid and CPR Certification
• AA degree from a college or university preferred
• 4 years of previous office management/administrative experience preferred
Element 6 - Health and Safety Procedures

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

**HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

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

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

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

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

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

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

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

**SAFE PLACE TO LEARN ACT**

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

**Custodian of Records**
In accordance with California Department of Justice Requirements, the Director of Operations will serve as GCS 2’s Custodian of Records. The Charter School’s Principal will serve as an additional Custodian of Records.

Promoting Student Health and Wellness

Physical Health and Fitness

Recognizing that good health and fitness affect attendance and full engagement in the academic program, GCS 2 takes several steps to ensure that students are physically healthy and active. In addition to offering daily dance instruction and additional PE instruction to cover standards not integrated in dance, the school will:

- Select nutrition vendors supplying breakfast and lunch who are committed to serving food low in fat, sugar and salt and daily fresh fruit and vegetables.
- Work with non-profit organizations, clinics, and universities to organize free dental and vision exams and the provision of free glasses.
- Encourage aerobic exercise during recess periods by teaching sports and organized games.
- Work with local organizations (e.g. recreation centers) to publicize opportunities for participation in organized sports.

Health education, described under the Curriculum and Instruction section of Element 1, also teaches students about the importance of fitness and maintaining a healthy body.

GCS 2 will also provide health-oriented outreach for parents, modeled on programs offered at the existing GCS site. School policy requests that all snack foods and lunches comply with nutrition standards. Junk food is banned on campus. Nutrition and cooking classes will be offered as part of parent education opportunities, and the school will help to publicize and provide space for, feasible, parent-organized hikes, walks, and exercise classes.

Mental and Emotional Health

In addition to teaching character education and problem solving skills (described in the Curriculum and Instruction section of Element 1), GCS 2 takes the following steps to promote mental and emotional health:

- “Heart” students. Each staff member at GCS 2 is assigned a “heart student” for the year. These are students who benefit from extra adult attention, warmth, and encouragement. Staff members provide this through intentional interactions throughout the school year (sitting down with the student at lunch table, holding a jump rope at recess, attending a dance showcase for the student’s class).

- Interventions for students struggling with mental or emotional health. These students may be identified through referral to the COST team or an SST referral (described in Element 1 under Meeting the Needs of All Students). Interventions might include a counseling referral to an outside agency, assignment to a social skills group lead by a
teacher or other staff member, or peer mentoring. The Charter School will work with parents of these students and includes them whenever possible in interventions.
Element 7 - Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Plan for Achieving Racial and Ethnic Balance

As part of its mission, GCS 2 aims to provide a rigorous academic and arts program to students who are traditionally underserved. We will take the following steps, which have successfully allowed us to serve these students at the original GCS site, to strive to maintain a racial and ethnic balance of its students that reside within the LAUSD territorial jurisdiction and to increase opportunities for students who are representative of all racial and ethnic groups.

Recruitment:
- Conduct orientation meetings prior to the opening of each school year to inform interested parents and students of school offerings. Outreach meetings will be held in multiple locations within the target area (Boyle Heights and Lincoln Heights) in order to ensure all students in the area have an opportunity to attend the Charter School.
- Participate as a school community in community events attended by a wide variety of racial and ethnic groups.
- Conduct open houses and tours of both GCS 2 and GCS on a regular basis during the school year.
- Develop and distribute promotional and informational materials, such as Charter School brochures, flyers, website, and advertisements for local media. All materials will be translated in Spanish. Promotional materials will be distributed to community organizations (e.g., local preschools, local libraries, and local businesses) near GCS 2.
- Visit a broad range of community groups, agencies, neighborhood youth organizations, churches, public libraries and other locations that serve various racial and ethnic groups represented in the district.

In addition to providing school information to families within a two-mile radius of our GCS 2 site (areas that are predominantly low-income and Hispanic/Latino), we will target adjacent neighborhoods with more significant Asian, Caucasian, and African American populations.

Timeline and Locations of Key Outreach and Recruitment Activities

October – March: School tours for prospective families are hosted at GCS 2 and GCS
November – February: GCS 2 Principal and/or Office Manager visit preschools and Early Education Centers together with parent volunteer. Locations include the Estrada, Park Place, LA Urban League, and Plaza de la Raza Headstarts. Additional sites will be selected by surveying a diverse group of existing Charter School parents regarding early childhood programs attended by their children

November – February: GCS 2 Principal and/or Office Manager outreach to community organizations and programs to publicize enrollment opportunities at GCS 2 (ask to distribute or display materials, ask for opportunities to present). Example organizations include the State Street, Lincoln Heights, and Lincoln Park Recreation Centers, Lincoln Heights Youth Arts Center, the Arts Education program at Plaza de la Raza, and the Boyle Heights Arts Conservatory

November – March: GCS 2 Principal and/or Office Manager, supported by parent volunteers, distribute information at public locations and events frequented by families with school-age children. Example locations include El Mercado de Los Angeles, Plaza de La Raza in Lincoln Park, and Farmer’s Markets at Mariachi Plaza (Fridays) and in Lincoln Heights (Wednesdays).

Timelines for recruitment and outreach activities will be adjusted prior to the first year of the Charter School’s operation, to begin earlier and extend later.

