LOS ANGELES ACADEMY OF ARTS & ENTERPRISE

INDEPENDENT CHARTER SCHOOL
RENEWAL PETITION
2015-2020

Submitted by
David Calvo, Principal
Yolanda Jimenez, Assistant Principal

On behalf of LAAAE’s Students,
Parents, Faculty, Staff and Board of Directors

December 19, 2014
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ASSURANCES AND AFFIRMATIONS

Los Angeles Academy of Arts and Enterprise (also referred to herein as “LAAAE” and “Charter School”) shall:

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


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

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


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

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).
• Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

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

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

Los Angeles Academy of Arts and Enterprise (LAAAE) is a small, independent charter school serving approximately 350 students in grades 6-12 in the Los Angeles neighborhood of Koreatown. According to the Los Angeles Times, with 42,611 people per square mile, Koreatown has the highest population density in both the City of Los Angeles and the County of Los Angeles. The Association of American Geographers, reports that Koreans now only constitute about one-third of this ethnic enclave. Although Hispanics account for approximately one-half of the community’s population, they have historically been overrepresented at the school. Specifically, school records throughout the duration of the previous charter indicate that Hispanics accounted for over 90% of the student enrollment.

The Charter School first opened in 2005. Two one-year renewals extended the initial three-year charter, which expired in 2008. In 2010, the charter was renewed until 2015. Upon initial authorization in 2005, the school only serviced sixth grade. In 2006, the school moved to its current facility and continued to add an additional grade with each subsequent year. The school has now graduated three senior classes.

With a 59-point growth in its Academic Performance Index (API) during the 2012-2013 school year, Los Angeles Academy of Arts and Enterprise shared rank 196-202 out of 10,000 California public schools. This ranking can be computed by sorting and analyzing data provided by the California Department of Education located at http://www.cde.ca.gov/ta/ac/ap/apidatafiles.asp. This rank placed the Charter School at the top two percent for academic growth in the entire state of California. This is remarkable because 58% of other California schools with growth data had negative growth during this administration. Another two percent of schools during this same administration plateaued on performance. This 59-point growth enabled the Charter School to earn its first 3 designation on API state rank. Furthermore, LAUSD provided renewal data sets indicate that in school year 2011-2012, the school met 100% Adequately Yearly Progress, as opposed to similar schools meeting 61%. In 2012-2013, the school met 71% AYP compared 67% of similar LAUSD schools.

The Charter School is submitting this petition for approval of a five-year charter renewal commencing on July 1, 2015. The school meets the minimum statutory criteria for renewal set forth in Ed. Code § 47607(b).
ELEMENT 1: THE EDUCATIONAL PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs.” Ed. Code § 47605(b)(5)(A)(i).

General Information

<table>
<thead>
<tr>
<th>Information</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>David Calvo, Principal</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>600 S. La Fayette Park Place</td>
</tr>
<tr>
<td></td>
<td>Los Angeles, CA  90057</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>213-487-0600</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>600 S. La Fayette Park Place</td>
</tr>
<tr>
<td></td>
<td>Los Angeles, CA  90057</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>2</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>East</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>6-12</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>450</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>6-12</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
<td>August 10, 2015</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>625</td>
</tr>
<tr>
<td>(Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).</td>
<td></td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional</td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>Mon, Tues, Thurs: 8:30 am - 3:45 pm Wed &amp; Fri: 8:30 am - 2:45 pm</td>
</tr>
<tr>
<td>The term of this charter shall be from:</td>
<td>July 1, 2015 to June 30, 2020</td>
</tr>
</tbody>
</table>

Community Need for Charter School

The first few years of a start-up charter school are typically characterized by struggle. Los Angeles Academy of Arts and Enterprise is no exception. Challenges such as fiscal deferrals, limited technology, gangs, lack of resources, and a transient student body hindered the school in making demonstrable progress. Despite these challenges and serving a predominantly minority, immigrant, and socially and economically underserved population, the Charter School is making
great strides toward increasing student achievement and filling an educational void in its community.

The school is filling an educational void in the community it serves. The home schools of most of the Charter School’s students are significantly larger and struggle to meet the needs of disadvantaged and struggling learners. Since 2010, the Charter School has implemented measures yielding improved student achievement outcomes and remarkable API growth as described in the section below.

### 2006-2013 LAAAE Academic Performance Index (API)
(Sources: CDE Data Quest, API and AYP Data; LAUSD Data Reports)

![API History Chart]

<table>
<thead>
<tr>
<th>Schoolwide Academic Performance Index (API)</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base API</td>
<td>628</td>
<td>623</td>
<td>642</td>
</tr>
<tr>
<td>Growth API</td>
<td>620</td>
<td>641</td>
<td>701</td>
</tr>
<tr>
<td>Growth Target</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Growth</td>
<td>-8</td>
<td>18</td>
<td>59</td>
</tr>
<tr>
<td>Met Schoolwide Growth Target</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Met All Student Groups Target</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Base API State Rank</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Base API Similar Schools Rank</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
The school has made significant improvements as reflected in data above. From 2011-2012, the school’s API score increased from 623 to 641, which exceeded the target API growth. From 2012-2013, the API scored increased again to 701, which exceeded the API target growth by 737%. According to CDE data, similar LAUSD schools only averaged a 5-point growth. This data reflects a continual increase in student academic achievement in the past two years, with particular emphasis on 2011-2012 and 2012-2013 school year.

**Meeting the Needs of the Charter School’s Student Population**

Reflection on these significant academic improvements, particularly in relation to similar LAUSD schools as identified by the CDE, merits additional review into various other quantitative and qualitative data. The data below reflects that over the past 2 years, the school

---

**Sources: (CDE API and AYP Data; LAUSD Data Reports)**
has reclassified EL students at a higher rate than the district, county, and state. Naturally, if students are reclassified from EL to FEP, this demonstrates a greater number of EL students demonstrating their mastery of the appropriate grade-level literacy skills and standards.

<table>
<thead>
<tr>
<th>School</th>
<th>English Learners</th>
<th>Fluent-English-Proficient Students</th>
<th>Students Redesignated FEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles Academy of Arts &amp; Enterprise Charter</td>
<td>121 (31.3 %)</td>
<td>236 (61.1 %)</td>
<td>54 (33.8 %)</td>
</tr>
<tr>
<td><strong>District Total:</strong></td>
<td><strong>179,322 (27.4 %)</strong></td>
<td><strong>226,101 (34.6 %)</strong></td>
<td><strong>25,548 (13.9 %)</strong></td>
</tr>
<tr>
<td><strong>County Total:</strong></td>
<td><strong>369,289 (23.8 %)</strong></td>
<td><strong>435,748 (28.1 %)</strong></td>
<td><strong>50,500 (13.3 %)</strong></td>
</tr>
<tr>
<td><strong>State Total:</strong></td>
<td><strong>1,413,549 (22.7 %)</strong></td>
<td><strong>1,273,561 (20.4 %)</strong></td>
<td><strong>170,225 (12.0 %)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>English Learners</th>
<th>Fluent-English-Proficient Students</th>
<th>Students Redesignated FEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles Academy of Arts &amp; Enterprise Charter</td>
<td>129 (32.1 %)</td>
<td>230 (57.2 %)</td>
<td>42 (21.5 %)</td>
</tr>
<tr>
<td><strong>District Total:</strong></td>
<td><strong>170,797 (26.1 %)</strong></td>
<td><strong>239,753 (36.6 %)</strong></td>
<td><strong>24,730 (13.7 %)</strong></td>
</tr>
<tr>
<td><strong>County Total:</strong></td>
<td><strong>354,601 (22.7 %)</strong></td>
<td><strong>464,956 (29.7 %)</strong></td>
<td><strong>49,155 (13.2 %)</strong></td>
</tr>
<tr>
<td><strong>State Total:</strong></td>
<td><strong>1,346,333 (21.6 %)</strong></td>
<td><strong>1,339,566 (21.5 %)</strong></td>
<td><strong>168,960 (12.2 %)</strong></td>
</tr>
</tbody>
</table>

Source: *(CDE Data Quest)*

Attendance Rates

Charter School records indicate that attendance rates have increased by 3% over the last 3 years. This is remarkable because despite predominantly serving a struggling learner population, there has been a 1% increase in average daily attendance each year since the 2011-2012 school year. This increase represents the school’s ability to increase the engagement of its learners.

<table>
<thead>
<tr>
<th>2014-2015</th>
<th>345.47</th>
<th>332.22</th>
<th>68</th>
<th>96%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>380.57</td>
<td>360.96</td>
<td>192</td>
<td>95%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>391.97</td>
<td>366.49</td>
<td>192</td>
<td>94%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>394.72</td>
<td>365.35</td>
<td>191</td>
<td>93%</td>
</tr>
</tbody>
</table>

Los Angeles Academy of Arts & Enterprise  Charter School Renewal Petition  December 2014
Surrounding Schools Data

The surrounding schools (see chart on next page) provide a snapshot of nearby schools with similar demographics. Of all the LAUSD schools listed in the chart, 7 out of 11 schools had a decrease in API from the 2012-2013 school year. For the three schools for which the API 3-year span is publically available, two of the schools have a lower score than the Charter School. Additionally, of the six nearby charter schools with similar demographics, half of them had an API score decrease. Out of the 17 nearby schools listed, none of the schools had a higher growth than Los Angeles Academy of Arts and Enterprise.
### SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

**Address:** 600 S. La Fayette Park Place, Los Angeles, CA 90057  
**Source:** CDE Data Quest, School and School Data; LAUSD School Performance Framework 1-Pager Directory

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2013</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% 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 School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berendo Middle</td>
<td>1064</td>
<td>100</td>
<td>13</td>
<td>29</td>
<td>92 Latino</td>
<td>5 Asian</td>
<td>2 Af Amer</td>
<td>-10</td>
<td>No</td>
<td>No</td>
<td>723</td>
<td>3</td>
<td>8</td>
<td>Service and Support</td>
</tr>
<tr>
<td>Salvador Castro Middle</td>
<td>493</td>
<td>100</td>
<td>13</td>
<td>26</td>
<td>92 Latino</td>
<td>3 Filipino</td>
<td>3 Af Amer</td>
<td>-5</td>
<td>No</td>
<td>No</td>
<td>688</td>
<td>1</td>
<td>3</td>
<td>Service and Support</td>
</tr>
<tr>
<td>John Leichty Middle</td>
<td>1242</td>
<td>88</td>
<td>14</td>
<td>35</td>
<td>97 Latino</td>
<td>2 Af Amer</td>
<td>N/A</td>
<td>-10</td>
<td>No</td>
<td>No</td>
<td>683</td>
<td>1</td>
<td>3</td>
<td>Service and Support</td>
</tr>
<tr>
<td>Virgil Middle</td>
<td>1108</td>
<td>82</td>
<td>15</td>
<td>36</td>
<td>85 Latino</td>
<td>8 Filipino</td>
<td>4 Asian</td>
<td>11</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
<td>3</td>
<td>9</td>
<td>Service and Support</td>
</tr>
<tr>
<td>Belmont High School</td>
<td>797</td>
<td>100</td>
<td>12</td>
<td>31</td>
<td>89 Latino</td>
<td>4 Filipino</td>
<td>4 Asian</td>
<td>26</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
<td>2</td>
<td>7</td>
<td>Watch</td>
</tr>
<tr>
<td>(RFK) Ambassador School of Global Education</td>
<td>587</td>
<td>100</td>
<td>12</td>
<td>27</td>
<td>75 Latino</td>
<td>13 Asian</td>
<td>4 Af Amer</td>
<td>-7</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>1</td>
<td>1</td>
<td>Service and Support</td>
</tr>
<tr>
<td>(RFK) Los Angeles High School of the Arts</td>
<td>303</td>
<td>100</td>
<td>8</td>
<td>26</td>
<td>90 Latino</td>
<td>6 Asian</td>
<td>2 Af Amer</td>
<td>-27</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>3</td>
<td>5</td>
<td>N/A (Service and Support 2012)</td>
</tr>
<tr>
<td>(RFK) School for the Visual Arts and Humanities</td>
<td>351</td>
<td>1008</td>
<td>8</td>
<td>28</td>
<td>81 Latino</td>
<td>12 Asian</td>
<td>5 Filipino</td>
<td>-5</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>2</td>
<td>3</td>
<td>Watch</td>
</tr>
<tr>
<td>(RFK) UCLA Community School</td>
<td>773</td>
<td>100</td>
<td>9</td>
<td>44</td>
<td>80 Latino</td>
<td>14 Asian</td>
<td>3 Filipino</td>
<td>-17</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>Watch</td>
</tr>
<tr>
<td>Edward Royal Learning Complex</td>
<td>1046</td>
<td>100</td>
<td>12</td>
<td>29</td>
<td>87 Latino</td>
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**Source:** (CDE Data Quest, API, AYP, School Demographics)
Program Enhancement

The school has pushed towards enhancing teacher professional development and refining school staffing to support teacher effectiveness. Faculty have participated in an array of professional development workshops including: Specifically Designed Academic Instruction in English (SDAIE) strategies, use of Data Director, A Framework for Understanding Poverty, as well as a school-wide workshop on Compassionate Communication presented by the author of the book, Words Can Change Your Brain. Professional development has also included regulatory training such as child abuse and blood borne pathogens. Additionally, faculty have engaged in offsite professional development through providers such as: Western Association of Schools and Colleges (WASC), Los Angeles Unified School District (LAUSD), Los Angeles County Office of Education (LACOE), and Association of Supervision and Curriculum Development (ASCD). Topics addressed at these workshops varied and included: Common Core State Standards, English Language Learners, Special Education, discipline, and instructional practices.

Academic Support - The bell schedule includes two early dismissal days. This time is used for professional development, collaboration, and processes such as Response to Intervention (RtI). The bell schedule includes 90-minute blocks. The extended class time allows teachers and students to become more engaged in lessons. The 90-minute block schedule also allows for extra time needed to set up science experiments, change apparel for physical education and dance, and work on project-based activities. Nutrition and advisory were also reintroduced in the 2013-2014 schedule to enrich the school curriculum. Advisory includes character education curriculum, which focuses on addressing many of the school-wide learner outcomes especially in the areas of social skills, leadership, communication, and self-advocacy.

The Charter School’s governing board also approved a curriculum coach position. The curriculum coach now leads the regular onsite professional development of the faculty and staff and coordinates departmental and other meetings. Sample coaching topics include, but are not limited to, aligning lesson plans and instructional practices to common core expectations, increasing literacy development across all content area teachers, and providing teachers with individual professional development plans and monitors their progress year-round. The curriculum coach also provides additional professional support to faculty.

Reading intervention, which has included literacy programs such as Reading Plus, PW Impact Teengagement, and Achieve 3000, was instituted to address the difficulties that students were having with achieving at grade level. The reading intervention class is offered as a component of the student’s schedule with placement being determined by reading ability and space on the student’s schedule. A student will not be assigned a reading intervention class if the student is far behind in credits and such scheduling may further impede on-time graduation. Throughout the school year, onsite professional development activities for teachers have included the needs of students identified as special education and English learners. These professional development activities are conducted by both onsite personnel and external consultants. The SPED coordinator works closely with teachers to ensure that accommodations are made in the least restrictive environment. There is a resource room for students who need additional supports. Students in the special education program who believe they need more time or greater assistance on assignments are able to avail themselves of this resource before-, during- and after-school. To
ensure access throughout the school day, teachers are notified ahead of time of this resource available to students in the special education program. RtI is used to help students who are struggling either academically or behaviorally while continuing to give them access to rigorous courses. An EL instructional paraprofessional also provides supports for English learners both during the school day and after school.

**Expanded Student Services** – To better serve its challenging student population, the Charter School expanded its counseling services to provide comprehensive support services. Since this expansion, the RtI process has improved and become more robust. Mental health services have also increased and include group therapy topics such as: depression, conflict resolution, anger management, and bereavement support. Mental health services are provided with parent consultation and authorization.

**Full Service Model** – Through a federal grant pursuit with the Youth Policy Institute, the Charter School will begin providing additional services to students effective January 2015. The full service community school model will enable the Charter School to connect community resources with families and students. Moreover, another successful federal grant pursuit lead to a new onsite social worker position also effective January 2015. Collectively, these pursuits will provide our students and families with additional resources.

**Partnership with Los Angeles County Department of Mental Health** – With this partnership, the Charter School is able to provide additional mental health services, such as depression, behavioral problems, aggression, impulsivity, anxiety, substance abuse, bullying, and trauma.

**Safe Learning Environment** – The school has made extraordinary positive school culture changes remarked by students, parents, faculty, and the community. Most notably, the Los Angeles Police Department Rampart Division law enforcement has commented that the Charter School is one of the safest schools in the community.

**Strong Community Partnerships** – The school continues to strengthen its community partnerships including: Heart of Los Angeles (HOLA), Youth Policy Institute (YPI), La Fayette Park, Parent Institute for Quality Education (PIQE), Teach for America (TFA), the California Interscholastic Federation (CIF), and Macarthur Park Neighborhood Council (MPNC), and the Rampart Division Community Police Advisory Board (CPAB).

**WASC Accreditation** - The Charter School earned its initial Western Association of Colleges and Schools (WASC) accreditation in November 2010 and has been recommended for reaccreditation following the November 2014 onsite Visiting Committee review for a term of six years.

**Areas of Future Growth**

The fall 2012 Common Core State Standards literacy baseline was administered through Reading Plus and demonstrated that no student school wide was reading at grade level. The student with the highest reading level was reading two grade levels below her grade. The larger concern was that over 90% of the student body was reading five or more grade levels below their own.
Implementing reading intervention was a challenge because most students refused to acknowledge their reading limitations. In 2012-2013, literacy growth school wide as indicated by Reading Plus was slower than expected and averaged 1.4 years. However, during the 2013-2014 school year, school wide average growth was 2.4 years. Moreover, that same data indicated that approximately 15% of the students were now reading at or above grade level. The 2014-2015 target is that 25% of students will be reading at or above grade level by the end of school year.

During the 2013-14 school year, the high school curriculum continued calibration to ensure it was relevant, rigorous, and accessible. The previous year’s focus on reading intervention and literacy development continued. English/Language Arts texts were replaced with Springboard (College Board) curricula and supplemented with Wordly Wise curricula. All students not reading at grade level, and who are not far behind on graduation requirements, were assigned a reading intervention class. Those reading intervention classes utilized Reading Plus and PW Impact Engagement intervention curricula. This structure continues into the 2014-2015 school year.

The literacy data, such as the Reading Plus 2.4 years average growth and the RFEP 33.8% during 2013-2014, indicates that the school wide program is effectively addressing the learning needs of the students. Although significant progress has been made in literacy development, math intervention remains an area of growth. Moreover, discipline and anecdotal data suggest that students would further benefit from character development. Although math intervention and character development activities have continued to be further developed this school year, there is opportunity for growth in these areas.

The school has developed a long-range action plan that focuses on these identified areas of need. The action plan is also consistent with the recommendations of the WASC Visiting Committee and includes the following four goals:

1. Refine the literacy program to help students build a deep content knowledge via curricular resources, assessments, intervention, teachers, and supplemental materials which enables them to read at grade level and be college ready. Program refinement will follow the National Association of Secondary School Principals’ Breaking Ranks Framework. The six stages of this change process are: Gather and analyze data to determine priorities; Explore possible solutions; Assess readiness and build capacity; Create and communicate the improvement plan; Implement the plan; and Monitor and adjust. The core of the framework is Improved Student Performance and is in the center of three integrated areas which must be addressed. These core areas include: Collaborative Leadership and Professional Learning Communities; Curriculum, Instruction, and Assessment; and Personalization.

2. Refine the mathematics program to help students to build a deep content knowledge via curricular resources, assessments, intervention, teachers, and supplemental materials which enables them to compute at grade level and be college ready. Program refinement will follow the National Association of Secondary School Principals’ Breaking Ranks Framework. The six stages of this change process are: Gather and analyze data to determine priorities; Explore possible solutions; Assess readiness and build capacity; Create and communicate the improvement plan; Implement the plan; and Monitor and adjust. The core of the framework is Improved Student Performance and is in the center of three integrated areas which must be addressed and include: Collaborative Leadership and Professional Learning Communities; Curriculum, Instruction, and Assessment; and Personalization.

3. Support teachers through professional development and training that focuses on data driven instruction, technology integration, and pedagogy that meet the needs of all students including special populations (English language learners, socioeconomically disadvantaged students, as well as high achieving students). Professional development will be provided onsite by both on staff and non-staff consultants. Faculty will also have opportunities to participate in offsite professional development.

4. Develop and implement a Positive Behavior Intervention and Support (PBIS) program to reduce tardies, increase attendance, and improve school climate and culture through a multi-tiered system of academic, social, and behavioral supports to address students’ attendance, behavioral, and academic needs.

The Charter School takes pride in meeting the needs of the students and community it serves and will continue to work with the support of its stakeholders to increase student achievement from year to year.

**Student Population To Be Served**

School records indicate that ninety-eight percent (98%) of the Charter School’s students are classified as economically disadvantaged. The vast majority of students come to the Charter School from the surrounding neighborhood, either by walking to school or riding public transportation.

Since opening in 2005, the Charter School has attracted students and families primarily due to its small learning community and safe environment for students and families. Gradually, as arts and enterprise courses have become more robust, the school has attracted students specifically interested in the study of arts and enterprise. Over the next five years, the school expects to continue serving students in grades 6-12 with similar demographics of the surrounding community and reflective of the existing student population described below.
2014 Student Demographic Data Retrieved from School Records

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Five-Year Student Enrollment Rollout Plan

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Goals and Philosophy

The mission of LAAA is to prepare students for leadership in the arts and business, where creativity, academic knowledge and financial literacy are essential for success. We are developing a generation of diverse, educated, compassionate leaders in the arts and business by providing a dynamic, innovative education that integrates the four lenses of learning: Academics, Arts, Enterprise, and Personal Growth.

- **Academics**: The LAAA curriculum fully addresses the core academic content standards of the California State Board of Education and meets the University of California A-G admission requirements.
- **The Arts**: LAAA provides comprehensive courses in the visual and performing arts.
- **Enterprise**: LAAA provides business education courses that teach core and advanced principles of enterprise, economics, and entrepreneurship.
- **Personal Growth**: LAAA focuses on personal growth and responsibility to self and others, through character education and community service.

At the Charter School, we believe that the arts are powerful tools that engage students, not only in academic studies, but also in life itself. The arts engage students at a profound level, validating different ways of learning and expressing themselves, while overcoming language and cultural differences. We believe that the confluence of arts and enterprise can lead to more productive, passionate students, engaged in their studies, better able to acquire necessary skills, and thus optimally prepared to pursue their future livelihoods. We are committed to equip students with the skills and personal growth necessary to be successful scholars throughout life. The vision of the school is to effectively integrate academics, the arts and enterprise into student educational experiences which will prepare tomorrow’s leaders. Our belief is that quality instruction combined with community partnerships will enhance both student literacy and meaningful, purposeful, and enjoyable educational learning opportunities.

The concept to establish the Charter School originated with Moctesuma Esparza, an award-winning filmmaker, who produced many movies including “Selena,” The “Milagro Beanfield War,” “Gettysburg,” “Dorothy Dandridge,” “Selma Lord Selma,” “Price of Glory,” and “The Ballad of Gregorio Cortez.” Receiving over 100 honors, including an Academy Award nomination, Esparza grew up in southern California and graduated from UCLA with a bachelor’s and master’s degree in film. He was active in the Chicano civil rights movement in the 1960’s.

In addition to movie making, he remains active in the community and served on the Board of Directors of the Los Angeles County High School for the Performing Arts on the California State University, Los Angeles campus. This experience led Mr. Esparza to envision a charter school as an option to the Los Angeles County High School for the Performing Arts, for students who have limited or no access there, but have dreams and talents that need to be nurtured and developed. He wanted all students, regardless of socioeconomic status, to have access to both a college preparatory curriculum that focuses on visual and performing arts and enterprise. Thus, the Charter School was founded and continues to develop into a viable public education option for students and families.
Educational Philosophy

The Charter School believes that all people have an abiding need for meaning. People want to connect time and space, experience and event, body and spirit, intellect and emotion. We create art to make these connections, to express the otherwise inexpressible. A society without the arts is unimaginable. Our cultural diversity is a vast resource for any arts discipline, and should be used to help students understand themselves and others. The different art forms provide a variety of lenses for examining the cultures and artistic contributions of our nation and others around the world. Curriculum without the arts is not a complete education.

The No Child Left Behind (NCLB) Act\(^2\) along with 27 states (Arts Education Partnership, Council of Chief State School Officers, 2014)\(^3\) identifies the arts as core academic subjects along with reading, math, and other noted disciplines. The Arts Education Partnership also reports that 45 states require districts or schools to provide arts instruction; 26 states have an arts requirement for high school graduation. Americans for the Arts (2005)\(^4\) revealed that the American people overwhelmingly believe that arts are vital to a well-rounded education. Yet, despite federal and state policies aimed at promoting the arts and despite the general public’s opinion on arts, arts education is disappearing from our schools (Holcomb, 2007\(^5\)).

The study of the arts has been shown to engage students in the learning experience and promote personal accountability while encouraging teamwork, emphasize synthesis of information as well as support divergent thinking, and to allow thinking of the higher values of life. As such, it provides linkages and support for all other curricula, including that which takes place outside the school walls.

The arts have been shown to be a powerful gateway to study, especially for those at risk. Students who have had difficulty learning find self-validation, self-expression and comfort in the arts. The arts provide an atmosphere of engagement so that studies that had previously been interpreted as too difficult to attempt, become more reachable. The arts also provide an environment where communication can be non-verbal. So ability can be seen without misconception, brought about beyond language differences and linguistic minorities. Comprehensive research on arts education and integration is provided in the Arts Integration section of Instructional Design.

The Charter School views economics and arts as not only compatible studies but also symbiotic curricular mates. As our world becomes more complex, young people face a large and increasing

\(^4\) Americans for the Arts. (2005). New Harris Poll Reveals That 93% of Americans Believe That the Arts Are Vital to Providing a Well-Rounded Education.
variety of important economic decisions, both in their personal lives and as citizens in a global society. By the time students graduate from high school, they will need to understand enough about economics to make reasoned judgments about personal finances and economic policies in order to succeed. Much research supports this perspective. For the first time, all 50 states and the District of Columbia include economics in their K-12 standards. Moreover personal finance is included in 13 states as a high school requirement.\(^6\) Despite the strong support for economics and finance, support for entrepreneurship is lagging. According to a 2009 survey by the Council for Economic Education\(^7\), only four states require study about entrepreneurship as a component of a course needed to graduate. Entrepreneurship education should be universal. Entrepreneurship is a key driver in our economy. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self-esteem, and an overall sense of control over their own lives.\(^8\) Forty percent of youth between the ages of 8 and 24 would like to start a business or have already done so.\(^9\) Not every student will start their own business, but everyone benefits from acquiring an entrepreneurial mindset. “Entrepreneurship education is the fundamental tool for reversing the youth unemployment crisis globally. It is a tool that can arm young people not only to start businesses and create jobs, but also to be opportunity-focused, flexible employees ready to fill existing jobs.”\(^10\)

“It is to the benefit of every student and every community to establish an entrepreneurial culture in every school” for the following four reasons: (1) Entrepreneurship education provides students an alternate career path at any time in their lives; (2) It provides a background for the teaching of academic subjects giving those studies a grounding in the real world; (3) Entrepreneurial concepts and skills require students to be innovative and use critical thinking skills; and (4) Entrepreneurial skills give students a way to give back to their communities (Coulson, 2014).\(^11\)

The Charter School is not a school that is apart from community and industry. The Charter School links arts, enterprise and community in order to heighten student engagement and excitement in learning, to increase skills, job opportunities and career horizons. Entrepreneurship and business education are taught at the Charter School using a hands-on approach, by tapping into students’ creativity and by making them move around the business world to show them how it works.

\(^8\) National Content Standards for Entrepreneurship Education. Importance of entrepreneurship education. Retrieved at [www.entre-ed.org](http://www.entre-ed.org)
\(^9\) Philanthropy News Digest (2010, November 17). Despite recession, youth remain interested in entrepreneurship, poll shows.
The Charter School supports students’ multiple intelligences and learning styles. Moreover, students are encouraged to develop self-discovery and self-worth, in order to gain social and emotional success, and to find their identity in society and community, as well as fulfill their rights and responsibilities as citizens.

Charter School students will acquire and develop the skills that will ensure future academic success. The school’s goal is that each of our students will enter and graduate from the college, university and or conservatory of their choice. The Charter School’s curriculum is designed to prepare students for a future that demands self-assurance, flexibility and creativity as well as the ability to demonstrate proficiency of core academic knowledge through a variety of media.

**What it Means to Be an Educated Person in the 21st Century**

A well-educated person in the 21st century must possess the necessary skills gained through the development of core academic subject knowledge. Students must also learn the essential skills for success in today’s world, such as critical thinking, problem solving, communication, and collaboration. In congruence to the framework outlined by the Partnership for 21st Century Skills, the Charter School develops student competencies in these 4 areas: (1) Core Subjects and 21st Century Themes, (2) Life and Career Skills, (3) Learning and Innovation Skills, and (4) Information, Media, and Technology Skills.  

To be successful for college and career, students must master the core subjects and 21st Century Themes. These include the core subject areas of: English Language Arts, World Languages, Arts, Mathematics, Economics, Science, Geography, History, Government, and Civics. Additionally, an educated person must also understanding academic content at much higher levels, such as having: Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy; Health Literacy and Environmental Literacy.

An educated person must have life and career skills that will enable them to be successful in college and their career. These skills include being flexible and adaptable, taking initiative, having self-direction, interacting positively and collaborative with others, setting and meeting project goals, and being able to guide and lead others.

Students must also have skills in learning and innovation. The focus will be on the 4 Cs: creativity, critical thinking, communication, and collaboration.

- Creativity: able to use a wide range of idea creation techniques, create new and worthwhile ideas, elaborate, refine, analyze, and evaluate their own ideas for improvement in creativity.
- Critical thinking: able to reason effectively, use systems thinking such as analyzing parts to a whole, make sound judgment and decisions based on facts and evidence, and solve

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problems.

- Communication: able to articulate thoughts clearly and concisely, listening effectively to decipher meaning, and use communication for a range of purposes and to varied audiences.

- Collaboration: able to work effectively and respectfully with diverse teams, exercise flexibility and willingness to help in making compromises, and assume shared responsibilities in working towards common goals.

People in the 21st century must interact regularly with technology and various media because the nature of modern times grants us: (1) access to an abundance of information, (2) rapid changes in technology and tools, and (3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, people must be able to exhibit a range of functional and critical literacy in relation to technology, information, and media.

- Information Literacy: able to access information efficiently and effectively, and evaluate sources critically.

- Media Literacy: able to understand the construction and purpose of media, example how media is experienced differently by individuals and groups, and have fundamental understanding of the ethical/legal issues surrounding the access and use of media.

- Technology Literacy: able to use technology as a tool to research, create, evaluate, and communicate information, use a range of digital technology (e.g., computers, PDAs, media players, GPS, etc.).

The vision and mission of the Charter School are consistent with research on 21st century skills. The Charter School is committed to fulfilling our mission and to providing a research-based curriculum and an educational program designed to prepare students for a future that will increasingly demand academic competence as well as self-assurance and responsibility, critical thinking and creativity.

**How Learning Best Occurs**

The Charter School believes that learning best occurs under Coalition of Essential Skills Common Principles that have been imbedded in our educational philosophy. They are grounded on increasing learning opportunities, raising academic achievement, providing development opportunities in arts and enterprise, and promoting civic responsibility. To achieve this, the Charter School’s educational program will draw upon Dr. Theodore Sizer’s Coalition of Essential Schools and its ten principles. A sampling of the integration of the ten principles into the Charter School’s philosophy is as follows:

Principle 1. Learning to use one’s mind well. The Charter School will focus on helping its pupils learn to use their minds well by holding high expectations and challenging them with rigorous and grade level-specific content.

Principle 2: Less is more, depth over coverage. The Charter School’s faculty will employ the Common Core State Standards to focus on each student mastering a limited number of essential skills and areas of knowledge. Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by effort to merely cover content.

Principle 3: Goals apply to all students. The goals of the Charter School apply to all students. While goals of each individual student may vary, the Charter School will strive for each student to maximize his or her fullest potential.

Principle 4. Personalization. Teaching and learning will be personalized to the maximum feasible extent. To capitalize on this personalization, the school principal and faculty will provide input into the decisions about the details of the course of study, the use of students’ and teachers’ time, and the choice of teaching materials and specific pedagogies.

Principle 5. Student-as-worker, teacher-as-coach. The governing practical metaphor of the Charter School is the student as worker, rather than the more familiar unilateral teacher as deliverer of instruction. The Charter School faculty’s role as coach is to provoke students to learn, how to learn, and thus be independent learners.

Principle 6. Demonstration of mastery. Teaching and learning at the Charter School will be documented and assessed with tools based on student performance of real tasks. Students not at appropriate levels of competence will be provided with intervention and support to assist them to meet grade level standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects will be incorporated to better understand the learner’s strengths and needs. Students will also be recognized for their mastery through various award assemblies and activities.

Principle 7. A tone of decency and trust. The tone of the Charter School will explicitly and self-consciously stress values of un-anxious expectation, trust, and decency. Incentives appropriate for students and teachers will be emphasized. Parents will be key collaborators and vital members of the school community.

Principle 8. Commitment to the entire school. The Charter School principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists (experts in a particular discipline) second. Faculty and staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

Principle 9. Resources dedicated to teaching and learning. The Charter School budget targets will provide for student loads that promote personalization, resources for increased student achievement outcomes, time for collective planning by teachers, and competitive salaries for staff.
Principle 10. Democracy and equity. The Charter School will demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It will model democratic practices that involve all the school’s stakeholders. The Charter School will honor diversity and build on the strength of its community, deliberately and explicitly challenging all forms of inequity.

**Goals for Enabling Self-motivated, Competent, and Lifelong learners**

One of the great challenges facing the educational community is determining how to best inspire young people, especially those at risk, to look beyond school for learning. The Charter School believes that lifelong learning is best achieved through inculcating students with the skills of learning and then supporting them as they discover for themselves. Studies have repeatedly shown that students who discover their own knowledge and understanding and then have it verified through real-world experience are much more likely to retain that knowledge and are also much more likely to search out knowledge and understanding on their own.

The Charter School has developed a series of school wide learner outcomes that are key to students developing the ultimate skill of adaptability in the modern workplace -- the ability to learn.

The Charter School’s students are:

**Lifelong Learners who:**
- Apply learned skills to new experiences.
- Exhibit self-motivation, self-discipline and self-evaluation
- Adhere to high quality standards in their academic and personal pursuits

**Academic Achievers who:**
- use tools and knowledge gained in the classroom, and apply it to real world situations
- set and meet goals in order to reach their true potential
- work hard and are not limited by obstacles

**Artists and Entrepreneurs who:**
- utilize social skills, experiences, and culture to express a commitment to community
- refine their craft through courageous, determined, goal-driven work
- create opportunities as leaders to express themselves creatively

**Advocates for Social Change who:**
- have courage, integrity and who are effective leaders
- promote a safe community through positive communication and relationships
- empower themselves and others

**Effective Communicators who:**
- are persuasive, intuitive and can drive change
use a variety of mediums to deliver the message effectively exercise self-control, awareness and empathy in interactions

Local Control and Accountability Plan (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code 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).

Annual Goals and Actions Aligned to State Priorities

In accordance with the requirements of Education Code § 47605(b)(5)(A)(ii), the Charter School’s Local Control and Accountability Plan (LCAP) includes annual goals for all pupils and for each subgroup of pupils identified for each of the eight (8) state priorities identified in Education Code § 52060(d). The table below details these and identifies the specific annual actions the school will take to achieve each of the identified annual goals as follows:

<table>
<thead>
<tr>
<th>State Priority #1: Basic Services</th>
<th>TEACHER ASSIGNMENTS AND CREDENTIALING</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</td>
<td><strong>Specific Annual Actions</strong></td>
<td><strong>Measurable Outcomes</strong></td>
</tr>
<tr>
<td>All students Teachers will be appropriately credentialed for their assignment.</td>
<td>- LAAAE will conduct quarterly checks for upcoming expirations. - Hiring process will include a thorough review of teacher qualifications. - Notifications regarding NCLB “highly qualified status” notices will be provided to families. - Annual evaluations and informal reviews will be administered and areas for growth will be identified.</td>
<td>Method for Measuring: CALPADS Annual Credential Report; Quarterly checks for teacher credential renewal deadlines; annual teacher evaluations and informal reviews.</td>
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<tr>
<td></td>
<td>100% of the LAAAE faculty have an appropriate credential for their assignment. Evaluations will be administered and results will be analyzed to determine teacher</td>
<td>Baseline</td>
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<tr>
<td></td>
<td>100% are appropriately credentialed for their assignment. Evaluations will be administered and results will be analyzed to determine teacher</td>
<td>100% are appropriately credentialed for their assignment. Evaluations will be administered and results will be analyzed to determine teacher</td>
</tr>
<tr>
<td>ACCESS TO INSTRUCTIONAL MATERIALS</td>
<td>STATE PRIORITY #1: BASIC SERVICES</td>
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<td><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</td>
<td><strong>MEASURABLE OUTCOMES</strong></td>
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<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>Method for Measuring:</td>
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<tr>
<td></td>
<td>Compliance Requirements; Inventory</td>
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<tr>
<td>Teachers will be provided high quality Common Core State Standards (CCSS) curriculum and will implement instructional strategies in Math, Science, Social Studies, English, and Business that incorporate CCSS curriculum and instructional strategies into daily lesson plans to achieve congruence of instructional practices in the classroom.</td>
<td>100% compliant</td>
<td>100% compliant</td>
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<tr>
<td><strong>ENGLISH LEARNERS AND SOCIOECONOMICALLY DISADVANTAGED</strong></td>
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<tr>
<td>Faculty are trained and implement effective educational strategies to support socioeconomically disadvantaged students and English learners access the curriculum.</td>
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<tr>
<td>-Curriculum materials will be inventoried and reviewed for alignment with common core and state standards.</td>
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<tr>
<td>-Annual planning will ensure adequate funding for instructional materials.</td>
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<tr>
<td>-To ensure that students are provided an English Language Arts curriculum aligned with the Common Core State Standards, LAAAE will continue to invest in new texts and curriculum for Core classes. Curriculum will be reviewed.</td>
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<tr>
<td>-In addition to the curriculum and new text books that are CCSS aligned, English Learners and any student reading at or below grade level are assigned a reading course – which includes interventions such as, Reading Plus – to help students achieve rapid improvement in literacy skills and advance their reading ability to grade level proficiency.</td>
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<tr>
<td>-On-site professional development will incorporate strategies for addressing the needs of socioeconomically disadvantaged students and English Learners students.</td>
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<tr>
<td>-Faculty will also have ongoing opportunities to attend professional development workshops and/or conferences that address common core implementation.</td>
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</tbody>
</table>
### FACILITIES MAINTENANCE
#### STATE PRIORITY #1: BASIC SERVICES

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The facility will be maintained in good condition and maintenance will be completed routinely to maintain facility.</td>
<td>- Adequate personnel will be hired to ensure the facility is maintained appropriately. - Parents and students will have opportunities to engage in monthly campus beautification events. - Annual climate survey results will yield a positive response on questions regarding school facility</td>
<td>Parent Surveys; Annual Climate Surveys; Compliance checks</td>
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<tr>
<td>100% compliance in facilities operations</td>
<td>100% compliance in facilities operations</td>
<td>100% compliance in facilities operations</td>
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### IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
#### STATE PRIORITY #2

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<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will develop standards-based lesson plans. Increase frequency of informal classroom observations to ensure implementation of the lesson plans and goal setting based observations. Increase frequency of formal evaluations to determine whether teachers have reached goals or need to reset goals.</td>
<td>- Provide professional development on-site and off-site to ensure knowledge of and applications of standards. - Teachers will implement the lesson plan rubric and will be evaluated with the CSTP rubric. - Biannual review of lesson plan rubric. - Administrative staff will increase number of walkthroughs and debriefs with teachers. - Teachers will conduct peer observations. - Teachers will set professional goals - Administrative staff will receive training on formal evaluation of teachers. - Administrative staff and faculty will meet and discuss results and set goals.</td>
<td>-% of compliant lesson plans targeted for evaluation; observation and evaluation participation rates</td>
</tr>
<tr>
<td>Compliance with lesson plan rubric. 100% participation in observing and goal setting. 100% of evaluations and debriefs will occur.</td>
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### PARENT INVOLVEMENT
#### STATE PRIORITY #3

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<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring:</th>
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<thead>
<tr>
<th>(Identify schoolwide and subgroup goals as applicable)</th>
<th>parent participation rate; # of parent focused events</th>
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<tbody>
<tr>
<td>Parents will be timely informed about school events and student progress. Parents will be provided opportunities to participate in the LAAAE community.</td>
<td>Minimum of 5 parent events per year.</td>
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<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase percentage and rate at which student demonstrate academic growth in standardized assessments by meeting the state targets. Increase percentage of and rate at which students who are English Learners reclassify as fully English proficient.</td>
<td>-Provide highly qualified instructional personnel who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. -Provide onsite professional development to support student achievement and college readiness. -LAAAE will provide a robust literacy intervention program to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention, teachers and supplemental materials.</td>
<td>Increase percentage at which students demonstrate academic growth, from previous year through the various measurable outcomes listed above. Increase percentage at which students demonstrate academic growth, from previous year through the various measurable outcomes listed above. Increase percentage at which students demonstrate academic growth, from previous year through the various measurable outcomes listed above. Increase percentage at which students demonstrate academic growth, from previous year through the various measurable outcomes listed above. Increase percentage at which students demonstrate academic growth, from previous year through the various measurable outcomes listed above.</td>
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<tr>
<td>Parents</td>
<td>Minimum of 5 parent events per year.</td>
<td>Minimum of 5 parent events per year.</td>
<td>Minimum of 5 parent events per year.</td>
<td>Minimum of 5 parent events per year.</td>
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**STATEWIDE ASSESSMENTS**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

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

**SPECIFIC ANNUAL ACTIONS**

**MEASURABLE OUTCOMES**

**Method for Measuring:** Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Block, SBAC Interim Comprehensive Assessment, SBAC summative, or other State Standardized tests; California High School Exit Exam (CAHSEE); California English Language Development Test (CELDT)/English Language Proficiency Assessments of California (ELPAC); Reading Plus and other Intervention data; PSAT; Increased writing ability

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<tr>
<td>Increase percentage at which students demonstrate academic growth, from previous year through the various measurable outcomes listed above. Increase percentage at which students demonstrate academic growth, from previous year through the various measurable outcomes listed above. Increase percentage at which students demonstrate academic growth, from previous year through the various measurable outcomes listed above. Increase percentage at which students demonstrate academic growth, from previous year through the various measurable outcomes listed above. Increase percentage at which students demonstrate academic growth, from previous year through the various measurable outcomes listed above.</td>
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<tr>
<td>Baseline</td>
<td>Minimum of 5 parent events per year.</td>
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- Provide math intervention to students performing below proficient through in-school and after-school academic tutoring program.
- Refine math and ELA intervention program goals, service delivery models, and teaching and learning expectations and outcomes.
- Review and evaluate ELA and math intervention web-based programs and benchmark assessments to gauge academic progress/improvement.
- Identify and connect struggling learners to Supplemental Education Service providers.
- Conduct internal baseline assessment in reading, writing and math. Track progress with benchmark assessments.
- Teachers will use the RtI system, as needed.