Retention:
- Provide a diverse offering of extracurricular activities and family events that appeal to families of different backgrounds
- Encourage parents from all racial/ethnic groups to become involved on campus and as parent leaders
- Identify and eliminate language barriers through translation of materials or identification of translators within the school community
- Provide culturally relevant curricular materials

GCS 2 maintains an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School, along with documentation of efforts the Charter School has made to achieve racial and ethnic balance in accordance with the charter petition.
How Plan Achieves Balance

In order for the Charter School’s plan for achieving balance to be successful, the Charter school will track the efficacy of its methods. This can be done by asking parents where they learned about our school as part of parent surveys, through parent focus groups, and by tracking the actual racial/ethnic make-up of enrolled students, both upon entry to the Charter school and over time. By tracking changes in racial/ethnic make up over time (e.g. as cohorts of students advance in age), the school can identify if retention is an issue for certain racial or ethnic groups. If these trends are discovered, the Charter School will seek to identify causes for lower retention rates and to address them.
Element 8 - Admission Requirements

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

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

**HOMELESS AND FOSTER YOUTH**

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

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

**RESIDENCY**

If and to the extent that this Charter provides for any admission preference based on student residency, Charter School shall determine residency in compliance with Education Code section 48204 et seq.

**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.

Admissions Requirements

GCS 2 is committed to serving all students, and to making sure that all members of the communities we serve are made aware of the opportunity we provide to students.

When students with Individualized Education Plans (IEPs) enroll, it is the school’s policy to collect any and all information pertaining to the student’s IEP.

Student Recruitment

GCS 2 will conduct several different activities throughout the year that will serve the purpose publicizing the school’s program to all community members, and ensuring specifically that students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities are reached by recruitment efforts.

- Creation of recruitment materials (flyers, banners, print ads, radio advertisements) in English, Spanish and potentially Chinese and Vietnamese, reflecting languages spoken in the community we propose to serve.
- Distribution of recruitment materials though mail, poster in public spaces and applicable businesses, and community events (farmer’s market, swap meet, laundromat, mercado)
- Participation (dance performance by students, parents and staff volunteering) in community events such as holiday parades or street festivals
- Advertisement through local media (both neighborhood focused and targeted to specific languages or ethnic communities)
- Presenting to staff and parents at local pre-school settings (Head Start, early education centers, private pre‐schools, including those serving students with disabilities)
- Outreach to community arts programs, particularly those offering low‐cost options to socio‐economically disadvantaged families
- Outreach to community programs offering tutoring and family support, particularly those that have a strong partnership with the Charter School or with the GCS Echo Park campus. These organizations disproportionately serve socio‐economically disadvantaged students and student who have low academic performance or who may have disabilities

Lottery Exemptions and Preferences

If the number of students applying for enrollment exceeds the openings available, admission shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all other applicable laws and requirements.

In determining the enrollment for each grade, GCS2 shall draw students in the following order of categories. These preferences will be applied in the event that a lottery is needed.
1. Siblings\textsuperscript{4} of currently enrolled\textsuperscript{5} GCS 2 students
2. Children of GCS 2 employees and board members, not to exceed 10% of total enrollment of GCS 2
3. Students who reside within the attendance boundaries of the District (LAUSD)
4. All other students

**Lottery and Enrollment Procedures**

**Open Enrollment Period and Procedures**

GCS 2 will inform the public commencing in September of each school year that it is accepting applications for admission for the following school year and publicize the deadline for applications. The open application period will last until, at a minimum, the end of February of the following year. Any family making application to GCS 2 will be informed of the Charter School’s admissions policies and information about when the applications must be submitted in order to be included in the public lottery. Information on GCS 2 admission policies and procedures will be available electronically via the GCS 2 website or in written form in the GCS 2 main office. New applications will be required each year, regardless of a student’s status on the waiting list for the previous year.

**Communication Methods for Open Enrollment and Lottery**

The commencement of the open enrollment period each year will be publicized via the GCS 2 website, public posting areas, and newsletter. Publicity also occurs through many of the channels listed under Student Recruitment, such as local media advertising, outreach to schools and community organizations, and flyering. Applications will be available on the CCS 2 website and in the GCS 2 office. At any time that GCS 2 does not have a separate website address, applications will be available on the GCS website. Prior to GCS 2’s opening, applications will be available in the GCS office. The timeline, rules, and procedures for the lottery process are also communicated when publicizing open enrollment and to anyone seeking enrollment information. All enrollment forms and information will be available in Spanish and will be translated into other languages as needed.

**Ensuring Lottery Procedures are Fairly and Publically Executed**

The Director of Operations, Office Manager, and Principal work together to coordinate the lottery, and are responsible for securing an objective third party (community leader or liaison) to observe and help conduct (by drawing lottery tags) the lottery. The lottery location and time will be public and easily accessible to the community. This location will be well-publicized through advance notification and day-of signage. Proceedings will be conducted in Spanish and English, and translation made available in any other languages deemed necessary. Families of

\textsuperscript{4} For the purposes of Enrollment Preferences, “siblings” shall be defined as any two students who share a legal parent and/or legal guardian
\textsuperscript{5} Currently enrolled students, for the purposes of the sibling preference, include students currently attending GCS 2 and students who have gained admission during the lottery process, provided the sibling(s) have also submitted a completed lottery application by the deadline.
students participating in the lottery are encouraged to attend, and will be given a reminder (via email, mailing, or phone) before the date of the lottery; however attendance is not required to be eligible for admission.