ACADEMIC PERFORMANCE INDEX (API)

<table>
<thead>
<tr>
<th>State Priority #4: Student Achievement</th>
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</table>

### Annual Goals

- Participate in practice state testing, or other available opportunities to gauge academic progress.
- Provide keyboarding skills training to ensure that students are keyboard skill ready.
- Ensure implementation of State and Common Core aligned curriculum.
- Develop a master schedule that reflects allocated time for use of the mobile reading and math lab for individualized student support and the ability of the teacher to track and monitor student progress.

### Specific Annual Actions

- Current API Score in the 2012/13 academic year was 701.
- Baseline on SBAC or other state assessment is not yet available.
- Score equal to or better than our students’ resident schools. -Baseline + 2% growth
- Score equal to or better than our students’ resident schools. -Baseline + 2% growth
- Score equal to or better than our students’ resident schools. -Baseline + 2% growth
- Score equal to or better than our students’ resident schools. -Baseline + 2% growth
- Score equal to or better than our students’ resident schools. -Baseline + 2% growth

### Measurable Outcomes

<table>
<thead>
<tr>
<th>Method for Measuring: Current Similar School Ranking; API Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>-----------</td>
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</tbody>
</table>
| A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]

<table>
<thead>
<tr>
<th>State Priority #4: Student Achievement</th>
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### Annual Goals

- Identify schoolwide and subgroup goals as applicable.

### Specific Annual Actions

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<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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</thead>
</table>
| **ENGLISH LEARNER ADEQUATE PROGRESS RATE**  
| **ENGLISH LEARNER RECLASSIFICATION RATE**  
| **AP EXAMINATION PASSAGE RATE [High Schools Only]**  
**STATE Priority #4: Student Achievement** | | | | | | | |
### ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
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<tbody>
<tr>
<td>-Increase the number of students eligible to take AP Courses.</td>
</tr>
<tr>
<td>-Devises a master schedule that offers AP courses and offers AP examinations.</td>
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<tr>
<td>-Increase the AP passage rate.</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Provide advanced and AP Courses.</td>
</tr>
<tr>
<td>-Develop partnerships and concurrent enrollment opportunities for students interested in college credit.</td>
</tr>
<tr>
<td>-Consult with students early and often regarding A-G requirements and develop individual plans for college readiness.</td>
</tr>
<tr>
<td>-Require students to take A-G courses to graduate.</td>
</tr>
</tbody>
</table>

### SCHOOL ATTENDANCE RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Current EAP pass rate in progress. The previous year EAP Ready in English was 4%; EAP Ready in Math was 5%</td>
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<tr>
<td>-Provide at least 2 consultatios per year.</td>
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<tr>
<td>-Increase the percentage of students CSU/UC eligible.</td>
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<table>
<thead>
<tr>
<th>MEASURABLE OUTCOMES</th>
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<tbody>
<tr>
<td>Method for Measuring: Grades; AP exam pass rate</td>
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<tbody>
<tr>
<td>No baseline available, as AP course offerings were suspended for one year to focus on building basic skills to pass AP courses. Previous year’s passage rate was 0%.</td>
<td>Establish a baseline, with a goal of students passing the exam.</td>
<td>Baseline +5%</td>
<td>Baseline +10%</td>
<td>Baseline +15%</td>
<td>Baseline +20%</td>
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<thead>
<tr>
<th>MEASURABLE OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td>Method for Measuring: UC/CSU Acceptance rate; # of Student Consultations; % of UC/CSU eligible students</td>
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<tbody>
<tr>
<td>-Increase UC/CSU acceptance rate, baseline + 5%.</td>
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<td>-Provide at least 2 consultatios per year.</td>
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<tr>
<td>-Increase UC/CSU acceptance rate, baseline +7%.</td>
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<tr>
<td>-Provide at least 2 consultatios per year.</td>
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<td>-Increase the percentage of students CSU/UC eligible.</td>
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<tr>
<th>MEASURABLE OUTCOMES</th>
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<tbody>
<tr>
<td>Method for Measuring: ADA, Truancy Data</td>
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<tbody>
<tr>
<td>-Increase UC/CSU acceptance rate, Baseline +10%.</td>
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<td>-Provide at least 2 consultatios per year.</td>
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<td>-Increase the percentage of students CSU/UC eligible.</td>
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<tr>
<td>-Increase UC/CSU acceptance rate, Baseline +15%.</td>
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<tr>
<td>Decrease the number of unexcused tardies and absences. Develop and refine the Student Attendance Review Team (SART).</td>
<td>-Implement Positive Behavior Intervention Services (PBIS) that address attendance. -Provide frequent phone notifications and weekly written notifications to parents regarding unexcused absences. -Identify Student Attendance Review Board members -Identify Student Attendance Review Team (SART) Members annually -Provide SART with training -SART will meet monthly to review student attendance and make recommendations for intervention and services. Refer cases to SARB after 3rd notification. -SART/SARB will identify resources for students and create action plans and utilize restorative justice practices to address attendance.</td>
<td>-Current ADA rate in progress. -average # of notification letters per student per semester</td>
<td>-Maintain at least 95% ADA rate -decrease average # of notification letters per student per semester</td>
<td>- Maintain at least 95% ADA rate -decrease average # of notification letters per student per semester</td>
<td>- Maintain at least 95% ADA rate -decrease average # of notification letters per student per semester</td>
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### CHRONIC ABSENTEEISM RATE
#### STATE PRIORITY #5: STUDENT ENGAGEMENT

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</thead>
<tbody>
<tr>
<td>Decrease the number of absences per year per student. Utilize RtI to address students with chronic absenteeism.</td>
<td>-Implement PBIS that specifically address students with chronic absenteeism. -Provide Professional development that addresses PBIS strategies for addresses attendance deficits. -Utilize early intervention to through actions such as daily phone notifications, weekly written notifications, RtI, and restorative justice practices -Provide counseling and support services to address the root cause of chronic absenteeism. -SART Members will review student attendance reports on a frequent basis and identify resources such as counseling and other support services that address the root causes of chronic</td>
<td>-Decrease the % of students receiving truancy notification letters and decrease # of students referred to SARB. Baseline is in progress. # of students accessing counseling and other support resources. Baseline is in progress.</td>
<td># of students receiving truancy notification letters and decrease % of student to SARB will decrease by 5% below baseline.</td>
<td># of students referred to SARB will decrease by 7% below baseline.</td>
<td># of students referred to SARB will decrease by 9% below baseline.</td>
<td># of students referred to SARB will decrease by 11% below baseline.</td>
<td># of students referred to counseling services will increase.</td>
<td># of students referred to counseling services will increase.</td>
</tr>
</tbody>
</table>

Los Angeles Academy of Arts & Enterprise • Charter School Renewal Petition • December 2014
### DROPOUT RATE [Middle and High Schools Only]
**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: - ADA; BMI Referral data; Grad Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student engagement and positive behavior intervention services to grow school culture and encourage continued enrollment at LAAAE.</td>
<td>Review RtI, PBIS, and BMI services to refine best practices. Implement PBIS, BMI with restorative justice practices, and RtI to address behavioral and academic challenges. Partner with community organizations to increase after-school enrichment and engagement opportunities. Reduce the number of students in need of Behavior Intervention Modification (BMI) services. Provide academic intervention and support to increase the percentage of students promoting to the next grade level in middle school. Provide academic and behavioral intervention programs.</td>
<td><strong>Baseline</strong> 2015-2016</td>
</tr>
<tr>
<td>Maintain a high percentage of students promoting to the next grade level in middle school.</td>
<td></td>
<td>Baseline -5%</td>
</tr>
<tr>
<td>Provide academic and behavioral intervention programs.</td>
<td>-Grade level retention rate decrease.</td>
<td>-Grade level retention rate decrease.</td>
</tr>
<tr>
<td></td>
<td>-% of students on track to graduate will increase.</td>
<td>-% of students on track to graduate will increase.</td>
</tr>
</tbody>
</table>
| **GRADUATION RATE [High Schools Only]** | **STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: RtI data; PBIS data; BMI data; ADA; Formal and Informal Assessments; Grad Checks; Progress Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-School Climate survey results baseline in progress.</td>
<td>-Growth in positive answers on school climate survey.</td>
</tr>
</tbody>
</table>
Expand opportunities for students to receive credit recovery.

- Partner with community organizations to increase after-school enrichment and engagement opportunities.
- Reduce the number of students in need of Behavior Intervention Modification (BMI) services.
- Provide academic intervention and support to increase the percentage of students promoting to the next grade level in middle school or making adequate progress toward requirements for graduation.
- Provide access to credit recovery, and other academic support resources for struggling students.

Provide pathways for students to develop ability to succeed in honors and advanced courses.

Provide a tiered level support program for success in classes, through programs such as RtI, PBIS, intentional instruction, etc.

currently in progress.

- Increase graduation rate.
- Increase graduation rate.
- Increase graduation rate.
- Increase graduation rate.

STUDENT SUSPENSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease / maintain low student suspension rate.</td>
<td>- Implement PBIS, BMI with restorative justice practices, and RtI to address behavioral and academic challenges. - Provide and encourage students to access support services such as mental health counseling, academic intervention services, and other support services. - Focus on character education in classes such as advisory.</td>
<td>Method for Measuring: CalPADS Student Suspension Reports</td>
</tr>
<tr>
<td>Baseline currently in progress.</td>
<td>Baseline</td>
<td></td>
</tr>
<tr>
<td>Strive to maintain baseline, no more than 3%</td>
<td>Strive to maintain baseline, no more than 3%</td>
<td></td>
</tr>
<tr>
<td>Strive to maintain baseline, no more than 3%</td>
<td>Strive to maintain baseline, no more than 3%</td>
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<tr>
<td>Strive to maintain baseline, no more than 3%</td>
<td>Strive to maintain baseline, no more than 3%</td>
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<tr>
<td>Strive to maintain baseline, no more than 3%</td>
<td>Strive to maintain baseline, no more than 3%</td>
<td></td>
</tr>
</tbody>
</table>

STUDENT EXPULSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease or maintain student expulsion rate.</td>
<td>- Implement PBIS, BMI with restorative justice practices, and RtI to address behavioral and academic challenges. - Provide and encourage students to access support services such as mental health counseling, academic intervention services, and other support services. - Focus on character education in classes such as advisory.</td>
<td>Method for Measuring: Expulsion Data</td>
</tr>
<tr>
<td>Baseline currently in progress.</td>
<td>Baseline</td>
<td></td>
</tr>
<tr>
<td>Strive to maintain baseline, no more than 3%</td>
<td>Strive to maintain baseline, no more than 3%</td>
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<td>Strive to maintain baseline, no more than 3%</td>
<td>Strive to maintain baseline, no more than 3%</td>
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</tbody>
</table>
## [OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]
### State Priority #6: School Climate

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method for Measuring:</strong> Attendance rate; School Climate Survey; number of students in participating in Behavior Modification Intervention (BMI) activities</td>
<td><strong>Baseline</strong></td>
<td><strong>2015-2016</strong></td>
</tr>
</tbody>
</table>
| -Reduce student suspensions and lower the need for participation in BMI.  
-Increase attendance rate.  
-Increase participation enrichment and leadership activities. | Expand character education curriculum and implement character development strategies, including a full-scale Positive Intervention and Support (PBIS) program led by Administrative Director and with support from committee of faculty members.  
Implement RtI to support students struggling in academics and behavior.  
Incorporate restorative justice practices in the enforcement of school policies and assignment of consequences. | Results from School Climate Surveys. Baseline in progress. | -Increase in baseline. | -Increase in baseline. | -Increase in baseline. | -Increase in baseline. |

## BROAD COURSE OF STUDY
### State Priority #7

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method for Measuring:</strong> Master Schedule Course Offerings; Transcripts</td>
<td><strong>Baseline</strong></td>
<td><strong>2015-2016</strong></td>
</tr>
</tbody>
</table>
| -Offer varied arts and enterprise focused courses, as well as include arts and business integration in the core curriculum.  
-Increase the integration of technology in the classroom. | -Students will meet with the academic counselor to detail a plan to achieve graduation requirements  
-Survey student elective interests annually.  
-Teacher training in arts and business strategies in classes.  
-Students will have access to engage in a variety of courses and choices.  
-Develop an exploratory wheel for middle school students to foster student interest in non-core subject matter. | % of students enrolled in a non-core course baseline data in progress.  
# of faculty trained in arts and business integration strategies baseline data in progress. | Increase % of students enrolled in a non-core course.  
Increase # of faculty trained in arts and business integration strategies. | Increase % of students enrolled in a non-core course.  
Increase # of faculty trained in arts and business integration strategies. | Increase % of students enrolled in a non-core course.  
Increase # of faculty trained in arts and business integration strategies. | Increase % of students enrolled in a non-core course.  
Increase # of faculty trained in arts and business integration strategies. |

## [OTHER STUDENT OUTCOMES]
### State Priority #8

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
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### Instructional Design

The Charter School offers students a rich curriculum and an array of A-G courses that will be transferable for credit to other institutions. The courses are presented in a way that is intended to capture the students’ interest and engage their thinking at the highest and deepest levels. Students will engage in high interest, multidisciplinary, hands-on projects that embed and address respective standards. Through problem solving and peer collaborative work, the students’ creativity, and sense of identity and self-esteem, will be enhanced. The intended outcome is that they are knowledgeable individuals, who are proficient in academic concepts and skills. In accordance to the CCSS and California State Standards, the school’s curriculum design:

- Fully addresses the Common Core State Standards and California State Standards and meets the University of California A-G requirements;
- Includes comprehensive courses in the visual and performing arts;
- Includes business education courses that teach core and advanced principles of enterprise, economics, and entrepreneurship; and
- Focuses on personal growth and responsibility to self and others, through character education and community service.

The Common Core State Standards (CCSS) enables teachers to provide students with tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the CCSS and California State Standards. Accordingly, teachers have opportunities to work cooperatively through horizontal and vertical planning in order to develop lesson plans aligned to these standards while implementing high-yield instructional strategies in the classroom such as:

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<td>Develop a competitive athletic program that supports academic excellence</td>
<td>-Implement team sports that encourage positive behaviors and healthy lifestyles. -Continue to require athletes to meet academic standards to improve academic success. -Provide middle school intramural opportunities through afterschool program provider.</td>
<td>% of student athletes with a 3.0 or above baseline in progress.</td>
<td>Increase the % of student athletes with a 3.0 or above.</td>
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<td>Increase the % of student athletes with a 3.0 or above.</td>
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**Design Based Learning (DBL)** – Through DBL, teachers challenge students to create physical objects that reflect themes, concepts and standards. Such objects include three-dimensional models representing solutions to teacher presented challenges. With these objects, students learn basic subjects in an interactive environment that promotes the recall and reuse of information. They learn to make logical connections, identify cause and effect, draw analogies, and think critically at the highest level. Using simplified techniques from the design professions, they learn to plan, experiment, discover, interpret, discriminate, revise and justify their thinking. DBL enables students to acquire intellectual and social skills that can be used in all fields of study, as well as in everyday life.

**Public Outcomes by Design** – The goal of the Public Outcomes by Design approach is to teach students how to translate academic content into a visual or performing arts outcome that is standards-based and demonstrates proficiency or mastery of the content. Students will engage in a variety of public outcomes which are defined as an artifact or experience that can be seen, heard, touched, or transmitted.

**Differentiated Instruction** - Differentiated instruction provides a learning environment that will maximize the potential for student success. Differentiated instruction can be recognized by a variety of classroom characteristics such as: teachers begin where the students are; teachers engage in instruction through different learning modalities; a student competes more against himself or herself than against others; teachers provide specific ways for each individual to learn; teachers use classroom time flexibly; and teachers are diagnosticians, prescribing the best possible instruction for each student.\(^\text{14}\)

**Scaffolding** – Teachers identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous. Scaffolding strategies include: show and tell; tap into prior knowledge; give more time to talk; pre-teach vocabulary; use visual aids; and pause, ask questions, pause, review.\(^\text{15}\)

**Inquiry-Based Learning** - Based on the scientific method, this student-centered strategy requires students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers use this strategy in developing critical thinking and problem solving skills.

**Project-based Learning** - PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and

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\(^{14}\) Tomlinson, C., A. (1999). *The differentiated classroom: Responding to the needs of all learners*. ASCD, VA.

\(^{15}\) Alber, R. (2014, January 24; originally published 2011, May 24). 6 Scaffolding to use with your students. Edutopia
produce results that matter. Though PBL, teachers engage students in projects where students can take advantage of digital tools to produce high quality, collaborative products.

**Information Processing Strategies** - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, reciprocal teaching, graphic organizers, scaffolding, or webbing.

**Other High Yield Instructional Strategies**

**Cooperative Learning** - Teachers limit use of ability groups, keep groups small, apply strategy consistently and systematically and assign roles and responsibilities in groups. Teachers integrate content and language through group engagement, reader’s theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, and affinity diagrams.

**Identifying similarities and differences** - Students compare, classify, and create metaphors, analogies and non-linguistic or graphic representations. Teachers utilize: thinking maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers. Question/Answer/Relationship (QAR) sketch to stretch, and affinity diagrams.

**Summarizing and Note Taking** - Students learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words. Teachers model summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quick writes, graphic organizers, column notes, and affinity diagrams.

**Nonlinguistic Representations** - Students create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Teachers incorporate: Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, and make physical models.

**Generating and Testing Hypothesis** - Students generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision-making. Student incorporate thinking processes, constructivist practices, investigations, explorations, social construction of knowledge, use of inductive and deductive reasoning, questioning the author of a book, and finding other ways to solve same math problem.

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**Arts Integration** – Fully aligned to a core mission of the school, arts integration focuses on the infusion and integration of the arts throughout the curriculum. Arts integration blends content and skills between an art form and another academic subject (Isenberg & Jalongo, 2010). Arts integration research positively links to increased student engagement, motivation, and persistence. The arts can engage students who are not typically reached through traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities (Deasy, 2002; Fiske, 1999; Stevenson & Deasy, 2005). Catterall found that English learners are significantly more likely to pursue a college degree if they attend an arts-rich high school. Rinne et al.’s review of long term memory effects “clearly suggests that arts integration may offer a highly effective way to enhance retention of content.”

Arts integration has also been linked to improved attendance and decreased disciplinary issues (Barry, 2010).

The integration of arts enables students to make meaningful connections to one another, to themselves, to their lived world, and to other content areas. Through experimenting with different art forms and processes, students learn to take risks through exploration and to develop flexible thinking skills, envisioning from different vantage points and responding to new possibilities in the creative process (Fiske, 1999; Stevenson & Deasy, 2005). Thus, arts integration cultivates and provides an arena to display the varying multiple intelligences (Pearson, 1998).

The benefits of this model extend beyond students. Principals of arts-rich schools encourage teachers to take risks, to learn new skills, and to make changes in their instruction to support arts integration. Additionally, the nature of integration fosters collaboration amongst teachers. Such collaborative relationships contribute to increased teacher satisfaction, interest, and success, and lead to the development of a sense of community of practice in the school. These teachers are more innovative in their teaching, willing to experiment, persevere in integrating the arts despite

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barriers, and approach their classes in a more child-centered rather than adult-centered manner (Barry, 2010; Burton et al., 1999).

Curriculum and Instruction

The school uses the Common Core State Standards and the California State Standards (as applicable) as the base content for the instructional program. The curriculum meets or exceeds the core academic content standards of the California State Board of Education by offering enrichment classes in the arts and enterprise, and providing opportunities for reading and mathematics intervention to students who are performing below grade level. The Charter School has incorporated the Common Core aligned Springboard curricula for the past two years into English Language Arts grades 6-12 and mathematics grades 6-Algebra. Springboard is the College Board’s pre-AP curricula. The Charter School will roll up the balance of the math courses and further incorporate it there. Hence, the Charter School plans to utilize Springboard for the core English language arts and mathematics curriculum for grades 6-12. English language arts is supplemented with Worldly Wise curricula at each grade level. Also implemented for the past two years, the Charter School plans to continue using the current reading curricula, PW Impact’s Teengagement. Reading is also supplemented by intervention software Reading Plus. Spanish classes utilize El Español Para Nosotros curricula published by Mc-Graw Hill. Science classes utilize Pearson, Prentice Hall, and Holt, Reinhart, and Winston texts. However, there will be a science curricula overhaul next year and new curriculum will be acquired to provide for better alignment to the Next Generation Science Standards. Teachers Curriculum Institute (TCI) curricula was acquired this year for social studies courses in grades 6-8, World History, US History, Government, and Economics. TCI will continue to be utilized as the social studies text in the upcoming years. Business, Marketing, and Entrepreneurship curricula is published by Thomas Southwestern, Prentice Hall, and National Foundation for Teaching Entrepreneurship.

In addition to the University of California and California State University A-G requirements, the minimum requirements for earning a high school diploma from the Charter School are as follows:

<table>
<thead>
<tr>
<th>GRAD REQUIREMENT:</th>
<th>STATE MINIMUM REQUIREMENTS:</th>
<th>REQUIREMENTS FOR LAAAE:</th>
<th>REQUIREMENTS FOR UC/CSU ADMISSION ELIGIBILITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/ELD</td>
<td>30 credits (3 years)</td>
<td>40 credits (4 years)</td>
<td>4 years</td>
</tr>
<tr>
<td>Math</td>
<td>20 credits (2 years: including 1 year Algebra)</td>
<td>30 credits (3 years: Alg 1, Geom, Alg 2)</td>
<td>3 years (4 recommended)</td>
</tr>
<tr>
<td>Science</td>
<td>20 credits (2 years: 1 biological and 1 physical)</td>
<td>20 credits (2 years: 1 biological and 1 physical)</td>
<td>2 years (3 recommended)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>30 credits (3 years: World History, US History, and)</td>
<td>30 credits (3 years: World History, US History, and)</td>
<td>2 years (3 recommended)</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th></th>
<th>Economics/Government</th>
<th>Economics/Government</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>World Language</strong></td>
<td>10 credits (1 year: either foreign language or VAPA)</td>
<td>20 credits (2 years: at least through Span 2 level)</td>
</tr>
<tr>
<td><strong>VAPA</strong></td>
<td>10 credits (1 year)</td>
<td>1 year</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>20 credits (2 years)</td>
<td>20 credits (2 years)</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td>10 credits (1 year)</td>
<td>1 year</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>40* credits</td>
<td>1 year (can be additional class in other requirement)</td>
</tr>
<tr>
<td><strong>CAHSEE</strong></td>
<td>Score of 350 or higher on ELA and Math</td>
<td>Score of 350 or higher on ELA and Math</td>
</tr>
<tr>
<td><strong>Community Service</strong></td>
<td>100 hours**</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>130</td>
<td>220</td>
</tr>
</tbody>
</table>

*Students do not need 4 years of purely elective credits. Additional courses in any department taken beyond the minimum requirements will count towards elective credit.

**Community service hours must be completed by the end of the student’s year, allowing them 4 years to complete the requirement.

**English-Language Arts Curriculum**

With the Common Core State Standards emphasizing increased literacy across all content areas, students will be respectively challenged within the domains of reading: literature; reading: informational text; writing; speaking and listening; and language. While students continue to need mastery of enabling skills such as reading, writing, and computing, they must also prepare for the additional basics, which include problem solving, critical and creative thinking, decision making, flexibility and adaptability, and the ability to work collaboratively. The intent of the Charter School curriculum is to: equip students with the level of literacy needed to participate as informed citizens in a democratic society, function effectively in the world of work, and realize personal fulfillment.

Using the CCSS as a base, the first priority of the English language arts program is language development. Use of oral and written language allows for the expression of the human spirit, the development of ethical responsibility, and the ability to interact with and influence others. Indeed, it is the use of language that challenges us to examine and clarify our thinking as we search for the best means to communicate our thoughts and ideas.

Language and literature are the content of an integrated English language arts program. The study of these areas includes the structure of the English language, its social and historical perspective, and a respect and appreciation for cultural diversity. Essential to this study is the systematic exploration of literature with a clear emphasis on the comprehension and response to the beauty and legacy of the English language. The readings balance traditional “classics” with contemporary works.

At the Charter School, students will share the responsibility for their learning. They must develop an increased awareness of their own thinking, including attitudes, habits, and
dispositions. Student-initiated learning involving choice, collaboration, and active participation produces higher levels of interest and accomplishment in students.

A balanced English language arts curriculum focuses on the student as an active participant in the learning process. Included in the study is the selective and strategic use of monitoring, self-questioning, and focusing strategies. In a similar manner, engaged learners explore options in presentation: films or videotapes in the study of literature and language; audiotapes in the study of oral language; and word processors and other media in composing, revising, and publishing compositions. Reading assignments incorporate approved literature and textbooks. The reading process includes reading aloud and independent reading.

Charter School students learn to work with complex ideas confidently and successfully. Reading and thinking skills are developed by asking questions, sharing opinions and supporting ideas with evidence from the sections they read in textbooks or teacher-selected literature. Students process reading selections that integrate other subjects, such as drama, science (with selected readings on ecology), human development, economics, and humanities curricula.

Activities include:
- Shared Inquiry Discussion
- Noting significant passages
- Supporting ideas with evidence from the text
- Vocabulary development
- Post discussion writing
- Textual analysis

Writing is taught as a process. Students are taught to write thesis statements and topic sentences. Concrete details and commentary sentences are then taught to support the thesis. Through each draft, students revise and edit their work to produce a finished product of which they can be proud. Teacher input and peer editing are essential to the success of the program. In addition to expository writing, students experiment with different writing genres. These include creative writing, letter writing, journal entries, use of Cornell Notes and poetry.

Additionally, outside speakers are brought in throughout the year to engage students in discussions and activities that pertain to an individual unit of study. In this way, students are encouraged to become involved in the larger community.

**ELA Intervention**
Remediation reading courses will be provided in addition to the core English language arts courses in grades 6-12. Students who score below proficiency levels or are otherwise identified as having literacy deficiencies will be placed in a remediation reading course. These courses will focus on building fluency, phonemic awareness, phonics, vocabulary, and comprehension. The reading courses currently use intervention programs such as:

- **Reading Plus** - *Reading Plus* is a web-based program that provides an extensive library
of engaging, cross-curricular informational and literary selections that adhere to grade-appropriate Lexile® metrics, and provide grade-appropriate levels of vocabulary complexity, sentence length, and word count. These rigorous controls ensure students encounter ever-increasing levels of text complexity. As a student demonstrates mastery in Reading Plus, the selections presented will have richer academic vocabulary, higher word counts, and deeper examinations of topics and themes. For students who require support, the program provides personalized scaffolds that help students engage with challenging texts rather than avoid them.

- **PW Impact – Teengagement** is a program that provides valuable and versatile supplemental literacy resources. It is designed to integrate reading, writing, and critical thinking in high-interest reading and includes lessons that cover subjects that are current and appealing for students.

*English Language Development Curriculum*

Students identified needing an ELD course are placed in either a middle school or high school ELD class. The ELD classes are part of the Charter School’s school day and are additional classes given to students identified as students in need of targeted English support. Various SDAIE strategies and differentiated instruction are incorporated throughout the student’s other classes to facilitate access to core.

*Mathematics Curriculum*

As outlined in the CCSS, the mathematics program is designed to give students the fundamentals they need while providing opportunities to explore real world mathematics through a variety of projects. In addition to textbooks, teachers use several different types of projects and logical puzzles to introduce real-world applications of mathematics, such as building bridges, self-designed floor plans, and budgets. The Charter School believes that students acquire an appreciation for, and develop an understanding of, mathematical ideas if they have frequent encounters with interesting, challenging problems.

Fluency in mathematics is an expectation for all students. Fluency incorporates three ideas: efficiency, accuracy and flexibility.

Students can get overwhelmed with procedures and calculations that lead to errors. They become efficient as they develop strategies that are manageable, understandable, easily carried out, and generate results that solve problems. Students must develop an accurate knowledge of number facts and number relationships in order to reason and solve problems well. Flexibility is the product of students’ successful experiences with problems using a variety of strategies and the analysis of the strategies to determine their efficiency and accuracy.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is critical to a student’s understanding and appreciation of the subject. Students need to use correctly the concepts, skills, symbols, and vocabulary instructional practices included in this document. Students should talk about mathematics and use the language to verify solutions to mathematical problems.
Problem solving and reasoning are stressed throughout the goals at each grade and in every course. The development of problem-solving skills is a major goal of the mathematics program. Experiences in problem-solving processes should permeate instruction. Problem solving should be integrated early and continuously into each student’s mathematics education. Students need a wide range of skills and strategies to use as a tool for representing and solving a variety of problems.

**Mathematics Intervention**
Business mathematics courses will be provided in addition to the core mathematics courses in grades 6-12. Students who score below proficiency levels or are otherwise identified as having mathematical deficiencies will be placed in a business mathematics course. Business mathematics is rooted in business concepts and intended to help increase students’ math skills. The course provides comprehensive coverage of personal and business-related mathematics. In addition to reviewing the basic operations of arithmetic, students are prepared to understand and manage their personal finances, as well as grasp the fundamentals of business finances. This course also prepares students to be smart shoppers, informed taxpayers, and valued employees. Basic math skills are covered in a step-by-step manner, building confidence in students. Beyond basic math, connections are made to pre-algebra and algebra, communication and career spotlights. Teachers incorporate external materials, such as Khan Academy, to provide additional resources to the students.

**Science Curriculum**
Using the Next Generation Science Standards as a base, students are introduced to the recurring concepts and connections made within the various science disciplines such as Earth Science, Life Science, and Physical Science. Throughout the courses, emphasis is placed on the development of critical thinking skills, as well as, on the role of creativity in scientific thought. Students of all grade levels are responsible for showing grade-appropriate mastery in science skills, such as graphing, coherent data collection, and drawing conclusions from data. Students learn correct lab procedures and safely and develop sound reasoning and thoughtful questioning. Sample science concepts include:

- Valuing the environment by providing opportunities for students to develop a feeling of appreciation and respect for the environment.
- Systems and interactions enabling students to acquire an understanding of ecological concepts as they practice thinking and problem-solving processes.
- Patterns of change which challenge students to recognize the ways their environment changes.
- Conservation encouraging students to act responsibly toward the environment through school and community enhancement projects and personal action.

Throughout the curriculum, students are responsible for showing grade-appropriate mastery in science skills, such as graphing, coherent data collections and drawing conclusions from data. Students will learn correct and safe lab procedures and learn to develop sound reasoning and thoughtful questions, as well as, conduct short-term and long-term projects.
Social Sciences Curriculum

The Charter School embraces the History-Social Science frameworks set forth by the California State Board of Education. In this framework, there are three major goal categories:

- Knowledge and Cultural Understanding;
- Democratic Understanding and Civic Values; and
- Skills Attainment and Social Participation.

Each of the goal categories above, further develops into basic learnings serving as curriculum strands. Examples of these are as follows:

- **Historical Literacy** - Developing research skills and a sense of historical empathy, understanding the meaning of time and chronology, analyzing cause and effect, understanding the reasons for continuity and change, recognizing history as common memory, with political implications, understanding the importance of religion, philosophy and other major belief systems.

- **Ethical Literacy** Recognizing the sanctity of life and dignity of individual; understanding the ways in which different societies have tried to resolve ethical issues; understanding the ideas that people profess affect their behaviors.

- **Cultural Literacy** - Understanding the rich, complex nature of a given culture, recognizing relationships among the various parts of a nation’s cultural life; learning about the myths, legends, values of people; recognizing that literature and art shape and reflect the inner life of a people; taking pride in their own cultural heritages and developing a multicultural perspective that respects the dignity and worth of all people.

- **Geographic Literacy** - Developing an awareness of place; developing location skills and understanding; understanding human and environmental interaction; understanding human movement; understanding world regions and their historical, cultural, economic, and political characteristics.

- **Economic Literacy** - Understanding the basic economic problems confronting all societies; understanding comparative economic systems; understanding the basic economic goals; performances and problems of our society; understanding the international economic system.

- **Socio-Political Literacy** - Understanding the close relationship between social and political systems; understanding the close relations between society and the law; understanding comparative political systems.

The State Framework succinctly articulates the intent of the curriculum, “The more accurately the K-12 social studies program addresses the contemporary conditions of real life and of
academic scholarship, the more likely such a program is to help students develop a deeper understanding of how to know, how to apply what they know, and how to participate in building a future.”

**World Languages other than English Curriculum**
The Charter School believes that it is important for all students to be bilingual and biliterate in at least another language. Many of the students attending the Charter School already speak Spanish. However, not all of them are able to read and write or understand its grammar. We will focus on deepening and expanding the students’ knowledge of the Spanish language by building on what they already know. This will further demonstrate the fact that we highly value the students’ culture and language, contributing to their self-esteem and empowerment. This also make the curriculum more culturally relevant.

Courses begin with the grammatical groundwork for Spanish and move through successively more challenging and complex material at each level. Students are able to enter at levels corresponding with their demonstrated level of proficiency. As students progress to upper level courses, model sentences and reading passages gradually increase in length and complexity. Special long-range projects are designed to recognize multiple intelligences in student learning styles and interests. Teachers use multimedia, computer software, and authentic texts (such as newspapers) to enhance reading and listening skills. Students write on a variety of topics, ranging from personal experiences and current events in the lower levels to literary analysis in the upper levels.

The Charter School recognizes the value of opportunities for instruction in other world languages to support student participation in an increasingly international economy. As enrollment and student interest in other languages build, the school will offer more other world languages.

**Fitness/Health Curriculum**
The Charter School’s fitness program gives each student the opportunity to experience and participate in various sports and movement activities.

Students will:
- Understand the moral, social, emotional, and conceptual aspects of health and wellness.
- Develop fundamental physical skills, including strategies, techniques, and appreciation for a physical activity.
- Emphasize teamwork and cooperation.
- Develop knowledge on body care (health and nutrition) and development.
- Understand the relationship between diet and health, and the impact on learning.
- Demonstrate knowledge of infectious diseases and prevention through written and verbal presentations.
- Understand that health means more than the absence of disease or the avoidance of danger.
- Participate in alternative fitness activities such as yoga, martial arts, dance, drill team and other movement classes or activities, as they are offered.
Participate in team- and trust-building exercises.
Participate in after-school athletics programs as they are available.

**Visual and Performing Arts Curriculum**
Using the state standards as a base, courses in the arts ground students in the rigor, detail, and focus of art in various forms, such as visual art, dance, music, drama or film. Students are also encouraged to explore their own creative processes in individual fields.

While being mindful of integrating the arts throughout the curriculum, the Charter School believes in the integrity of each of the art forms. Each discipline also provides rich and complex points of view on the world and human experience. Each offers analytical and theoretical perspectives, a distinct history, varied interpretations, as well as, innumerable connections to all human activity. Therefore, the curriculum focuses on comprehensive, sequential learning across four arts disciplines, each including its own skills, knowledge, and techniques. Instruction in the arts occurs through a hands-on orientation, e.g., students should be continually involved in the work, practice, and study required for effective and creative engagement in all disciplines.

The program aims to include, with direction taken from student and parent interest, school budget, and school facilities that support specialized teaching spaces and equipment storage, the following types of arts strands:

- **Visual Arts** such as: painting, drawing, film making, set design, sculpture, and ceramics.
- **Music** such as: instrumental, digital, choral, composition, music theory, and orchestra.
- **Theatre** such as: acting, improvisation, direction, production, set design, and costume design.
- **Dance** such as: Folklorico, jazz, flamenco, ballet, tap, hip hop, choreography, and drill.

**Economics and Enterprise Curriculum**
The school curriculum leads students through a study of enterprise that develops economic and financial literacy. The school creates a gateway to the study of enterprise, business and economics through personal experiences such as creating a home budget and understanding the concepts of needs versus wants.

Students learn economic concepts in the context of the real world and in connection with the arts. The school also offers a vision of how the arts can play a role in this. Students graduate with a sense of commitment and compassion for the world outside themselves. They learn not just about business and economics, but also about doing socially responsible business. This holistic experience gives students broader perspectives and better prepares them to be: responsible citizens, effective participants in a global economy, productive workers, prudent savers and investors, knowledgeable consumers, and life-long, thoughtful decision-makers.

Another entry to the understanding of economics is through enterprise itself. Business faculty at the Charter School organize a career day for students, bringing a number of guests from the
business of the Arts. Students are exposed to many different levels of employment of various careers.

The enterprise opportunities are viewed as a method for fulfilling community service opportunities. Further, the school introduces students to arts/enterprise mentors and associated volunteer and job experiences in the community. We believe that this program will only be effective if it is well-supported by the industries it represents.

Existing and currently anticipated course offerings and their current guidelines are further detailed below.

**ENGLISH LANGUAGE ARTS COURSES**

**Course Title: English 6**  
**Grade Level: 6**  
**Label: Core College Preparatory**  
This course provides instruction in the English Language Arts strands identified by Common Core Standards to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. Pupils will expand reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They will read and comprehend level-appropriate text with fluency and expand their use of reading strategies and skills across content areas. The course will also build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas; and a range of collaborative discussions. The appropriate use of technology and digital media are essential components integrated in the course.

**Course Title: English 6 Honors**  
**Grade Level: 6**  
**Label: Core College Preparatory**  
This course provides instruction in the English Language Arts strands identified by Common Core Standards to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. This accelerated course will have augmented instructional pacing and greater depth of content and more rigorous expectation of pupil work. Pupils will expand reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They will read and comprehend level-appropriate text with fluency and expand their use of reading strategies and skills across content areas. The course will also build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas; and a range of collaborative discussions. The appropriate use of technology and digital media are essential components integrated in the course.

**Course Title: English 7**  
**Grade Level: 7**  
**Label: Core College Preparatory**  
This course provides instruction in the English Language Arts strands identified by Common Core Standards to promote academic excellence in Reading, Writing, Speaking & Listening, and
Language. Pupils will continue expanding reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. The appropriate use of technology and digital media are essential components integrated in the course.