**Date, Time and Location of Lottery**

The lottery will occur each year during or before April, in the event that applications for enrollment exceed open spaces. The lottery will be held within two weeks after the last day that applications can be submitted to be included in the public lottery. This date is publicized at the beginning of the open enrollment period and in all application materials and communication. The lottery time is set taking into account the typical preferences of families in the community, and will take place on a weekday evening. The lottery is held in a public, easily accessible location large enough to accommodate all interested families, which may be a location on the GCS 2 campus.

**Lottery and Waiting List Procedures**

An objective Community Representative (secured by GCS 2 staff in advance of lottery date) will pull lottery tags in order of grade level. As tags are pulled, students will be assigned a number corresponding to the number of enrollment slots. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list.

If a child gains admission during the lottery, any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade, or they will move up to the top of the waitlist for their grade in the order that siblings are drawn during the public lottery.

Students who are not granted enrollment for the next school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Students must reapply for the following year.

The waiting list will include contact information of the families wanting to still be considered for admission should a position open. If a position opens during the course of the year, the administrative office staff (e.g., Principal, Assistant Principal, instructional specialist, administrative assistant, etc.) will contact the family of the student on the top of the waiting list by phone, email and/or mail to offer their student admission to GCS 2.

Should the family decline the position, the next family on the list will be contacted until the open position is filled. In no circumstance will a wait list carry over to the following school year, and students who remain on the wait list must apply for enrollment in the following year.

**Parent Notification of and Communication regarding Offer of Enrollment or Waitlist Status**

Within one week of the public lottery, all families will be notified in writing of their enrollment status (offered enrollment or placement on waiting list). Within two weeks of the public lottery, GCS 2 will hold two Pre-Enrollment sessions to supply additional information and to assist families in filling out forms. Within two weeks of the last Pre-Enrollment session, each family offered a space in the following year will be required to return a complete enrollment packet. If parents do not meet the deadline to complete the enrollment packet by the time prescribed, their child’s offered position will be considered forfeit, and will be offered to the next family on the waiting list.

*Gabriella Charter School 2 Petition*
After all enrollment of students offered a spot in the lottery is completed, the following waitlist notification procedures are followed. When a new spot in a grade level becomes available, GCS 2 staff (e.g., Principal, Assistant Principal, Office Manager, etc.) contacts the family of the student on the top of the waiting list by phone, email and/or mail to offer their student admission to the Charter School. Up until four weeks prior to the start of the upcoming school year, the family has three business days after the offer of admission to confirm intent to enroll (via phone or email) and ten business days after the offer of admission to return a completed enrollment packet in person. If a student is notified during the current school year\(^6\), they will have 72 hours to confirm intent to enroll (via phone or email) and to submit a complete application in person. If parents/guardians do not meet these deadlines, their child’s offered position will be considered forfeit, and will be offered to the next family on the waiting list.

**Method for Documenting Fair Execution of Procedures**

The public lottery will be recorded each year via a video or audio recording device. This recording, along with copies of all applicable forms, lottery lists and results, and waiting lists, are readily available for inspection in the school office. These records will be maintained by the Office Manager. The Office Manager and office staff will implement procedures to ensure that accurate record-keeping is observed at all times in connection with applications and waiting lists (e.g. date stamping, tracking systems for notification deadlines)

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\(^6\) Current school year is considered to begin four weeks (20 business days) prior to the first day of school.
Element 9 - Annual Financial Audits

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

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

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

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

In addition:

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

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

Annual Audit Procedures

In order to ensure the financial health of the organization, Gabriella Charter Schools and Gabriella Charter School 2 will develop and maintain internal fiscal control policies governing all financial activities. The Gabriella Charter Schools Board of Directors will annually oversee the selection of an independent auditor and the completion of an annual audit.

Director of Operations of Gabriella Charter Schools is responsible for contracting with the auditor to perform the audit. The auditor will be a Certified Public Accountant familiar with school finances and operations and is selected from the State Controller’s list of approved auditors to conduct charter school audits. This list can be accessed at http://cpads.sco.ca.gov/CPAList.aspx.
The auditor conducts the independent financial audit in accordance with generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States.

The Director of Operations will be the primary contact for auditors; the GCS 2 Office Manager will responsible for maintaining financial documents and supporting documentation such as receipts, invoices and credit card statements in a uniform and orderly fashion for easy accessibility by the auditor(s). The Director of Operations is responsible for ensuring completed audits are submitted to the required agencies by the statutory deadline.