Course Title: English 7 Honors
Grade Level: 7
Label: Core College Preparatory
This course provides instruction in the English Language Arts strands identified by Common Core Standards to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. This accelerated course will have augmented instructional pacing and greater depth of content and more rigorous expectation of pupil work. Pupils will continue expanding reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. The appropriate use of technology and digital media are essential components integrated in the course. This course fulfills the 7th grade English requirement and the reading requirement for promotion.

Course Title: English 8
Grade Level: 8
Label: Core College Preparatory
This course emphasizes the development of critical reading and writing skills using a variety of literature and informational text of steadily increasing sophistication. Pupils conduct “close” readings, careful writing, in-depth class discussions and presentations, and deepen their ability to independently write, analyze, evaluate, and critique text. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. They revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. Pupils participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. Technology integration in the course will enhance reading, writing, speaking, listening, and language use. They demonstrate increasing sophistication in all aspects of language use and actively seek to comprehend other perspectives and cultures through reading and listening.
Course Title: English 8 Honors  
Grade Level: 8  
Label: Core College Preparatory  
This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. The course uses a variety of grade level and above grade level literature and informational text of steadily increasing sophistication. Pupils enrolled in this course read and write a variety of text independently and proficiently. They conduct “close” readings, careful writing, in-depth class discussions and presentations, and independently write, analyze, evaluate, and critique text. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. They revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. Pupils participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. Technology integration in the course will enhance reading, writing, speaking, listening, and language use. They demonstrate increasing sophistication in all aspects of language use and actively seek to comprehend other perspectives and cultures through reading and listening.

Course Title: English Language Development (ELD)  
Grade Level: 6-8  
Label: Core College Preparatory  
This course is designed to allow students to develop fluency in academic language. Assignments and activities require students to accomplish a variety of intellectually challenging tasks, calling on them to demonstrate, at an advanced linguistic level of competence, their ability to use a variety of writing techniques, modes of development and formal conventions. This course will include college-preparatory composition and literature comparable to other mainstream college-preparatory English courses.

Course Title: Reading  
Grade Level: 6-8  
Label: Non-Core College Preparatory  
This course is recommended for pupils who must develop basic reading skills/strategies. The purpose of this course is to provide remedial instruction and practice in reading and language arts skills. This course provides pupils with opportunities to develop reading skills/strategies at their individual instructional level. Pupils are assessed so that the content specifically focuses on those reading benchmarks for which pupils need extra support and practice. Emphasis is placed on mastery of those benchmarks. Skills/strategies may be taught within the context of a laboratory setting. The content should include, but not be limited to content identified by diagnosis of each pupil’s needs for remedial instruction and test-taking skills and strategies for reading and writing. Instruction reviews all of the Common Core English language arts strands and domains.

Course Title: English 9  
Grade Level: 9-12
Label: Core College Preparatory - “b” (UC approved)
High School Requirement: English
This course provides instruction in the all of the Common Core English language arts strands and domain. The course is designed to prepare students to critically examine written texts through writing. The course is designed to prepare students for further English study, as well as prepare them for writing across content areas. Students will continue their study of grammar and mechanics as these two topics apply to writing. Students will read in four genres: novel, drama, myth, and short story. Additionally, students will analyze through written responses, various non-fiction sources including business and current affairs (news) documents. Through their readings, students will expand and improve their use and knowledge of vocabulary. Students will produce expository, persuasive, and narrative essays, as well as shorter descriptive and informational pieces. In their writing assignments, students will demonstrate a mastery of steps involved in the writing process. Students will give oral presentations demonstrating speaking skills, and be required to comment cogently on the presentations of other students, thus demonstrating appropriate listening skills.

Course Title: English 9 Honors
Grade Level: 9
Label: Core College Preparatory - “b” (pending UC approval)
High School Requirement: English
This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. This course provides instruction in the all of the Common Core English language arts strands and domains. The course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational text, both classic and contemporary; delivering more extensive oral presentations; This course will offer instruction in reading and vocabulary strategies necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics.
**PREREQUISITE:** English 8 grades letter B- or higher and Teacher approval

Course Title: English 10
Grade Level: 9-12
Label: Core College Preparatory - “b” (UC approved)
High School Requirement: English
This course provides instruction in all of the Common Core English language arts strands and domains. The course is designed to prepare students to critically examine written texts through writing. The course is designed to prepare students for further English study, as well as prepare them for writing across content areas. Students will continue their study of grammar and mechanics as these two topics apply to writing. Students will read in four genres: novel, drama,
poetry, and short story. Additionally, students will analyze through written responses, various non-fiction sources including business and current affairs (news) documents. Through their readings, students will expand and improve their use and knowledge of vocabulary. Students will produce expository, persuasive, and narrative essays, as well as shorter descriptive and informational pieces. In their writing assignments, students will demonstrate a mastery of steps involved in the writing process. Students will give oral presentations demonstrating speaking skills, and be required to comment cogently on the presentations of other students, thus demonstrating appropriate listening skills.

**PREREQUISITE:** English 9

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**Course Title:** English 10 Honors  
**Grade Level:** 10  
**Label:** Core College Preparatory - “b” (pending UC approval)  
**High School Requirement:** English  
This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. This course provides instruction in all of the Common Core English language arts strands and domains. The Focus is on traditional, technical, and creative methods of composition. Instruction emphasizes the study of themes found universally in global text, both literary and informational, critical analysis of text, as well as author’s historical, philosophical, cultural, and ethical perspectives. Content includes instruction in reading literature and in vocabulary strategies necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and nonliterary subjects; untimed and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, revising, editing and publishing); emphasis of applicable research; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations.  
**PREREQUISITE:** English 9 & Teacher approval

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**Course Title:** English 11  
**Grade Level:** 9-12  
**Label:** Core College Preparatory - “b” (UC approved)  
**High School Requirement:** English  
This course provides instruction in all of the Common Core English language arts strands and domains. The course provides a rigorous collect preparatory course designed to continue to prepare students for successful academic careers at the colleges and universities of their choice. Students read novels, short stories, drama, poetry and non-fiction works and analyzes literature in terms of theme, literary devices, historical, political and cultural context, and point of view. They draw inferences, understand historical influence, and consider philosophical stance. They expand their vocabulary, as well as their listening and speaking skills within the context of literature. They demonstrate research techniques and an ability to write with an understanding of audience and purpose. Over the course of a year, they produce a variety of writings including
reading logs and journals, character studies, speeches, creative pieces, compare and contrast, analytics, expository, narrative, reflective, persuasive and research essays.

**PREREQUISITE:** English 10

**Course Title:** English 11 Honors  
**Grade Level:** 11  
**Label:** Core College Preparatory - “b” (UC approved)  
**High School Requirement:** English  
This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. The course is a reading and writing intensive course designed to prepare students for college, and builds upon the skills and content learned in English II Honors. Students will read, analyze, discuss, and compare a variety of full-length works, including novels, plays, poems, short stories, essays, and other non-fiction. Discussions and assignments focus on developing students’ fluency in multiple forms of communication, their comprehension of different genres, their understanding and use of literary terms and devices, their analysis of texts language and structure, as well as their critical thinking. Students will participate in regular writing activities focused on the processes of writing and of thinking through writing. Students will practice different types of writing, including informal, narrative, autobiographical, expository, persuasive, and especially analytical. Students will also participate in oral and multimedia group and individual presentations. Students will learn note taking and MLA format for the research components of projects. There is an emphasis on deeper critical thinking, engaging discussion, more effective writing, and formal research papers.  
**PREREQUISITE:** English 10 and Teacher approval

**Course Title:** English 12  
**Grade Level:** 9-12  
**Label:** Core College Preparatory - “b” (UC approved)  
**High School Requirement:** English  
This course promotes excellence in English language arts through experiences in all of the Common Core English language arts strands and domains. English 12 is the final year of advanced English study for high school students. It ties together four years of critical reading and word analysis skills, and polishes students writing in preparation for college and the real world beyond it. Students will draw deep into the origins of western culture, reading a variety of timeless works from classic and contemporary British authors. The literature will serve as the basis of each major unit of study. Special emphasis is placed on the recurring theme of looking to the future (for better or worse) while examining the historical, social, political, and scientific sub-disciplines embedded in each piece. Students will be expected to respond to the literature studied with increasingly complex analysis. They will understand author motive, choice of diction, tone, and perhaps most importantly of all, the impact that each studied work has on modern culture. This deep literary study is guided through fluid oral and written communication exercises throughout the year. A variety of narrative, analytical, persuasive, and expository writing accompanies all major units of study with additional opportunities to refine verbal rhetoric before peers and contemporaries.  
**PREREQUISITE:** English 11
Course Title: English 12 Honors  
Grade Level: 12  
Label: Core College Preparatory - “b” (pending UC approval)  
High School Requirement: English  
This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. This course promotes excellence in English language arts through enriched experiences in all of the Common Core English language arts strands and domains. Instruction will cover the written and oral analysis of major literary works of various genres in relationship to cultural influences and to the development of the literary traditions of the English language. Writing assignments will develop Pupils’ abilities to interpret literature and analyze it critically. All phases of the writing process will be utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Pupils will also extend their speaking, researching, viewing, and listening, skills. Language study should include vocabulary and grammar in the context of literature and writing and an overview of the history of the language as reflected in literature.  
PREREQUISITE: English 11 and Teacher approval

Course Title: English Language Development (ELD)  
Grade Level: 9-12  
Label: Core College Preparatory - “b” (pending UC approval)  
High School Requirement: English  
This course is designed to allow students to develop fluency in academic language. Assignments and activities require students to accomplish a variety of intellectually challenging tasks, calling on them to demonstrate, at an advanced linguistic level of competence, their ability to use a variety of writing techniques, modes of development and formal conventions. This course will include college-preparatory composition and literature comparable to other mainstream college-preparatory English courses.

Course Title: Advanced Placement English Language and Composition  
Grade Level: 11-12  
Label: Core College Preparatory - “b” (pending UC approval)  
High School Requirement: English  
Advanced Placement English Language and Composition provides pupils with college-level curriculum to study the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. This college-level curriculum engages Pupils in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Examples of prose from various fields and periods serve as models of effective writing. This course provides a variety of writing opportunities that require the use of different styles and tones. Pupils develop individual writing styles adaptable to writing needs in college. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement examination.  
PREREQUISITES: English 10/H and teacher approval
Course Title: Advanced Placement English Literature and Composition
Grade Level: 11-12
Label: Core College Preparatory - “b” (pending UC approval)
High School Requirement: English
Advanced Placement English Literature and Composition provides pupils with college-level curriculum to study practice writing and literature. Pupils learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Pupils acquire an understanding of the resources of the language and an understanding of the writer’s craft. Pupils develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement examination.
PREREQUISITES: English 11/H and teacher approval.

ENGLISH LANGUAGE ARTS ELECTIVES

Course Title: Speech and Debate I
Grade Level: 9-12
Label: Core College Preparatory - “g” (pending UC approval)
High School Requirement: Electives
The purpose of this course is to provide instruction in the fundamentals of formal and informal oral communication, argumentation, and problem solving. The content includes, but is not limited to, the forms of oral communication, techniques of group discussion, techniques of effective listening, analysis of audience, and techniques of public speaking, logical thinking, organization of facts, speaking skills, research skills related to debate topics, and participation in frequent debate situations.

Course Title: Speech and Debate II
Grade Level: 10-12
Label: Core College Preparatory - “g” (pending UC approval)
High School Requirement: Electives
The purpose of this course is to continue the development of skills related to formal and informal oral communication, debate and forensic activities. The content should include, but not be limited to, the following: formal class discussions, public speaking assignments, oral interpretation, elements of debate, principles of effective communication for specific purposes as they apply to argumentation and debate skills, research skills, critical thinking skills, listening and speaking skills, formal written preparation of materials for competitive speaking activities.
PREREQUISITE: Speech and Debate I

Course Title: Speech and Debate III
Grade Level: 11-12
Label: Core College Preparatory - “g” (pending UC approval)
High School Requirement: Electives
The purpose of this course is to provide continuing instruction in the skills and techniques of debate. The content should include, but not be limited to, the following: selection of debate
topics, elements of argumentation, the use of proof, preparation of debate briefs, cross-examination techniques, and practice in conventional cross-examination debates.

**PREREQUISITE:** Speech and Debate II

**Course Title:** Journalism I – Yearbook  
**Course Title:** Journalism I – Newspaper  
**Grade Level:** 9-12  
**Label:** Core College Preparatory - “g” (pending UC approval)  
**High School Requirement:** Electives  
This course provides instruction in aspects of journalism and workshop experience in journalistic production. Instruction will be given in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, pupils will receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layout, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more pupil journalistic productions may be included.

**Course Title:** Journalism II – Yearbook  
**Course Title:** Journalism II – Newspaper  
**Grade Level:** 10-12  
**Label:** Core College Preparatory - “g” (pending UC approval)  
**High School Requirement:** Electives  
The content of this course includes, but is not limited to, the following: training necessary for successful news gathering for journalistic media, practice in gathering information, practice in writing news, sports, feature articles, and editorials, and exploration of career opportunities in journalistic fields through various media. Pupils will practice in the preparation of materials for publication in journalistic media.  
**PREREQUISITES:** Journalism I

**Course Title:** Journalism III – Yearbook  
**Course Title:** Journalism III – Newspaper  
**Grade Level:** 11-12  
**Label:** Core College Preparatory - “g” (pending UC approval)  
**High School Requirement:** Electives  
The purpose of this course is to provide intermediate instruction in journalistic writing and production skills. The content includes, but is not limited to, instruction and practice in applying all aspects of the writing process, organization and management techniques relating to journalistic productions, including leadership skills, record keeping, time management, use of personnel, and task organization, and workshop experiences in producing various kinds of journalistic products.  
**PREREQUISITES:** Journalism II

**Course Title:** Journalism IV – Yearbook  
**Course Title:** Journalism IV – Newspaper  
**Grade Level:** 12
Label: Core College Preparatory - “g” (pending UC approval)

High School Requirement: Electives

The purpose of this course is to provide additional instruction in journalistic writing and production techniques. The content includes, but is not limited to, the following: writing, designing, and managing journalistic enterprises, implementing pupils’ creative skills and talents in writing, graphic design, and/or photography, management skills, production techniques for printed journalistic media.

PREREQUISITES: Journalism III

Course Title: Reading
Grade Level: 9-12
Label: Non-Core College Preparatory

High School Requirement: Electives

This course is recommended for pupils who must develop basic reading skills/strategies. The purpose of this course is to provide remedial instruction and practice in reading and language arts skills. This course provides pupils with opportunities to develop reading skills/strategies at their individual instructional level. Pupils are assessed so that the content specifically focuses on those reading benchmarks for which pupils need extra support and practice. Emphasis is placed on mastery of those benchmarks. Skills/strategies may be taught within the context of a laboratory setting. The content should include, but not be limited to content identified by diagnosis of each pupil’s needs for remedial instruction and test-taking skills and strategies for reading and writing. Instruction reviews all of the Common Core English language arts strands and domains.

MATHEMATICS COURSES

Course Title: Mathematics 1
Grade Level: 6
Label: Core College Preparatory

This course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division as well as using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. In geometry, pupils determine complementary, supplementary, and missing angles. Pupils identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

Course Title: Mathematics 1 Honors
Grade Level: 6
Label: Core College Preparatory
This accelerated course focuses on six critical areas: 1) connecting ratio and rate to whole number multiplication and division as well as using concepts of ratio and rate to solve problems; 2) completing and understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; 4) developing understanding of statistical thinking; 5) developing understanding of and applying proportional relationships; and 6) developing understanding of operations with rational numbers and working with expressions and linear equations. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. In geometry, pupils determine complementary, supplementary, and missing angles. Pupils identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

Course Title: Mathematics 2
Grade Level: 7
Label: Core College Preparatory
This course will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Pupils continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. Pupils refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

Course Title: Mathematics 2 Honors
Grade Level: 7
Label: Core College Preparatory
This accelerated course will focus on six critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; 4) drawing inferences about populations based on samples; 5) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; and 6) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the
Pythagorean Theorem. Pupils continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. Pupils refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

**Course Title: Mathematics 3**  
**Grade Level: 8**  
**Label: Core College Preparatory**

This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Pupils become proficient in working with various representations of and calculating with real numbers including scientific notation. Algebra skills extend in identifying missing terms in a sequence or representation. Pupils solve linear equations and graphically represent the solution. Measurement skills expand to include how changes in dimensions affect the perimeter, area, and volume. Pupils apply properties of equality and proportionality to similar and congruent shapes. Geometric concepts are extended to include the calculation of the measure of the interior angles of polygons. Pupils refine their understanding of data analysis as they include box-and-whisker plots to graphically represent a data set and then describe this data through the use of measures of central tendency. Pupils begin to evaluate statistical arguments based on accuracy and validity. Pupils synthesize, generalize, and apply knowledge and strategies to new situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

**Course Title: Business Math Intervention**  
**Grade Level: 6-8**  
**Label: Non-Core College Preparatory**

The purpose of this course is to provide remedial instruction and practice in mathematics skills and concepts. The content should include, but not be limited to, mathematics content identified by diagnosis of each pupil’s needs for remedial instruction identified, test-taking skills, and strategies for mathematics. Students will be able to use mathematical concepts involving quantities reasoning and analysis effectively as a tool in their personal and business lives.

**Course Title: Algebra I**  
**Grade Level: 8-12**  
**Label: Core College Preparatory - “c” (UC approved)**  
**High School Requirement: Mathematics**
This course is designed to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. The course is based on the standards set by the State of California and is a necessary course for the High School Exit Exam. The following topics are included: algebraic operations; rules of exponents; solving and graphing linear equations, inequalities, and quadratics; solving systems of equations; parallel and perpendicular lines; functions and relations; application problems. Algebraic skills are applied in a wide variety of problem-solving situations.

Course Title: Algebra I Honors  
Grade Level: 8-12  
Label: Core College Preparatory - “c” (pending UC approval)  
High School Requirement: Mathematics  
This accelerated course is designed to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. The course is based on the standards set by the State of California and is a fundamental course to pass the High School Exit Exam. The following topics are included: algebraic operations; rules of exponents; solving and graphing linear equations, inequalities, and quadratics; solving systems of equations; parallel and perpendicular lines; functions and relations; application problems. Algebraic skills are applied in a wide variety of problem-solving situations.  
PREREQUISITE: Mathematics 3 and teacher approval.

Course Title: Geometry  
Grade Level: 8-12  
Label: Core College Preparatory - “c” (UC approved)  
High School Requirement: Mathematics  
Geometry is a course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. This course develops students’ ability to construct formal, logical arguments and proofs in geometric settings and problems. Students will learn geometry skills and concepts as well as using these skills to model and relate real world problems and applications.  
PREREQUISITE: Algebra I or Algebra I Honors and teacher approval.

Course Title: Geometry Honors  
Grade Level: 8-10  
Label: Core College Preparatory - “c” (pending UC approval)  
High School Requirement: Mathematics  
Geometry Honors is a rigorous course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. This course provides pupils with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformation, geometry, trigonometry, measurement, and probability. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.  
PREREQUISITE: Algebra I or Algebra I Honors and teacher approval.
Course Title: Algebra II
Grade Level: 9-12
Label: Core College Preparatory - “c” (UC approved)
High School Requirement: Mathematics
Algebra II is a course designed to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. This course expands the content and concepts of algebra I and geometry. Students will acquire the problem-solving skills in various content areas such as quadratic, polynomial, exponential, logarithmic and rational functions as well as the complex number system.
PREREQUISITE: Geometry or Geometry Honors and teacher approval.

Course Title: Algebra II Honors
Grade Level: 9-12
Label: Core College Preparatory - “c” (pending UC approval)
High School Requirement: Mathematics
Algebra II Honors is a rigorous course designed to continue the study and expands upon the concepts and procedures learned in Algebra I H and Geometry H. It provides the foundation for applying these skills to other mathematical and scientific fields. Emphasis is on the study of polynomial, exponential, logarithmic, and trigonometric functions, systems of equations and inequalities, matrix algebra, sequences and series, conic sections, and proof of mathematical conjectures. Connection to other areas of mathematics and applications to other disciplines are integrated into the course.
PREREQUISITE: Geometry or Geometry Honors and teacher approval.

Course Title: Math Analysis/Trigonometry
Grade Level: 11-12
Label: Core College Preparatory - “c” (pending UC approval)
High School Requirement: Mathematics
This course is designed to prepare students for further study of mathematics at the college level. All standard Math Analysis/Pre-calculus topics will be presented. Integration of technology, such as the use and programming of graphing calculators, throughout the units will prepare students for participation in a technological society. In-depth study of such topics as the family of functions (e.g. polynomial, rational, exponential, logarithmic, and trigonometric), limits, derivatives, vectors, matrices, sequences, and series will be undertaken.
PREREQUISITE: Algebra 2 or Algebra II Honors and teacher approval.

Course Title: Pre-Calculus
Grade Level: 10-12
Label: Core College Preparatory - “c” (UC approved)
High School Requirement: Mathematics
The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Pre-Calculus serves as a rigorous prelude to AP Calculus. The first half concentrates on algebra and functions, with particular attention paid to graphing and solving linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Applications of the material during first semester include maxima/minima problems, average rate of change, and
compound interest. Second semester, the course shifts to trigonometry, with discussion of the trigonometric ratios, radian measure, the graphs of the trigonometric functions, the special angle formulas, the laws of sines and cosines, vectors, parametric equations, and the conic sections. If time permits, the course explores additional topics such as mathematical induction, the binomial theorem, and sequences and series.

**PREREQUISITE:** Algebra II or Algebra II Honors and teacher approval.

**Course Title:** Pre-Calculus Honors  
**Grade Level:** 10-12  
**Label:** Core College Preparatory - “c” (pending UC approval)  
**High School Requirement:** Mathematics

The purpose of this accelerated course is to emphasize the study of functions and other skills necessary for the study of calculus. Pre-Calculus serves as a rigorous prelude to AP Calculus. The first half concentrates on algebra and functions, with particular attention paid to graphing and solving linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Applications of the material during first semester include maxima/minima problems, average rate of change, and compound interest. Second semester, the course shifts to trigonometry, with discussion of the trigonometric ratios, radian measure, the graphs of the trigonometric functions, the special angle formulas, the laws of sines and cosines, vectors, parametric equations, and the conic sections. If time permits, the course explores additional topics such as mathematical induction, the binomial theorem, and sequences and series.

**PREREQUISITE:** Algebra II or Algebra II Honors and teacher approval.

**Course Title:** Calculus  
**Grade Level:** 11-12  
**Label:** Core College Preparatory - “c” (pending UC approval)  
**High School Requirement:** Mathematics

This course provides a comprehensive survey of differential and integral calculus concepts, including limits, derivative and integral computation, linearization, Riemann sums, the fundamental theorem of calculus, and differential equations. Content is presented in 10 units and covers various applications, including graph analysis, linear motion, and average value, area, volume, and growth and decay models. In this course students use an online textbook, which supplements the instruction they receive and provides additional opportunities to practice using the content they've learned.

**PREREQUISITE:** Pre-Calculus and teacher approval.

**Course Title:** Business Math  
**Grade Level:** 9-12  
**Label:** Non-Core College Preparatory  
**High School Requirement:** Electives

The purpose of this course is to provide remedial instruction and practice in mathematics skills and concepts. The content should include, but not be limited to, mathematics content identified by diagnosis of each pupil’s needs for remedial instruction identified, test-taking skills, and strategies for mathematics. Students will be able to use mathematical concepts involving quantities reasoning and analysis effectively as a tool in their personal and business lives.
SCIENCE COURSES

Course Title: Earth Science 6
Grade Level: 6
Label: Core College Preparatory
The purpose of this course is to build upon previously learned scientific concepts. The course focuses on understanding Earth and Space science systems. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth’s structure and place in the Solar System, atmospheric processes, and composition of matter. For the earth and space science unifying concept, they will learn about: the relationship between the Earth’s atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes. Pupils develop a foundation for scientific literacy as they use critical thinking, collaboration, and communication skills. The appropriate use of technology will be an essential component of this course.

Course Title: Earth Science 6 Honors
Grade Level: 6
Label: Core College Preparatory
This course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced science activities. The course focuses on understanding Earth and Space science systems. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth’s structure and place in the Solar System, atmospheric processes, and composition of matter. For the earth and space science unifying concept, they will learn about: the relationship between the Earth’s atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes. Pupils develop a foundation for scientific literacy as they use critical thinking, collaboration, and communication skills. The appropriate use of technology will be an essential component of this course.

Course Title: Life Science 7
Grade Level: 7
Label: Core College Preparatory
This course focuses on understanding the living systems on Earth. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Critical thinking, collaboration, accuracy, and communication skills will be used as pupils develop a foundation for scientific literacy in life, earth, and physical science content. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world. For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to
the variety of life forms on the Earth. For the physical science unifying concept, pupil will learn: the properties and changes of property in matter; position and motion of an object result from the net effect of the different forces acting on it; and the transfer of energy. Technology, history and nature of science will be essential components of this course.

**Course Title: Life Science 7 Honors**
**Grade Level: 7**
**Label: Core College Preparatory**
This course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced science activities. This course focuses on understanding the living systems on Earth. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Pupils develop a foundation for scientific literacy in life, earth, and physical science content and are required to use critical thinking, collaboration, and communication skills. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world. For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to the variety of life forms on the Earth. For the physical science unifying concept, pupil will learn: the properties and changes of property in matter; position and motion of an object result from the net effect of the different forces acting on it; and the transfer of energy. Technology, history and nature of science will be essential components of this course.

**Course Title: Physical Science 8**
**Grade Level: 8**
**Label: Core College Preparatory**
This course provides the physical science explanations that extend understandings developed in previous science courses. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Pupils expand their scientific literacy and are required to use critical thinking, collaboration, and communication skills throughout the course activities. The appropriate use of technology will be an essential component of this course.

**Course Title: Physical Science 8 Honors**
**Grade Level: 8**
**Label: Core College Preparatory**
This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced science activities. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Pupils expand their scientific literacy and are required to use critical thinking, collaboration, and communication skills throughout the course activities. The appropriate use of technology will be an essential component of this course.
Course Title: Earth Science  
Grade: 9-12  
Label: Core College Preparatory - “g” (UC approved)  
High School Requirement: Science  
Earth Science provides a strong foundation for high school freshmen in the cultivation and development of a scientific process, scientific method, a structured and coordinated approach to studying the world around us. This science course is designed to meet the following criteria: provide the student with a broad-based background and appreciation of their ever-changing planet and its place in the universe; provide quantitative analysis and experimental tools to develop the student’s scientific and critical thinking skills; provide extensive preparation and comprehensive coordination between biology, chemistry, physics, and the earth sciences; and prepare the student for college courses and careers in the geosciences and astronomy. The topics covered in this course are organized around to the following general headings: Investigation and Experimentation, Earth Materials, Dynamic Earth Processes, Sculpting Earth’s Surface, Energy in the Earth System, Biogeochemical cycles, The Global Ocean, Structure and Composition of the Atmosphere, California Geology, and Earth’s Place in the Universe.

Course Title: Earth Science Honors  
Grade: 9-12  
Label: Core College Preparatory - “g” (pending UC approval)  
High School Requirement: Science  
Earth Science Honors provides a rigorous foundation for high school freshmen in the cultivation and development of a scientific process, scientific method, a structured and coordinated approach to studying the world around us. This science course is designed to meet the following criteria: provide the student with a broad-based background and appreciation of their ever-changing planet and its place in the universe; provide quantitative analysis and experimental tools to develop the student’s scientific and critical thinking skills; provide extensive preparation and comprehensive coordination between biology, chemistry, physics, and the earth sciences; and prepare the student for college courses and careers in the geosciences and astronomy. The topics covered in this course are organized around to the following general headings: Investigation and Experimentation, Earth Materials, Dynamic Earth Processes, Sculpting Earth’s Surface, Energy in the Earth System, Biogeochemical cycles, The Global Ocean, Structure and Composition of the Atmosphere, California Geology, and Earth’s Place in the Universe.  
PREREQUISITE: Teacher approval.

Course Title: Biology  
Grade Level: 9-12  
Label: Core College Preparatory - “d” (UC approved)  
High School Requirement: Science  
This course will give students an overview of life sciences covering organic chemistry, microbiology, cytology, genetics, biogenetics, evolution, comparative anatomy, zoology, botany, human biology, and ecology. It will follow California state standards for high school biology and include laboratory-based investigation to teach content by having students implement the scientific method while doing their own investigations.
Course Title: Biology Honors  
Grade Level: 9-12  
Label: Core College Preparatory - “d” (pending UC approval)  
High School Requirement: Science  
Biology Honors will provide opportunities to pupils for general exploratory experiences and activities in the fundamental concepts of life. Emphasis is placed on developing research skills, and laboratory techniques. Independent study projects and inquiry-based learning experiences are integral parts of the course requirements. Topics will include but not be limited to: the scientific method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.  
PREREQUISITE: Algebra I/H & Teacher approval.

Course Title: Advanced Placement Biology  
Grade Level: 9-12  
Label: Core College Preparatory - “d” (UC approved)  
High School Requirement: Science  
The Advanced Placement Biology course is designed to offer students a solid foundation in introductory college-level biology. By structuring the course around the four big ideas, enduring understandings, and science practices it assists students in developing an appreciation for the study of life and help them identify and understand unifying principles within a diversified biological world. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement examination.  
PREREQUISITE: Algebra I/H & Teacher approval.

Course Title: Chemistry  
Grade Level: 10-12  
Label: Core College Preparatory - “d” (UC approved)  
High School Requirement: Science  
Chemistry is a college-prep, laboratory based science subject designed for 10th, 11th, and 12th grade high school students. This course will cover concepts and theories relating to the scientific field of Chemistry. Students will have a clear understanding of the atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, gases and their properties, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic chemistry and biochemistry, and nuclear processes. The laboratory work will develop students reasoning power, the ability to apply chemical principles; as well as acquaint students with chemical laboratory techniques.
PREREQUISITE: Biology and Algebra I.

Course Title: Chemistry Honors
Grade Level: 10-11
Label: Core College Preparatory - “d” (pending UC approval)
High School Requirement: Science
Chemistry Honors will provide pupils with an opportunity to study the composition, properties and changes associated with matter. Topics will include but not be limited to: heat, changes of matter, atomic structure, bonding, the periodic tables, formulas, equations, mole concept, gas laws, reactions, solutions, equilibrium systems, and oxidation reduction reactions.
PREREQUISITE: Biology, Algebra I, and teacher approval.

Course Title: Physics
Grade Level: 10-12
Label: Core College Preparatory - “d” (UC approved)
High School Requirement: Science
Physics will provide opportunities to pupil for an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work and power, heat, thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics.
PREREQUISITE: Algebra II (pupil may be concurrently enrolled).

Course Title: Physics Honors
Grade Level: 10-12
Label: Core College Preparatory - “d” (pending UC approval)
High School Requirement: Science
Physics I Honors will provide pupils with an in depth study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work, power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics.
PREREQUISITE: Algebra II (pupil may be concurrently enrolled) and teacher approval.

Course Title: Advanced Placement Environment Science
Grade Level: 10-12
Label: Core College Preparatory - “d” (UC approved)
High School Requirement: Science
The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems and examine alternative solutions for resolving and/or preventing them. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement examination.
PREREQUISITE: Teacher approval.
SOCIAL STUDIES COURSES

Course Title: World History: Ancient Civilization 6
Grade Level: 6
Label: Core College Preparatory
The purpose of this course is for pupils to investigate the development of ancient civilizations and regions through the Age of Exploration. They expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Course Title: World History: Ancient Civilization 6 Honors
Grade Level: 6
Label: Core College Preparatory
This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. The purpose of this course is for pupils to investigate the development of ancient civilizations and regions through the Age of Exploration. They compare and contrast the major religions of the world, characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures.

Course Title: World History: Medieval Early Times 7
Grade Level: 7
Label: Core College Preparatory
This course is the study of the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times.

Social Studies – World History: Medieval Early Times 7 Honors
Grade Level: 7
Label: Core College Preparatory
This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. Pupils will study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. Pupils explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions.

Course Title: U.S. History 8
Grade Level: 8
Label: Core College Preparatory
The purpose of this course is for pupils to study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. After reviewing the development of America’s democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

**Course Title: U.S. History 8 Honors**  
**Grade Level:** 8  
**Label:** Core College Preparatory  
This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. The purpose of this course is for pupils to continue to study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. After reviewing the development of America’s democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

**Course Title: World History**  
**Grade Level:** 9-12  
**Label:** Core College Preparatory - “a” (UC approved)  
**High School Requirement:** Social Science  
World History will provide pupils the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity.

**Course Title: World History Honors**  
**Grade Level:** 9-12  
**Label:** Core College Preparatory - “a” (pending UC approval)  
**High School Requirement:** Social Science  
World History Honors will provide pupils the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it related to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation.  
**PREREQUISITE:** Teacher approval.
Course Title: Advanced Placement World History  
Grade Level: 9-12  
Label: Core College Preparatory - “a” (pending UC approval)  
High School Requirement: Social Science  
Advanced Placement World History is a college-level course that offers motivated pupils the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. The course highlights six themes that allow the pupils, throughout the course, to make comparisons, construct and evaluate arguments, assess issues of change and continuity, handle diverse interpretations through analysis of context, bias and frame of reference, and using documents and primary data in developing the skills necessary to analyze point of view, context and bias. This course is designed with an emphasis on meeting the requirements of the College Board examination.  
**PREREQUISITE:** Teacher approval.

Course Title: United States History  
Grade Level: 11-12  
Label: Core College Preparatory - “a” (UC approved)  
High School Requirement: Social Science  
United States History will provide pupils with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation.

Course Title: United States History Honors  
Grade Level: 11-12  
Label: Core College Preparatory - “a” (pending UC approval)  
High School Requirement: Social Science  
United States History Honors will provide pupils with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity.  
**PREREQUISITE:** Teacher approval.

Course Title: Advanced Placement United States History  
Grade Level: 11-12  
Label: Core College Preparatory - “a” (UC approved)  
High School Requirement: Social Science  
Advanced Placement United States History is a college-level course designed to provide pupils with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares pupils for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Pupils should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. The course should thus
develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. This course is designed with an emphasis on meeting the requirements of the College Board examination.

**PREREQUISITE:** Teacher approval.

**Course Title:** United States Government  
**Grade Level:** 12  
**Label:** Core College Preparatory - “a” (UC approved)  
**High School Requirement:** Social Science  
This course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Pupils will acquire a comprehensive understanding of American government and political behavior. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes.

**Course Title:** United States Government Honors  
**Grade Level:** 12  
**Label:** Core College Preparatory - “a” (pending UC approval)  
**High School Requirement:** Social Science  
Pupils will acquire a comprehensive understanding of American government and political behavior. This course is designated as honors level by the accelerated instructional pacing and depth of content. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes.

**PREREQUISITE:** Teacher approval.

**Course Title:** Advanced Placement United States Government & Politics  
**Grade Level:** 12  
**Label:** Core College Preparatory - “a” (pending UC approval)  
**High School Requirement:** Social Science  
Advanced Placement United States Government & Politics is a college-level course which provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and
ideas that constitute U.S. political reality. This course is designed with an emphasis on meeting the requirements of the College Board examination.

**PREREQUISITE:** Teacher approval.

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**Course Title:** Economics  
**Grade Level:** 11-12  
**Label:** Core College Preparatory - “g” (UC approved)  
**High School Requirement:** Social Science  
Economics will provide pupils the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The pupil will be introduced to the major characteristics of the mixed market economic system in the United States and how the basic economic questions are answered.

**Course Title:** Economics Honors  
**Grade Level:** 11-12  
**Label:** Core College Preparatory - “g” (pending UC approval)  
**High School Requirement:** Social Science  
Economics Honors will provide pupils the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed system.  
**PREREQUISITE:** Teacher approval.

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**Course Title:** Psychology I  
**Grade Level:** 9-12  
**Label:** Core College Preparatory - “g” (pending UC approval)  
**High School Requirement:** Electives  
Psychology I will provide pupils with an understanding of human behavior, behavioral interaction, and the progressive development of individuals with an emphasis on sports psychology. Appropriate concepts and skills will be developed through the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health and therapy.

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**COMPUTER AND BUSINESS ELECTIVE COURSES**

**Course Title:** Skills for Success  
**Grade Level:** 6-8  
**Label:** Non-Core College Preparatory  
The purpose of this course to provide basic skills that are important for academic success and success in the 21st century workplace such as word processing, presentation software, creating charts from data in excel, and finding information and images online to use in reports and other documents. Students learn the basics of touch-typing, digital citizenship, as well as how to
choose a computer device that fits their needs. In addition, pupils learn management systems to assist them in organization skills.

**Course Title: Computer Literacy**  
**Grade Level:** 9-12  
**Label:** Core College Preparatory - “g” (pending UC approval)  
**High School Requirement:** Electives  
This semester course is designed to provide pupils with fundamental computing skills. Areas of emphasis include Internet use and safety, office productivity applications, and system fundamentals. The appropriate use of technology is an integral part of this course.

**Course Title: Media Production**  
**Grade Level:** 9-12  
**Label:** Core College Preparatory - “g” (pending UC approval)  
**High School Requirement:** Electives  
This course is designed to incorporate different mediums communications. Students will use a variety of techniques to produce projects combining sound, music, video, and art. The course will provide a culminating experience for pupils who have been who have excelled in their computer classes. Students will also get practical experience preparing materials for the school.  
**PREREQUISITE:** Teacher approval

**Course Title: Broadcasting 1-4**  
**Grade Level:** 9-12  
**Label:** Core College Preparatory - “f” (pending UC approval)  
**High School Requirement:** Electives  
This course provides students with general information on the structure and operation of radio stations, production companies and other related companies. The course also covers theoretical aspects of the basic radio field and control room/studio equipment. Students are required to complete simple field production assignments - audio - as part of the course activities.

**Course Title: Computer Applications I**  
**Course Title: Computer Applications II**  
**Grade Level:** 9-12  
**Label:** Core College Preparatory - “g” (pending UC approval)  
**High School Requirement:** Electives  
The purpose of Computer Applications I and II is to provide pupils with intensive hands-on experience with some commonly used software packages. Advanced applications of commercially available software will be emphasized.  
**PREREQUISITE:** For Computer Applications II, Computer Applications I.

**Course Title: Introduction to Business**  
**Grade Level:** 9-12  
**Label:** Core College Preparatory - “g” (UC approved)  
**High School Requirement:** Local Option (Business)
This course provides a basic overview of the business environment. Creating, financing, marketing, and managing a business will be covered as well as communication and human resources. Included will be the examination of business as it relates to the U.S. and world economies, business ethics, entrepreneurship, types of businesses, organizational structure and ownership models, impact of technology, decision making as influenced by internal and external factors.

Course Title: Entrepreneurship
Grade Level: 9-12
Label: Core College Preparatory - “g” (UC approved)
High School Requirement: Local Option (Business)
This course will prepare students to be responsible, enterprising entrepreneurial thinkers by studying the attitudes and skills that characterize entrepreneurs. Through “real-life” experiences, they will learn the skills related to creativity, initiative, problem solving, flexibility and adaptability in a business setting in order to make decisions, manage results and learn from the outcomes of their decisions. Through the study of these business topics students will develop an understanding of the role of business as it relates to them, as well as develop critical thinking skills that will shape their decisions concerning future studies and career planning.

Course Title: Introduction to Marketing
Grade Level: 9-12
Label: Core College Preparatory - “g” (UC approved)
High School Requirement: Local Option (Business)
This course prepares students to apply marketing and advertising foundations and principles. Students will apply marketing practices, principles and tasks in a variety of business and educational settings in order to learn how marketing interacts with other facets of business such as sales, finance, communications, accounting and human resource management.

Course Title: Personal Finance
Grade Level: 11-12
Label: Core College Preparatory - “g” (pending UC approval)
High School Requirement: Local Option (Business)
This course prepares students to understand and apply skills to the real world of personal finance. Students will be introduced to elements of every day financial transactions, as well as life’s major financial decisions. Included will be: Banking Transactions, Income Management, Vehicle Ownership, Loans/Credit Cards, Investments, Real Estate, Renting Apartments, and some basic Business (retail oriented).

PHYSICAL EDUCATION COURSES

Course Title: Physical Education
Grade Level: 6-8
Label: Non-Core College Preparatory
This course focuses on the physical, mental, social, and emotional development of pupils in cooperative and competitive settings. Students develop psychomotor skills and engage in
movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation.

Course Title: Physical Education  
Grade Level: 9-12  
Label: Non-Core College Preparatory  
High School Requirement: Physical Education  
This course focuses on the physical, mental, social, and emotional development of pupils in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation.