Audit exceptions, deficiencies, findings, or material weaknesses shall be reported to the Board of Gabriella Charter Schools. The Audit Committee will review these and report to the Gabriella Charter Schools Board recommending actions to address them, along with a timeline for the same. The Board will act upon these recommendations and will submit an action plan and timeline to the District describing how exceptions, deficiencies, findings or material weaknesses have been or will be addressed. The Charter School agrees to use its best efforts to resolve outstanding issues 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 establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

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

**NOTIFICATION OF THE DISTRICT**

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

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

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

**OUTCOME DATA**

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

**REHABILITATION PLANS**

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Discipline Policy

All students and staff are expected to embody the five core values of Gabriella Charter Schools,
which include:

- Compassion
- Integrity
- Resilience
- Flexibility
- Creativity

Students are taught about these core values during classroom instruction, during the middle
school Advisory course, and during weekly (elementary) and monthly (middle) whole school
meetings. Teachers also incorporate teaching of the values into academic and arts instruction
(e.g. mentor texts for each value have been identified for incorporation into reading instruction;
students in dance class are asked to choreograph movement representing the core values).

Students are recognized positively when displaying core values, including in class by adults and
peers, at whole-school meetings through presentation of awards, and during recess, lunch and
transition periods by classified staff. The core values are also referenced on trimester report cards, where students are given a grade of “Exemplary”, “Satisfactory,” or “Unsatisfactory” for each value.

GCS 2 adheres to a holistic behavior philosophy based on modeling and reinforcement of positive behavior and choices. This policy includes, but is not limited to the students’ rights and responsibilities while on school grounds as well as the school’s suspension and expulsion policies. The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process. The policy may be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA and as established by California Education Code and US Code of Federal Regulations.

GCS 2 will use a uniform behavioral management system to reinforce positive behavioral choices and set clear limits in the classroom, dance studios, and in public spaces (e.g. the playground). As at GCS, differentiated systems for TK/K-4th grade and for 5th-8th grades will be in place. This system will be modeled on the system developed at the original GCS campus, but may be altered to incorporate input from the GCS 2 staff and community. The system will be consistent across classrooms and will include: 1) A consistent set of expectations for behavior while on campus; 2) A consistent menu of age-appropriate positive reinforcers for students who exhibit core values and behaviors that promotes learning; 3) A consistent and age appropriate set of consequences; and 4) a consistent manner of communicating regularly (at a minimum weekly) with parents regarding student behavior.

Upon enrollment and at the beginning of each school year, GCS 2 families will receive a copy of the Parent / Student Handbook and will be asked to agree in writing to abide by the provisions of the Handbook, including the School’s discipline policy. In addition, school staff members review the discipline policy with new students and parents prior to the first day of school.

Certain behaviors are inappropriate and require the teacher to redirect the student or to administer consequences to effectively discipline the student and to maintain a safe environment. Consequences may include redirection, color card change, class or recess time out, loss of recess, oral or written reflection and/or apology, student-teacher conference, behavioral notice, phone call to parent, parent conference, and/or positive behavior contract. Attendance issues such as absences or excessive tardies are not treated as behavioral or discipline issues and are addressed outside of the school’s discipline system.

It is at the discretion of the teacher to refer a student to the office for administrative intervention. Depending upon the specific circumstances surrounding the student’s behavior, a student may remain at the office for a short reflection or break period, or may need to stay longer. On the day a student receives a disciplinary referral, he or she will meet with the Principal or his/her designee for a conference. The student may lose his or her recess or lunch recess privileges. The parent will be required to sign disciplinary referral documentation, which will be sent home the day of the office referral and should be returned to the appropriate school administrator the next school day. In more serious cases, the parent or guardian may be notified immediately and a meeting between the parent and GCS 2 Principal or his/her designee may be called.

Gabriella Charter School uses an RTI (Response to Intervention) approach to behavior similar to that used for language arts and math. The standard classroom and school-wide behavior systems described above are adequate to ensure that “Tier 1” (the majority of) students are safe.
and productive at school. “Tier 2” students need a higher level of behavioral intervention to provide an environment where they can be successful and safe. Interventions for this tier might include parent involvement, participation in a social skills group, a short-term individual positive behavior plan, or additional interventions geared to meet the individual needs of the student. “Tier 3” students need intense levels of adult intervention in order to succeed and remain safe and productive at school. Interventions at this level might include convening of an SST (student success team), referral to counseling, modified routines and procedures (e.g. supervised transitions), a long-term individual positive behavior plan, or the conducting of behavioral analysis to determine triggers and motivations for problematic behaviors. Students at Tier 2 and Tier 3 are identified and tracked by the COST (Coordination of Services Team) and progress is monitored to determine if interventions are effective.

At least twice a year, the Principal or Assistant Principal (possibly aided by an RSP teacher or the School Psychologist) provides PD to instructional staff regarding the GCS discipline policy and classroom management and culture.

Students who present an immediate threat to the health and/or safety of others or themselves may also be immediately suspended by the Principal and his/her designee, and later expelled by the Board of Directors, upon recommendation of the Principal. GCS 2 policy is to provide all students with an opportunity for due process in conformity with applicable federal law regarding students with exceptional needs. Suspension and Expulsion procedures and policies are outlined below.

**In-school Suspension**

In-school suspensions are an alternative to out-of-school suspensions that reduces the amount of class time missed and ranges from a class period to a full day. Grounds for an in-school suspension adhere to California Education Code 48900 regarding specified violations, and is deemed appropriate when the offense is a first time offense and/or a minor violation. In-school suspensions may be utilized at the discretion of the Principal or the Principal’s designee. This alternative to suspension allows the student to continue receiving educational services at the school site, in addition to any behavioral or counseling support that may be needed to restore the student back to class.