Course Title: Dance  
Grade Level: 6-8  
Label: Non-Core College Preparatory  
This course is designed to develop an appreciation of dance as an art form. Through movement experiences, pupils communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The pupil examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.

Course Title: Body Conditioning  
Grade Level: 9-12  
Label: Non-Core College Preparatory  
High School Requirement: Physical Education  
This co-ed course provides student athletes with general conditioning concepts and activities, as well as sport specific training techniques and practices.

Course Title: Dance 1  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (UC approved)  
High School Requirement: Physical Education  
This course is designed to develop an appreciation of dance as an art form. Through movement experiences, pupils communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The pupil examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.
Course Title: Dance 2  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (UC approved)  
High School Requirement: Physical Education  
This course is designed to promote dance training for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the advanced pupil. The pupil will be provided with opportunities to explore, create, organize, evaluate, and perform a variety of dance forms.  
**PREREQUISITE:** Dance I

Course Title: Advance Dance/Dance 3  
Grade Level: 8-12  
Label: Core College Preparatory - “f” (UC approved)  
High School Requirement: Physical Education  
This course is designed to promote dance for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the pupil include training in dance techniques, choreography, and a variety of dancing styles. Dance technique complexity increases in the progression of course sequence.  
**PREREQUISITE:** Dance II

Course Title: Soccer  
Grade Level: 9-12  
Label: Non-Core College Preparatory  
High School Requirement: Physical Education  
This is a co-ed course designed to improve skills specific to ball handling, kicking, offense and defense in soccer. This class will include conditioning specific to preparing students for an advanced level of competition.

Course Title: Martial Arts  
Grade Level: 9-12  
Label: Non-Core College Preparatory  
High School Requirement: Physical Education  
The course concepts include training in basic martial arts techniques, method of integrating mind, body and spiritual wellbeing, while improving physical fitness and emotional health.

Course Title: Weight Training 1  
Grade Level: 9-12  
Label: Non-Core College Preparatory  
High School Requirement: Physical Education  
Beginning Weight Training provides pupils with opportunities to acquire basic knowledge and skills in weight training that may be used in physical pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image.
Course Title: Weight Training 2  
Grade Level: 10-12  
Label: Non-Core College Preparatory  
High School Requirement: Physical Education  
Intermediate Weight Training provides pupils with opportunities to extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve strength and endurance, and further enhance body image.  
PREREQUISITE: Weight Training 1 or teacher approval.

Course Title: Weight Training 3  
Grade Level: 11-12  
Label: Non-Core College Preparatory  
High School Requirement: Physical Education  
Advanced Weight Training provides pupils with opportunities to further extend the acquisition of knowledge and the development of skills in weight training that may be used in physical pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image.  
PREREQUISITE: Weight Training 2 or teacher approval.

WORLD LANGUAGES

Course Title: Spanish  
Grade Level: 6-8  
Label: Core College Preparatory  
This course introduces pupils to the target language and its culture. Pupils will develop and communicative skills and cross-cultural understanding. Specific content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course.

Course Title: Spanish I  
Grade Level: 7-11  
Label: Core College Preparatory - “e” (UC approved)  
High School Requirement: World Language  
This course introduces pupils to the target language and its culture. Pupils will develop and communicative skills and cross-cultural understanding. Specific content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. Instructional practices
incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course.

**Course Title: Spanish II**  
**Grade Level: 8-12**  
**Label: Core College Preparatory - “e” (UC approved)**  
**High School Requirement: World Language**  
This course is for pupils who have successfully completed Spanish I. Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course.  
**PREREQUISITE:** Spanish I or mastery of standards corresponding to Spanish I

**Course Title: Spanish III**  
**Grade Level: 9-12**  
**Label: Core College Preparatory - “e” (UC approved)**  
**High School Requirement: World Language**  
This course is designed for pupils who have successfully completed Spanish II. World Languages III provides mastery and expansion of skills acquired by the pupils in World Languages II. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Analyzing reading selections strengthens pupils’ acquisition of grammatical concepts. Students continue to refine proficiency in Spanish with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. The focus is communication in Spanish incorporating understanding of Spanish cultures, connecting with other disciplines, comparing native language to Spanish, and participating in multicultural communities.  
**PREREQUISITES:** Spanish II or mastery of standards corresponding to Spanish II and teacher approval.

**Course Title: Advanced Placement Spanish Language and Culture**  
**Grade Level: 10-12**  
**Label: Core College Preparatory - “e” (pending UC approval)**  
**High School Requirement: World Languages**  
This advanced placement course is comparable to an advanced level college Spanish language course. This college-level curriculum prepares pupils to use the three modes of communication (interpersonal, interpretive, and presentational) in the Intermediate to Pre-Advanced range. This course engages pupils in an exploration of culture in both contemporary and historical contexts. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. Special emphasis is placed on the use of
authentic source materials and the integration of language skills. Pupils will combine listening, reading, and speaking (or listening, reading, and writing) skills in order to demonstrate understanding of authentic Spanish-language source materials. This course is designed with an emphasis on meeting the requirements of the College Board examination.

**PREREQUISITES:** Spanish I and Teacher approval.

**Course Title:** Advanced Placement Spanish Literature and Culture  
**Grade Level:** 11-12  
**Label:** Core College Preparatory - “e” (pending UC approval)  
**High School Requirement:** World Languages

This advanced placement course is designed to the pupil with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces pupils to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides pupils the opportunity to demonstrate proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities). This course is designed with an emphasis on meeting the requirements of the College Board examination.

**PREREQUISITES:** AP Spanish Language and Teacher approval.

**OTHER ELECTIVES**

**Course Title:** Advisory  
**Grade Level:** 6-8  
**Label:** Non-Core College Preparatory

This course is designed to help build character skills and support reading skills.

**Course Title:** Exploratory Wheel  
**Grade Level:** 6-8  
**Label:** Non-Core College Preparatory

This course is designed for all students to experience the core programs of the school: Business, Music, Theater, Skills for Success and Art. Pupils undergo an 8-week course to help build a foundation of knowledge with the courses to better prepare them to select a pathway during their high school career. Additional mini courses are cycled throughout the years.

**Course Title:** Advisory  
**Grade Level:** 9-12  
**Label:** Non-Core College Preparatory  
**High School Requirement:** Electives

This course is designed to help build character counts skills and support reading skills.

**VISUAL AND PERFORMING ARTS**

Dance
Course Title: Dance 1  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (UC approved)  
High School Requirement: Physical Education  
This course is designed to develop an appreciation of dance as an art form. Through movement experiences, pupils communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The pupil examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.

Course Title: Dance 2  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (UC approved)  
High School Requirement: Physical Education  
This course is designed to promote dance training for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the advanced pupil. The pupil will be provided with opportunities to explore, create, organize, evaluate, and perform a variety of dance forms.  
PREREQUISITE: Dance I

Course Title: Advance Dance/Dance 3  
Grade Level: 8-12  
Label: Core College Preparatory - “f” (UC approved)  
High School Requirement: Physical Education  
This course is designed to promote dance for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the pupil include training in dance techniques, choreography, and a variety of dancing styles. Dance technique complexity increases in the progression of course sequence.  
PREREQUISITE: Dance II

Music

Course Title: Choir 1-4  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (pending UC approval)  
High School Requirement: Visual and Performing Arts  
The purpose of these courses is to provide opportunities to students, from an introduction to choral techniques and music theory to being part of a highly polished, select ensemble, which explores and performs choral works of all styles and periods. Students who wish to sing and develop a joy for music will learn the basics and fundamentals of good singing and musicianship. Music literature includes classical repertoire, folk songs, pop and jazz.
Course Title: Guitar 1-4  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (pending UC approval)  
High School Requirement: Visual and Performing Arts  
The purpose these courses are to develop guitar performance proficiency using a variety of techniques. Emphasis will be placed on the development of skills in reading music notation; analysis of form, style, and history; and improvisation and composition techniques.

Course Title: Music 1-4  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (pending UC approval)  
High School Requirement: Visual and Performing Arts  
The music department inspires students to achieve their individual musical potential, to cooperate within an ensemble setting, and to gain a higher respect for, and deeper understanding of the world of music.

Course Title: Music Theory  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (pending UC approval)  
High School Requirement: Visual and Performing Arts  
Music theory introduces students to the harmonic language of music. Beginning with a review of scales, intervals, rhythm, and meter, the course of study progresses to basic progressions, modulations, treatment of dissonance, secondary dominants, and other chromatic structures. Sight singing and dictation will be emphasized. The music history section of the course will cover the major stylistic change studying music from the Middle Ages through the twenty-first century.

Course Title: Orchestra 1-4  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (pending UC approval)  
High School Requirement: Visual and Performing Arts  
The focus of the class is to develop string and instrumental ensemble techniques. A variety of orchestra music literature will be addressed in a range of musical areas. Students will receive instruction with an emphasis on fundamentals and technique development. They have opportunities to practice and perform in a wide range of groupings, from orchestra to jazz ensembles.

Course Title: Piano 1-4  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (pending UC approval)  
High School Requirement: Visual and Performing Arts  
The purpose these courses are to develop piano performance proficiency using a variety of techniques. Emphasis will be placed on the development of skills in reading music notation; analysis of form, style, and history; and improvisation and composition techniques. Film
Course Title: Critical Issues in Film  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (pending UC approval)  
High School Requirement: Visual and Performing Arts  
This class looks at film as a cultural product. The major focus of the class is learning how to interpret films as signifiers of the state of our society, particularly in terms of ideology and politics. The goal of the class is to provide the interpretative skills needed to read a film critically.

Course Title: Film Production  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (pending UC approval)  
High School Requirement: Visual and Performing Arts  
In this class, students are given cameras to produce their own film statements. They will learn basic camera operation and audio for video. Class discussions, peer critiques, and linear editing are crucial parts of this class process as are visits to studios and film productions. Guest artists will mentor class members.

Course Title: Film Studies  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (pending UC approval)  
High School Requirement: Visual and Performing Arts  
The primary objective of this class is the development of the critical ability to analyze and evaluate film texts. The major historical, theoretical and aesthetic approaches to film are examined. The challenging questions of interpretation are constantly reviewed using a variety of theoretical approaches, including genre and auteur studies.

Course Title: Technical Film  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (pending UC approval)  
High School Requirement: Visual and Performing Arts  
This course emphasizes the development of visual awareness and personal expression through the medium of film. Basic technical skills are stressed, such as familiarity with the camera and its controls, film processing and printing. Classes discuss historical as well as contemporary images and ideas from various sources.

Theatre

Course Title: Improvisation  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (pending UC approval)  
High School Requirement: Visual and Performing Arts
Stories, characters and situations are created through the use of games and exercises. As well as a tool to relax and stay in the moment, students learn through the games and exercises to really listen to and trust each other.

**Course Title: Production**  
**Grade Level:** 9-12  
**Label:** Core College Preparatory - “f” (pending UC approval)  
**High School Requirement:** Visual and Performing Arts  
The intersection of theatre and business is explored in this class. Students are taught the basic elements of budgeting, assembling the units which comprise a play or movie, negotiation tools, timelines, etc.

**Course Title: Technical Theatre**  
**Grade Level:** 9-12  
**Label:** Core College Preparatory - “f” (pending UC approval)  
**High School Requirement:** Visual and Performing Arts  
This course focuses on design conceptualization and theatre technology. It provides a comprehensive background in the technical aspects of a theatre and a working knowledge of the physical stage and how it works. Students receive instruction in the elements of lighting, sound and scenic design.

**Course Title: Theatre Arts**  
**Grade Level:** 9-12  
**Label:** Core College Preparatory - “f” (UC approved)  
**High School Requirement:** Visual and Performing Arts  
These courses are an exploration in voice, diction, and movement. Students will perform improvisations, pantomime and scenes in order to develop acting and public speaking skills. Other concepts include: acting techniques, advanced improvisation, and theatre history. Class work includes, but is not limited to, the study of method acting, auditioning techniques, performing comedy, stage dialects, and styles of acting.

**Course Title: Theatre Arts 2-4**  
**Grade Level:** 9-12  
**Label:** Core College Preparatory - “f” (pending UC approval)  
**High School Requirement:** Visual and Performing Arts  
These courses are an exploration in voice, diction, and movement. Students will perform improvisations, pantomime and scenes in order to develop acting and public speaking skills. Other concepts include: acting techniques, advanced improvisation, and theatre history. Class work includes, but is not limited to, the study of method acting, auditioning techniques, performing comedy, stage dialects, and styles of acting.

**Visual Arts**

**Course Title: Art 1-4**  
**Grade Level:** 9-12
Course Title: Cartooning 1-4  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (pending UC approval)  
High School Requirement: Visual and Performing Arts  
Cartooning introduces students to the fundamentals associated with cartooning animation and manual techniques. Students will be using paper materials to generate cartoons and animations. The course may be repeated using alternate projects to enhance and further develop skills.

Course Title: Ceramics 1-4  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (pending UC approval)  
High School Requirement: Visual and Performing Arts  
These courses explore a variety of techniques in clay construction, glazing, firing, and surface decoration. This course also focuses on historical and cultural influences. Students will develop aesthetic perception skills and strengthen their creative expression in the areas of sculpture and pottery. Advanced classes offer expanded technique and student input in projects and focuses on some non-traditional approaches to ceramics.

Course Title: Drawing and Painting 1-4  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (pending UC approval)  
High School Requirement: Visual and Performing Arts  
The purpose of these courses is to enable students to develop the fundamentals of drawing and painting, giving students the basic vocabulary and tools of visual art while encouraging self-expression. The principles of composition and the elements of art (line, shape, color, value, texture) are explored through a wide variety of media. The relationship of subject matter, form and meaning is studied through critiques and examples from the history of art. Sequential classes will focus on advanced perceptual, observational and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes and techniques and include the development of portfolios.

Course Title: Sculpture  
Grade Level: 9-12  
Label: Core College Preparatory - “f” (pending UC approval)  
High School Requirement: Visual and Performing Arts  
This class provides hands on introduction to sculpture as students work with a variety of media while exploring three-dimensional art. Possible materials include wire, plaster, clay, papier-mâché, wood, as well as, found materials. Emphasis is placed on the conceptual possibilities of sculpture and expressing a personal point of view.
**Instructional Methods and Strategies to Deliver Curriculum**

Charter School will use Intentional Instruction as a primary instructional method, with an emphasis on literacy across the curriculum. The five-part framework for intentional instruction requires teachers to: 1. Establish Purpose; 2. Model Their Thinking; 3. Guide Students' Thinking Through the Use of Questions, Prompts, and Cues; 4. Provide Students with Productive Group Tasks That are Meaningful and Allow Students to Practice Language and Consolidate Learning; and 5. Assign Independent Tasks That Require Students to Apply What They Have Learned. Intentional Instruction is rooted from three theories: Gradual Release of Responsibility (Pearson & Fielding, 1991; Pearson & Gallagher, 1983; Direct Explanation (Duffy et al., 1987); and Literacy as a Social Practice.26 In an effort to keep students engaged for extended periods of time and be able to teach bell-to-bell, lessons will be planned using the Chunk, Chew, Check method, which allows for information to be delivered in small units (timing no longer than their approximate age), adequate processing time, like 10/2, and gradually released opportunities for demonstrating mastery. Lessons will include a balance of both teacher-centered and student-centered activities.

Additionally, teachers will be trained in planning for multiple intelligences and tiered instruction. During allocated collaboration time, teachers have opportunities to align their strategies horizontally and vertically. Specific strategies will be used to target literacy in all classes. The reading apprentice method of talking-to-the-text will be used for students to interact with a variety of texts across all disciplines, as called for by CCSS. See/Say, mean, matter (SMM) graphic organizers27 are used for analyzing quotes, video clips, charts and graphs, and political cartoons, to name a few. The SMM is also used to promote arts integration throughout the curriculum. A variety of cooperative learning techniques, such as structured academic controversy, Socratic seminar, or fan-n-pick will be used as a means of creating safe environments where students collectively gather evidence, have class discussions and formulate opinions. Teachers will also be including writing in every class. Students will be taught how to use SMM graphic organizers to organize their thoughts into TIEAC power paragraphs, and ultimately into essays. TIEAC is an acronym for: topic sentence; introduce the example; example from the text; analysis of the example; and concluding sentence. As students promote to higher grades or become stronger writers, they will be weaned from the graphic organizer and write directly in power paragraph format. Additional instructional strategies are detailed in the Instructional Design section above.


Our instructional methodologies and curriculum, including materials, will support implementation and ensure student mastery of the CCSS and other state content standards by incorporating CCSS aligned curriculum, training our teachers in the implementation of such curriculum, and having consistent assessment of the fidelity of those programs. Charter School will use programs such as Data Director for teachers to create CCSS sample benchmarks for students to take throughout the year. Analysis of available data will be used on a regular basis for teachers’ to drive their instruction towards student mastery.

**Use of Technology**

To equip students to better integrate with future technologies, such as computer-based state standardized assessments and workforce software, The Charter School will integrate additional technology use into the curriculum. A number of the school’s current curricula such as TCI History Alive and Springboard are available in digital format. Existing intervention web-based programs include Reading Plus and Khan Academy. Through the ongoing use of these programs and other platforms, such as Edmodo and TEAM(LAAAE), students will be adequately prepared for computer-based assessments.

In order to improve technology use, the school has invested in computers in every classroom, a stationary computer lab, and three mobile laptop carts. The school has also had to improve the technology infrastructure by increasing bandwidth, wireless access points, and hardware.

The current exploratory wheel curriculum includes a study skills component which heavily relies on technology to set a foundation of tech-literacy for all students. Additionally, the English language arts, mathematics, social studies, and science courses have technology-based lessons embedded into the curricula.

**Meeting Graduation Requirements**

The Charter School’s graduation requirements are aligned to A-G admission requirements. The purpose is to ensure that all students are eligible for UC/CSU admission. In addition, the courses offered are similar to other high schools which enable easy credit transfer and midyear placement. Each passing course is worth five credits. Students currently take seven classes (core and non-core) in a semester. In addition, they have a thirty (30) minute advisory that is 2.5 credits. In the current academic year, students can earn seventy-five (75) credits. Thus, in four years, a student can graduate with three hundred (300) credits. The Charter School’s minimum graduation credits are two hundred and twenty (220) credits. In addition to number of credits, students must take specific courses to ensure A-G admission as well as state and Charter School graduation requirements. Middle school coursework will not count toward graduation requirement fulfillment unless such coursework is of high school nature and has been included in the Charter School’s UC Doorways UC/CSU approved course list.
Students must pass the California High School Exit Exam (CAHSEE) with three hundred fifty (350) point or higher in both English Language Arts and Mathematics. Students have multiple opportunities to demonstrate proficiency in both components. In addition, students are required to accrue one hundred (100) hours of community service. The reason for this requirement is to help students become a well-rounded student for college applications, to help students demonstrate the school’s character counts in real-life situations, prepare them for the workforce, and help them become better citizens.

At the beginning of the school year, the counseling department meets with all high school students to review their graduation progress (Grad Checks). In this process, both the counselor and student develop an individual graduation plan (IGP) to enable graduation is accomplished on time. If student are missing credits (core or non-core courses), they are advised of credit recovery opportunities both onsite and offsite. Progress checks are ongoing throughout the year (formal/informal) to enable timely graduation.

**Transferability of Courses and Parent Notification**

All courses offered at Charter School will meet state graduation requirements. Moreover, those courses will be transferable to other high schools in accordance with state guidelines for graduation. The Charter School will articulate with colleges, universities, and other schools regarding acceptable courses. The Charter School will consult on a regular basis with all stakeholders regarding the school’s educational program. Parents and students will receive course lists at activities such as: articulation programs for the middle schools, parent meetings, during scheduling for each semester, and at the beginning of each school year. Course lists will be available to parents and students throughout the school year.

The Charter School is accredited through the Western Association of Schools and Colleges (WASC). This ensures that its academic program is transferable to other high schools and universities. The Charter School finds that communication is a key component for student success. Parents will constantly be communicated about courses and graduation requirements through a variety of methods such as: workshops, one-to-one conferences, flyers, and outreach calls. The counseling department has several formal and informal meetings annually with students and parents to inform them on their progress toward graduation (grad checks) throughout their high school career.

In addition, the Charter School participates and hosts Cash for College to help students and parents with college information and financial aid. To improve communication with our English learner parents, all calls, notices and workshops are translated in Spanish. In addition, students who enroll from another country are able to present their foreign transcripts for review and inclusion into their transcript.