During an in-school suspension, the student is supervised by an administrator in the main office, who ensures assigned schoolwork is completed with assistance, when needed. An administrator notifies the parent(s) via telephone of an in-school suspension, and a meeting is held when needed/requested. The maximum number of days for in-school suspension for one incident is five, and no more than ten days of in-school suspension may be assigned per year per student.

**Grounds for Suspension and Expulsion**

**Scope of Disciplinary Jurisdiction**

A student may be suspended or expelled for any of the acts enumerated in this section and related to charter school sponsored activity or school attendance that occur at any time, including, but not limited to, any of the following:

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

Grounds for Discretionary and Non-Discretionary Suspensions and Expulsions

1. **Mandatory:** Students **shall be expelled from GCS 2** for any of the following reasons as specified in California Education Code Section 48915, should they occur on charter school property or at a charter school sponsored activity:
   - Possession, use of, sale of, or furnishing any firearm
   - Brandishing a knife at another person
   - Unlawful selling of a controlled substance
   - Committing or attempting to commit a sexual assault, or committing sexual battery
   - Possession of an explosive

2. **Expulsion Expected:** Students **shall be suspended and recommended for expulsion from GCS 2** for the following violations unless a Principal or his/her designee finds that the expulsion is inappropriate due to the circumstances. These acts must be committed at school or school activity.
   - Causing serious physical injury to another person, except in self-defense
   - Possession of a knife or other dangerous object of no reasonable use to the pupil
   - Unlawful possession of a controlled substance, except for the first offence of less than one ounce of marijuana
   - Robbery or extortion
   - Assault or battery on a school employee

3. **Discretionary Suspension and Expulsion:** Students **may be immediately suspended and may be recommended for expulsion from GCS 2** for the following violations. These include acts committed at Charter School or Charter School sponsored activity or on the way to and from Charter School or Charter School sponsored activity.
   - Causing, attempting to cause, or threatening to cause physical harm or injury to another person
   - Possessing a dangerous object
   - Possessing a controlled substance
   - Selling, furnishing, or offering a substitute substance represented as a controlled substance
   - Causing or attempting to cause damage to school property
   - Committing theft or attempting to steal school property or private property
   - Possessing or using tobacco
   - Committing an obscene act or engaging in habitual profanity or vulgarity
   - Possessing drug paraphernalia
   - Receiving stolen property
   - Possessing an imitation firearm
   - Committing or attempting to commit sexual assault
   - Harassing, threatening or intimidating a student witness
   - Selling the prescription drug Soma
• Committing hazing
• Engaging in an act of bullying, including but not limited to, bullying committed by means of an electronic act, and directed specifically toward a pupil or school personnel
• Committing sexual harassment (i.e. sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature)
• Causing or attempting to cause harm to individuals through the use of hate violence or hate language
• Pervasive harassment, threats or intimidation directed toward staff or peers

Process for Out-of-School Suspension

Suspension Rules and Procedures

The decision to suspend a student will be at the discretion of the Charter School Principal or his/her certificated designee, indicated annually and on file at the charter school.

Suspension shall be preceded by an informal conference conducted by the Principal or Assistant Principal with the student, followed by a meeting with his/her parents or guardian regarding the reasons for the suspension. The conference may be omitted if the Principal determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent/guardian shall be notified of the suspension and Charter School Principal or his/her designee will request a conference as soon as possible.

At the time of suspension, the Principal or his/her designee shall make a reasonable effort to contact the parent/guardian by telephone and in person and to follow up such contact with a written notification. This notice will state the specific offenses committed by the student. In addition, the notice will also state the date and time the student may return to charter School.

Students have the right to due process, allowing them to hear the charges and respond to them. A parent may appeal a suspension by making a written request (e-mail or letter) to the Executive Director within 5 working days of the suspension being issued to have the suspension reviewed. The Executive Director will review the suspension and make a final determination regarding the appeal within 30 days of receiving the written request. The decision of the Executive Director regarding the suspension appeals shall be final. An appeal does not halt the student’s suspension. If the suspension is overturned, the suspension will be removed from the student’s record and any remaining days will not be served.

Maximum Days

The maximum number of days of suspension for a single incident may not exceed a period of five (5) consecutive school days unless the administration and parents/guardians agree to a longer term. For suspensions exceeding five days, a second conference will be scheduled with the parent/guardian upon completion of the fifth day of suspension to discuss the progress of the suspension. GCS 2 may suspend a student for a maximum of 20 days (including any in-school suspensions) during any one school year. Students with special needs, as identified by their IEP or 504 Plan, may not exceed a period of five (5) consecutive days. In addition, after 10 days of
suspension in a given year, the IEP or 504 team shall convene to determine potential changes to
the IEP or 504 addressing the behavior.

Access to Education During Suspension

Any student who is suspended will receive both daily class assignments and homework aligned
to class objectives for the duration of the suspension. Materials for assignments will be
provided to the student, including texts, workbooks, and other worksheets. Students shall be
given the opportunity to complete any missing tests, quizzes or assignments given during their
suspension within five days of returning from the suspension.

Procedures for Suspension pending Expulsion

Students may be recommended for expulsion if the Principal finds that the student has engaged
in an activity listed in California Education Code Section 48915.

Prior to the recommendation of expulsion by the Principal, the pupil and the pupil’s guardian or
representative will be invited to a conference to discuss the allegations against the student.
After the meeting, the principal will inform the pupil’s guardians of 1) the suspension of the
student, and 2) the process for the expulsion hearing, should the principal decide to recommend
for expulsion. Should the Principal recommend expulsion, the Charter School will provide a
written recommendation to the pupil’s guardians within five business days from the date of the
suspension.

Should a pupil be suspended and recommended for expulsion, a pupil’s suspension may be
extended from five consecutive days to 30 days, by which time an expulsion hearing by the
Gabriella Charter Schools Board shall be held.

During the suspension, the Charter School will ensure that the student receives classroom
materials and current assignments to be completed at home during the term of the suspension.
Students will be given an opportunity to make up missed assignments and assessments if and
when they return to campus. Additionally, to support students who are suspended for more
than five consecutive days due to a recommendation for expulsion, the Charter School may
pursue an alternative educational program for students on an interim basis, including
appropriate alternative placements for students with disabilities. An agreement between
LAUSD and GCS allows for alternative placement (Educational Placement in LAUSD Alternative
Placement Programs for Charter School Students Residing in LAUSD’s Geographic Boundaries
Facing Expulsion). Should such an agreement be secured for GCS 2, the school will, upon issuing
a suspension for a student who resides within LAUSD boundaries pending an expulsion hearing,
refer student to the District’s Student Discipline and Expulsion Support Unit (“SDES”) before the
end of the suspension for an interim placement at a CDS or other alternative program. This
agreement applies to students with disabilities once a manifestation determination IEP meeting
or Link Determination meeting has been held and a need for an interim placement has been
determined and documented. The student’s interim alternative educational setting shall be
determined by the student’s IEP/504 team.

Expulsion Procedures

The decision to recommend expulsion of a student will be at the discretion of the Charter School
Principal, while the final decision for expulsion rests with the Gabriella Charter Schools Board.
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For students with disabilities, a manifestation determination IEP or a Link Determination meeting (for students with 504 plans) will be held prior to any recommendation of expulsion. If determined that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall assess, implement a behavioral intervention plan, or review the existing behavioral intervention plan and modify it. If determined that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

A student with a disability can be moved to an interim alternative educational setting for up forty-five days without regard if student is charged with: a weapon at school, possesses/used/sold illegal drugs, or has inflicted serious bodily injury.

A student who has not been identified as a student with disabilities may assert the procedural safeguards available to such students only if the Charter School had knowledge that the student was disabled before the behavior occurred, including
- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write
- The parent has requested an evaluation of the child
- The child’s teacher, or other Charter School personnel, has expressed specific concerns

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

**Expulsion Hearings and Notification**

A hearing will be conducted within a period of 30 days from when the Principal or his/her designee recommends expulsion (after a 5 day suspension, the Principal or his/her designee may extend the suspension and recommend expulsion). The hearing shall be presided over by the Gabriella Charter Schools Board, or, if not feasible for the Gabriella Charter Schools Board to preside over such hearing, then by Discipline Review Panel appointed by the Gabriella Charter Schools Board. The Discipline Review Panel will be comprised of at least three objective and unbiased members, which may include a combination of GCS 2 staff, Gabriella Charter Schools Board members, and teachers or administrators from GCS. The hearing shall be in closed session unless the parent makes a written request for a public hearing at least three school days prior to the hearing. Students recommended for expulsion have a right to attend their hearing to determine the appropriateness of the expulsion.

Parents/guardians will be notified of the expulsion hearing at least ten (10) calendar days before the date of the hearing. The written notification will include:

- Date, time and place of hearing
- A description of facts pertaining to the incident that calls for the expulsion, including the corresponding California Education Code and a description of the violation.
- A copy of GCS 2 disciplinary rules as set forth in this Parent-Student Handbook that relate to the alleged violation.
• Notification of parent/guardian’s obligation to provide information to a school district or school to which student seeks enrollment regarding student’s status with GCS 2
• Notification that the student and the student’s parents/guardians may appear in person at the hearing, may bring a representative or counsel, and have the right to:
  - Inspect and obtain copies of all documents to be used at the hearing
  - Present evidence on the student’s behalf, including witnesses, at the hearing
  - Confront and question all witnesses who testify at the hearing
  - Question all evidence presented
• Notification that language support and any other reasonable support necessary to facilitate participation by student or parent/guardian will be made available at the hearing, upon request

At an expulsion hearing, 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 Gabriella Charter Schools Board or Discipline Review Panel to expel must be supported by substantial evidence presented at the hearing relevant to the charges. Substantial evidence refers to the nature and quality of evidence (i.e., evidence must be relevant and directly related to the matter at hand). For non-mandatory 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 Gabriella Charter Schools Board or 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. The testimony of a witness may be presenting in the form of a sworn declaration if the Gabriella Charter Schools Board or Discipline Review Panel determine that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to unreasonable risk of physical or psychological harm.

Special procedures will be followed in cases involving sexual assault. The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined by the Gabriella Charter Schools Board or the Discipline Review Panel during the expulsion hearing.

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.

A final decision regarding expulsion will be made by the Gabriella Charter Schools Board or Discipline Review Panel (whichever resided over the hearing), and written notice will be sent to the parent/guardian and Executive Director within 10 days of the conclusion of the hearing. In the event that expulsion is not recommended, the student shall be reinstated at the school from
which the expulsion referral was made and immediately return to the educational program at the school from which the expulsion referral was made. A parent/guardian may also request, in writing, placement at another school.

If the student is recommended for expulsion, written notice to expel a student will be sent by the Principal or his/her designee to the parent/guardian of any student who is expelled. This notice will include the findings of fact of the Board or Panel and the following:

- The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
- Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with GCS 2.
- Duration of the expulsion period
- The expulsion appeals process.
- Information regarding rehabilitation plan recommendations, reinstatement eligibility, and alternative placement.

A record of hearings and appeals will be made and maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the hearing transcript or recording will be provided to LAUSD, upon written request. A parent/guardian or student may request a copy of the hearing by contacting the Charter School Principal or Executive Director.

In the event of a decision to expel a student from GCS 2, the Charter School will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Alternative placements may be considered, such as continuation school or other alternative program within the district, community day school, adult education, or another charter school. Additionally, GCS 2 will collaborate and coordinate with community support services (e.g., DCFS, LACOE, Department of Mental Health, community counseling agencies, etc.) on behalf of the expelled student and family to ensure a timely, supported transition to another school. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

**Expulsion Appeals**

Parents or guardians may appeal a decision to expel in writing to Gabriella Charter Schools Board within five (5) working days of receiving written notice regarding the decision to expel. Pending an appeals decision, the suspension will be extended, and alternative placement options may be considered. During the appeals process, the student must continue to attend school at the placement offered or the parent may choose to enroll the student at another educational placement.

A Gabriella Charter Schools Board meeting will be convened within 10 school days after receipt of the parent’s written request to appeal. If the Gabriella Charter Schools Board heard the original expulsion hearing, then a Discipline Review Panel will be assigned to make the final determination of the expulsion decision; if a Discipline Review Panel heard the original expulsion hearing, then the Gabriella Charter Schools Board will be assigned to make the final determination of the expulsion hearing. The parent must attend to present their appeal to the
Gabriella Charter Schools Board or Discipline Review Panel. The review is limited to the record of the proceeding, and no evidence other than that which is contained in the record of proceeding may be heard. The Board or Panel shall be limited to the following questions: 1) whether the board/panel acted without or in excess of its jurisdiction, 2) whether there was a fair hearing before the governing board, or 3) whether there was a prejudicial abuse of discretion in the hearing. The decision of the Gabriella Charter Schools Board or Disciplinary Review Panel shall be final and binding for the expulsion case.

Students with disabilities or their parents who wish to appeal a proposed expulsion may request an expedited administrative hearing during which the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or forty-five days, whichever occurs first, unless agreed otherwise.

For a student who has an expulsion upheld upon appeal, the family will be sent written notification by the Principal or his/her designee, within 24 hours of such decision, including specific reasons why appeal was denied, and will be given a new readmission date.

**Rehabilitation and Reinstatement/Readmission**

In the event of a decision to expel a student, the Charter School will work cooperatively with the district of residence, county, and/or private schools to assist with appropriate educational placement of the expelled student. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. The Gabriella Charter Schools Board shall recommend a plan of rehabilitation for the pupil, set to review one year from the date the expulsion occurred. The rehabilitation plan may include periodic review, recommendations for improved academic performance, expectations for upholding school rules, acceptable attendance rate, completion of school work, counseling, community service, and/or other assessments.

The Charter School 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 School showing that the student has met the conditions of the rehabilitation plan.

**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.
**Element 11 - Employee Retirement Systems**

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

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

**Certificated Staff Members**

Gabriella Charter School 2 will have its certificated staff members, including Teachers, instructional support staff (e.g. ELD Specialist, Intervention Specialist), and certificated administrators, participate in the State Teachers’ Retirement System (STRS). The Gabriella Charter Schools Executive Director is responsible for ensuring appropriate arrangements for coverage have been made. The Director of Operations will coordinate on an ongoing basis with the Los Angeles Office of Education to forward in a timely manner any required payroll deductions and related data. All withholdings from employees and the school are forwarded to the STRS Fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS, and both the school and applicable employees will contribute to STRS the currently applicable required percentages.

Gabriella Charter School 2 acknowledges that the Charter School must continue participation in STRS for certificated employees for the duration of the school’s existence under the same CDS code.

**Classified and Other Employees**

Any employee not participating in STRS will participate in the federal Social Security system in accordance with applicable law.
This may include operations staff and instructional support staff (Instructional Aides, Intervention Instructors, and After School Instructors), as well as any teaching staff not eligible to participate in STRS). Any non-credential- holding school or organizational administrator/leader (e.g., individuals staffing the Executive Director and Director of Operations roles) will also participate in the federal Social Security system. The Executive Director of Gabriella Charter Schools is responsible for ensuring appropriate arrangements for coverage have been made.
Element 12 - Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

As a school of choice, Gabriella Charter School 2 does not have restrictive enrollment based on residence. Parents and students will be informed of their public school attendance alternatives during the enrollment process through the provision of the following resources:

- LAUSD Resident School Identifier site
- Greatschools.org School and Districts Boundaries Map
- California Charter Schools Association Find a Site
Element 13 – Rights of District Employees

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

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

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

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

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

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

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

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

Executive Director
Gabriella Charter Schools
1435 Logan Street
Los Angeles, CA 90026

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

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

**Designation of Responsible Person(s) and Funding of Closure**

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

**Notification of Closure Action**

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

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

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

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

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

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

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

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

**Records Retention and Transfer**

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

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

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

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

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

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance
and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

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

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

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

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

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

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

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

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

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

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:
1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

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

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

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

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

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

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

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.
Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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

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

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

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

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order or order for specific performance, and may be sought in any appropriate court.

In the event that the school closes, the following positions will serve as the school’s closure agents: Executive Director, Director of Operations
Additional Provisions

**FACILITIES**

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

Notwithstanding any provision of any existing agreement for the use of District facilities by Charter School, no renewal, extension of the term, material revision, or amendment, of the charter for Charter School, shall automatically renew or extend the term of any agreement with Charter School for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single-Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single-Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other
LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

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

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

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

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

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

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

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

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

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

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

Non-District-Owned Facilities

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

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

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

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

2. 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 transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $500,000 per occurrence and $500,000 general aggregate, with no self-insured retention.

5. Cyber liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

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

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

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

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

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

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

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

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

**Hold Harmless/Indemnification Provision**

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

**Fiscal Matters**

**District Oversight Costs**

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

**Cash Reserves**

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

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

**Special Education Revenue Adjustment/Payment for Services**

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

**Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

**Audit and Inspection of Records**

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

- Charter School is subject to District oversight.

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

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

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

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

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

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

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

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


AVID Center (2010). *AVID senior data collection: Study of 22,210 AVID seniors* [Electronic Database]. Retrieved from


Assurances, Affirmations, and Declarations

Gabriella Charter School 2 (also referred to herein as “GCS” and “Charter School”) shall:

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

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

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

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

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

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

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

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

Charter School hereby declares that Charter School, operated by or as its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

**ACADEMIC CALENDAR AND SCHEDULES**

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

**MATHEMATICS PLACEMENT**

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

**TRANSITIONAL KINDERGARTEN**

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

**HIGH SCHOOL EXIT EXAMINATION**

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

**WASC ACCREDITATION**

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

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

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

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

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

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

Gabriella Charter School 2 Petition
Prior to LAUSD Board of Education approval, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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

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

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

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

- Statewide Assessment Data
  The standard file including District ID.

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

- CBEDS

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

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

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

**Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

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

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

**Measurable Goals of the Educational Program**

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

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

**Standardized Testing**

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

**Element 4 – Governance**

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

**General Provisions**

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.
Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

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

**LEGAL AND POLICY COMPLIANCE**

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

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

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

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

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

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

**RESPONDING TO INQUIRIES**

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

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

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

**NOTIFICATION OF THE DISTRICT**

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

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

**Parent Engagement**

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

**Federal Program Compliance**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

**Element 5 – Employee Qualifications**

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

**Equal Employment Opportunity**

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

**ESEA/ESSA and Credentialing Requirements**

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

**Element 6 – Health and Safety Procedures**

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

**Health, Safety and Emergency Preparedness Plan**

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

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

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

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.
Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

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

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

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

**COURT-ORDERED INTEGRATION**

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

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

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.
Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits
"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." (Ed. Code § 47605(b)(5)(I).)

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

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

Element 10 – Suspension and Expulsion Procedures

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

General Provisions

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.
Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

**STUDENTS WITH DISABILITIES**

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

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

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

**NOTIFICATION OF THE DISTRICT**

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

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

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

**OUTCOME DATA**

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

**REHABILITATION PLANS**

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

**READMISSION**

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

**REINSTATEMENT**

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

**GUN-FREE SCHOOLS ACT**

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

**Element 11 – Employee Retirement Systems**

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.
Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.
Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

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

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

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

Director/Principal
Charter School
[See Element 14]

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

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.
Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

**Closure Action**

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

**Closure Procedures**

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

**Designation of Responsible Person(s) and Funding of Closure**

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

**Notification of Closure Action**

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

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

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

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

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

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

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

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

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

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

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

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:
1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

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

Notification of employees and vendors shall include:

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

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

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

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

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

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

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

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

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

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

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

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

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

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

**Disposition of Liabilities and Assets**

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

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

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

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

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

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

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

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

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

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

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

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Additional Provisions

**FACILITIES**

**District-Owned Facilities**

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

Notwithstanding any provision of any existing agreement for the use of District facilities by Charter School, no renewal, extension of the term, material revision, or amendment, of the charter for Charter School, shall automatically renew or extend the term of any agreement with Charter School for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other
LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

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

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

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

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
• **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  
  (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  
  (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

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

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

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

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

**Non-District-Owned Facilities**

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

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

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

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

**INSURANCE**

**Insurance Requirements**

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

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

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

2. 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 transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $500,000 per occurrence and $500,000 general aggregate, with no self-insured retention.

10. Cyber liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

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

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

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

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

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any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

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

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

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

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

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

**FISCAL MATTERS**

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

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

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

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

**Student Body Funds**
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

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

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

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

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

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

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

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

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