All course offering at the Charter School will allow students to apply to universities/colleges as well as placing them on track for graduation as the Charter School’s graduation policy is based on A-G requirements. The Charter School currently has 30 courses approved on UC Doorways. Additional courses have already been submitted for approval for the next course review cycle.
**WASC Accreditation**

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

The Charter School earned accreditation under the Western Association of Schools and Colleges (WASC) in 2010 for a three-year term. In November 2014, a WASC Visiting Committee visited the school to evaluate reaccreditation. That visit yielded a six year term reaccreditation. Faculty and staff led an extensive self-evaluation process that resulted in continued commitment to the School Wide Learner Outcomes (SLOs), which are defined below.

Los Angeles Academy of Arts and Enterprise will prepare its graduates to be:

**Lifelong learners** who apply learned skills to new experiences, exhibit self-motivation, self-discipline and self-evaluation, adhere to high quality standards in their academic and personal pursuits;

**Academic achievers** who use tools and knowledge gained in the classroom, and apply it to real world situations, set and meet goals in order to reach their true potential, and work hard and are not limited by obstacles;

**Artists and entrepreneurs** who utilize social skills, experiences, and culture to express a commitment to community, refine their craft through courageous, determined, goal-driven work, and create opportunities as leaders to express themselves creatively;

**Advocates for social change** who have courage, integrity and who are effective leaders, promote a safe community through positive communication and relationships, and empower themselves and others; and

**Effective Communicators** who are persuasive, intuitive and can drive change, use a variety of mediums to deliver the message effectively, and exercise self-control, awareness and empathy in interactions

As indicated earlier in the petition, during the reaccreditation process, the Charter School developed a School wide Action Plan (SAP) which includes the following four goals:

**Goal 1**
Refine the literacy program to help students to build a deep content knowledge via curricular resources, assessments, intervention, teachers, and a supplemental material, which enables them to read at grade level and be college ready. The steps to program refinement are detailed earlier in the petition.

**Goal 2**
Refine the mathematics program to help students to build a deep content knowledge via curricular resources, assessments, intervention, teachers, and a supplemental material, which enables them to read at grade level and be college ready. The steps to program refinement are detailed earlier in the petition.

**Goal 3**
Support teachers through professional development and training that focuses on data driven instruction, technology integration, and pedagogy that meet the needs of all students including special populations (English language learners, socioeconomically disadvantaged students, as well as high achieving students). Professional development will be provided onsite by both on staff and non-staff consultants. Faculty will also have opportunities to participate in offsite professional development.

**Goal 4**
Develop and implement a Positive Behavior Intervention and Support (PBIS) program to reduce tardies, increase attendance, and improve school climate and culture through a multi-tiered system of academic, social, and behavioral supports to address students’ attendance, behavioral, and academic needs.

These goals align with several of the Charter School’s other annual plans including the Local Control and Accountability Plan (LCAP), as well as the Single Plan for Student Achievement (SPSA), and the Local Educational Agency Plan (LEAP). The annual planning and progress monitoring of these goals is a collaborative effort led by administration, as well as Charter School stakeholders, including students, parents, faculty and staff, and the Board of Directors. Stakeholders have frequent opportunity to discuss the progress of the goals in advisory meetings, Parent Teacher Organization meetings, biannual school wide retreats, and board meetings.

**Academic Calendar and Schedules**

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

The Charter School provides more instructional minutes and school days than the minimum required. The Charter School will have 190 school days per year. In the proposed 2015-2016 bell schedule, the regular instructional day begins at 8:30 a.m. and ends at 3:45 p.m. Monday, Tuesday and Thursdays and from 8:30 -2:45pm Wednesdays and Fridays. On Mondays, all seven periods meet for a total of 370 instructional minutes. On Tuesdays and Thursdays, periods 1, 3, 5, and 7 meet for a total of 395 instructional minutes. On Wednesdays and Fridays, periods 2, 4, advisory, and 6 meet for a total of 335 instructional minutes. Ten minimum days have been identified throughout the year for end of semester and annual state assessment testing. Minimum days meet for 230 instructional minutes. The Charter School may modify this sequence or
organization as may be necessary to better meet the needs of the students. Sample bell schedules and student schedules for middle and high school students are detailed below.

### Mondays
*(Other Day in Minute Chart below)*

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:30 - 9:15 a</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:20 - 10:05 a</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Nutrition / BIC</td>
<td>10:05 - 10:15 a</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:20 - 11:05 a</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:10 - 11:55 a</td>
<td>45 minutes</td>
</tr>
<tr>
<td>MS Lunch</td>
<td>12:00 - 12:30 p</td>
<td>45 minutes including one 5 minute passing</td>
</tr>
<tr>
<td>HS Advisory</td>
<td>12:00 - 12:40 p</td>
<td></td>
</tr>
<tr>
<td>MS Advisory</td>
<td>12:35 - 1:15 p</td>
<td></td>
</tr>
<tr>
<td>HS Lunch</td>
<td>12:45 - 1:15 p</td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>1:20 - 2:05 p</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Period 6</td>
<td>2:10 - 2:55 p</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Period 7</td>
<td>3:00 - 3:45 p</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Total Instructional Minutes</strong></td>
<td><strong>370 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Tuesdays/Thursdays
*(Regular Day in Minute Chart below)*

<table>
<thead>
<tr>
<th>Period 1</th>
<th>8:30 – 10:05 a</th>
<th>95 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition / BIC</td>
<td>10:05 – 10:15 a</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:20 – 11:55 a</td>
<td>95 minutes</td>
</tr>
<tr>
<td>MS Lunch</td>
<td>12:00 – 12:25 p</td>
<td></td>
</tr>
<tr>
<td>MS Period 5</td>
<td>12:30 – 2:05 p</td>
<td>100 minutes including one 5 minute passing</td>
</tr>
<tr>
<td>HS Period 5</td>
<td>12:00 – 1:35 p</td>
<td></td>
</tr>
<tr>
<td>HS Lunch</td>
<td>1:40 – 2:05 p</td>
<td></td>
</tr>
<tr>
<td>Period 7</td>
<td>2:10 – 3:45</td>
<td>95 minutes</td>
</tr>
<tr>
<td><strong>Total Instructional Minutes</strong></td>
<td><strong>395 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Wednesdays/Fridays
*(Early Dismissal Day in Minute Chart below)*

<table>
<thead>
<tr>
<th>Period 2</th>
<th>8:30 - 10:05 a</th>
<th>95 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition / BIC</td>
<td>10:05 - 10:15 a</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Period 4</td>
<td>10:20 - 11:55 a</td>
<td>95 minutes</td>
</tr>
<tr>
<td>MS Lunch</td>
<td>12:00 - 12:25 p</td>
<td>40 minutes</td>
</tr>
<tr>
<td></td>
<td>Time</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>HS Advisory</td>
<td>12:00 – 12:35</td>
<td>including one 5 minute passing</td>
</tr>
<tr>
<td>MS Advisory</td>
<td>12:30 – 1:05 p</td>
<td></td>
</tr>
<tr>
<td>HS Lunch</td>
<td>12:40 -1:05 p</td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>1:10 - 2:45 p</td>
<td>95 minutes</td>
</tr>
<tr>
<td>Total Instructional Minutes</td>
<td></td>
<td>335 minutes</td>
</tr>
</tbody>
</table>

(Minimum Day in Minute Chart below)

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<thead>
<tr>
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<th>Time</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Block 1</td>
<td>8:30 - 9:25 a</td>
<td>55 minutes</td>
</tr>
<tr>
<td>Nutrition / BIC</td>
<td>9:25 - 9:35 a</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Block 2</td>
<td>9:40 - 10:35 a</td>
<td>55 minutes</td>
</tr>
<tr>
<td>Block 3</td>
<td>10:40 - 11:35 p</td>
<td>55 minutes</td>
</tr>
<tr>
<td>Block 4</td>
<td>11:40 -12:35 p</td>
<td>55 minutes</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:35 - 1:05 p</td>
<td>230 minutes</td>
</tr>
</tbody>
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Middle School Student

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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<tbody>
<tr>
<td><strong>English Language Arts /</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Development</td>
<td>ENG 6A</td>
<td>ENG 6B</td>
<td>ENG 7A</td>
</tr>
<tr>
<td></td>
<td>H ENG 6A</td>
<td>H ENG 6B</td>
<td>H ENG 7A</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>MATH 1 A</td>
<td>MATH 1 B</td>
<td>MATH 2 A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ALG 1A</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>EARTH SCI A</td>
<td>EARTH SCI B</td>
<td>LIFE SCI A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>History-Social Science</strong></td>
<td>WLD HIST ANC A</td>
<td>WLD HIST ANC B</td>
<td>WLD HIST MDVL A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Remediation Reading, Business</strong></td>
<td>ELECT A</td>
<td>ELECT B</td>
<td>ELECT A</td>
</tr>
<tr>
<td>Math, or other Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exploratory Wheel</strong></td>
<td>EXP WHL A/B</td>
<td>EXP WHL C/D</td>
<td>EXP WHL A/B</td>
</tr>
</tbody>
</table>
### Physical Education

<table>
<thead>
<tr>
<th></th>
<th>PE A</th>
<th>PE B</th>
<th>PE A</th>
<th>PE B</th>
<th>PE A</th>
<th>PE B</th>
</tr>
</thead>
</table>

**High School Student**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Sem.</td>
<td>2nd Sem.</td>
<td>1st Sem.</td>
<td>2nd Sem.</td>
</tr>
<tr>
<td>English Language Arts / English Language Development</td>
<td>ENG 9A H ENG 9A</td>
<td>ENG 9B H ENG 9B</td>
<td>ENG 10A H ENG 10A</td>
<td>ENG 10B H ENG 10B</td>
</tr>
<tr>
<td>Mathematics</td>
<td>ALG 1A</td>
<td>ALG 1B</td>
<td>GEOM A</td>
<td>GEOM B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ALG 2A</td>
<td>ALG 2B</td>
</tr>
<tr>
<td>Science</td>
<td>EARTH SCI A</td>
<td>EARTH SCI B</td>
<td>BIO A</td>
<td>BIO B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CHEM A</td>
<td>CHEM B</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>WLD HIST A</td>
<td>WLD HIST B</td>
<td>U.S. HIST A</td>
<td>U.S. HIST B</td>
</tr>
<tr>
<td>Remediation Reading, Business Math, PE or other Elective</td>
<td>ELECT A</td>
<td>ELECT B</td>
<td>ELECT A</td>
<td>ELECT B</td>
</tr>
<tr>
<td>Remediation Reading, Business Math, PE or other Elective</td>
<td>ELECT A</td>
<td>ELECT B</td>
<td>ELECT A</td>
<td>ELECT B</td>
</tr>
<tr>
<td>Remediation Reading, Business Math, PE or other Elective</td>
<td>ELECT A</td>
<td>ELECT B</td>
<td>ELECT A</td>
<td>ELECT B</td>
</tr>
</tbody>
</table>

The proposed 2015-2016 calendar is below.
After school programs, including academic tutoring, intervention, teacher office hours, test preparation, arts and music enrichment, student leadership and athletics, will usually take place from 4:00 to 6:00 p.m.

Instructional minute details are included in the chart below.

<table>
<thead>
<tr>
<th>Gradien</th>
<th>Grade Offered</th>
<th>Total Days</th>
<th>Observed School Holidays:</th>
<th>Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K</td>
<td>No</td>
<td>0</td>
<td>07/07/15= Labor Day</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>No</td>
<td>0</td>
<td>11/11/15= Veteran’s Day</td>
<td>06/06/16 - 06/09/16= Semester 2 Finals</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>0</td>
<td>12/21/15 - 01/01/16= Winter Break</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>0</td>
<td>01/18/16= Dr. Martin Luther King Jr. Birthday</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>No</td>
<td>0</td>
<td>02/15/16= Presidents’ Day</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>No</td>
<td>0</td>
<td>03/28/16 - 04/01/16= Spring Break</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Yes</td>
<td>76</td>
<td>395</td>
<td>190</td>
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<tr>
<td>7</td>
<td>Yes</td>
<td>76</td>
<td>395</td>
<td>190</td>
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<td>8</td>
<td>Yes</td>
<td>76</td>
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<td>9</td>
<td>Yes</td>
<td>76</td>
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</tr>
<tr>
<td>10</td>
<td>Yes</td>
<td>76</td>
<td>395</td>
<td>190</td>
</tr>
</tbody>
</table>
A Typical Day at the Charter School

A visitor will gain clear perspective on the school’s core values and beliefs by shadowing any given student throughout the day.

Students arrive as early as 7:30 a.m., all clad with their Los Angeles Academy of Arts and Enterprise logo uniform. Most students walk to school from the nearby community; other students are dropped off by their parents and/or guardians. The school leadership, faculty and staff greet students as they arrive on campus. A security guard is posted near the entrance to the school to supervise for student safety.

As students congregate inside, they are immediately welcomed into a calm environment. Bulletin boards are covered with an array of club flyers, fundraising announcements, and community information pertinent to both students and their families, which reflects the school’s belief in embracing student diversity, creativity, and sense of communion. Recognition of student achievement permeates the school as various posters, awards, and lists plaster the inside school hallways and classrooms.

On regularly scheduled days, students are seated in their classrooms ready to begin by 8:30 a.m. Teachers begin each period with a warm-up activity that students immediately start without instruction, which allows teachers to take attendance on their laptop computers using PowerSchool, the school’s data management system. Daily attendance information is sent to the office and parents of students who are absent or tardy without an excused notice are notified before the school day ends.

Both high school and middle school starts at the same time. In their core classes, emphasis is on rigorous and challenging grade appropriate standards-based instruction with high expectations for all students. The daily learning objective can be seen on the whiteboard, along with the class’ agenda. Teachers scaffold their lesson in a manner that gradually releases the cognitive load to students. Teachers’ expectations are clear; they engage students in understanding what they must know and be able to do to achieve proficient grades on grade appropriate assignments and standards. Students are actively engaged in their learning by using appropriate academic discourse to facilitate their own exchange of knowledge in pairs, small groups, or with the entire class.

Teachers involve students in defining and dissecting proficient grade-appropriate and content-specific work to ensure students understand what is expected of them. By spending time to understand the different elements that make up proficient-level work, teachers ensure that all students clearly understand how to approach assignments and accurately “judge” the quality of their work. Teachers use a combination of direct instruction and inquiry-based lessons to challenge students and teach them that learning can have different approaches. They vary instructional materials and resources, which includes the use of power point presentations, worksheets, and a mixture of digital
content and traditional textbooks. Teachers regularly use educational support technology, such as Edmodo, Reading Plus, and TEAM(LAAAE), to supplement student learning by bringing current technology into the classroom.

Beyond teachers planning “stretch” activities to expand student learning, high-achieving students have opportunities to take enriching elective courses beyond the required core curriculum. Students who are performing below grade level on the state standardized exams in English Language Arts and/or Math are placed in a second corresponding class of reading and/or remedial math. This “double dosing” of English and math are essential to our school’s push for all students reaching grade-level proficiency.

Students have a regularly scheduled advisory class, which allows teachers to meet with a consistent class for the purposes of advising them on academic, social, and future-planning issues. In some cases, other adults and staff members, such as guidance counselors, may also participate in the advisory program. This program is to ensure that at least one adult in the school has a closer relationship with their group of students, making sure their learning needs are met, encouraging them to make good academic and social choices, and help plan for their future. Advisories are designed to foster stronger teacher-student relationships and a stronger sense of community and belonging in students.

Across all content areas, the arts are integrated into the curriculum. The integration of arts enables students to make meaningful connections to one another, to themselves, to their lived world, and to other content areas. This unique practice engages even the hardest to reach students. As teachers innovate through experimenting with different art forms and processes in their lessons, students learn to take risks through exploration and to develop flexible thinking skills. By challenging students to envision from different vantage points and respond to new possibilities in the creative process, arts integration cultivates and provides an arena to display the varying multiple intelligences.

All students have the opportunity to participate in the nutrition meal program. Nutrition is part of the federal meal service program and students accept full-price, reduced-price, or free-meals depending on eligibility. Student eligibility is determined by income as indicated in their application or by participation in select federal and/or government assistance programs. Nutrition is served in the morning after instruction begins and is 10 minutes long. Breakfast is delivered to each classroom during the designated time for nutrition. High school and middle school have separate staggered 30-minute lunches.

Passing period is supervised by teachers stationed at their doors. School administrators, counselors, and other staff are also present during each passing period. Aside from ensuring student safety, this allows students and staff alike to converse and interact with each other, adding to a friendly and communal school environment.

After school tutoring and extracurricular activities are provided to students through a unique partnership with the Youth Policy Institute (YPI) and Heart of Los Angeles.
Los Angeles Academy of Arts & Enterprise  Charter School Renewal Petition  December 2014

(HOLA). Struggling learners, as identified through school grades, assessments, and Responses to Intervention (RtI), have opportunities for tutoring with both teachers and the afterschool programs. Additionally, students can participate in various enrichment activities, such as afterschool clubs and sports. In partnership with the afterschool program, the Charter School provides supper to students. Furthermore, students regularly participate in events to better serve their communities as required for graduation.

Early College and Middle College High Schools attendance requirements are not applicable.

Professional Development

Teacher Recruitment

Much research points to teacher expertise as a crucial element in student achievement. Therefore, our goal is to recruit and select the most highly qualified teachers possible to work at the Charter School. As further detailed in Element 5, teachers are expected to possess a bachelor’s degree from an accredited college or university. A master’s degree is highly desirable. Teachers must also be compliant with core, college preparatory subjects. They must possess a California credential or credential combination authorizing teaching service in the appropriate teaching area(s) and an English learner authorization. Bilingual competency is preferred. Teachers are also expected to be enthusiastic life long-learners and collaborative individuals, who support a robust visual and performing arts curriculum, arts integration, urban education, and educational equity for low socioeconomic status students. Charter School will recruit its faculty through job fairs, online recruiting (e.g. EdJoin), its own website (www.laaae.org), and through personal recommendations.

Teachers must be able to develop and employ innovative strategies to reach students at all academic levels in grades six through twelve. Teachers must be committed to a building a collaborative culture where teachers, administrators, parents, and students work together to ensure student success.

Professional Development Plan

The Charter School promotes, supports and cultivates the preparation and competence of teachers through consistent and high quality professional development. The school expects teachers to be inspired, motivated and knowledgeable of both curriculum and methodology. In accordance with the school’s mission, teachers are expected to know their students in depth and to be able to analyze and utilize student data to design, plan and execute rigorous, standards-based long-range plans, and daily lessons in meeting individual student needs.

The school’s onsite professional development begins with a 5-day summer institute in the preceding week before each school year begins. The administrative team facilitates the
training. Additional trainers are brought in for specialized topics such as special education, SDAIE strategies, CPR, and technology.

At the beginning of the school year, teachers also meet with the administrative team to conduct a self-assessment of their own needs in order to create their own professional growth plan. This individualized teacher plan, approved by the administration, incorporates goals aligned to school-wide, grade-level and individual student achievement data to plan an appropriate professional development program that enhances teacher competence and instructional practice.

The master schedule is designed in order to allow for grade level teachers to have common planning in order to facilitate ongoing professional development through professional learning communities (PLCs) throughout the year. The school’s Principal, Assistant Principal, and/or Director of Curriculum and Instruction leads the regular onsite professional development of the faculty and staff and coordinates departmental and other meetings. The administrative team also provides additional professional support to faculty such as meeting: with teachers for small-group professional development; grade level and/or departments meet with each other and the administrative team to coordinate integrated instructional activities, disaggregate data, discuss student needs, and share effective practices. To further promote a collaborative culture among teachers and facilitate ongoing professional growth, teachers are given opportunities throughout the year to observe the instructional practice of Charter School colleagues and teachers at other school sites.

Offsite professional development is also provided through agencies such as: Western Association of Schools and Colleges (WASC), Los Angeles Unified School District (LAUSD), Los Angeles County Office of Education (LACOE), and Association of Supervision and Curriculum Development (ASCD). Attendees of offsite conferences are able to autonomously select the workshops of particular interest to them.

The professional development plan for the first year of the new charter term includes topics such as:

**August 10-14, 2015 (5 Days)**

- New teacher orientation; collaboration; PLCs; Charter School’s vision and mission and other relevant charter components; building school culture
- Safety Protocols: emergency response, school wide rules, mandated reporting, PBIS;
- Regulatory training: child abuse, blood borne pathogens, first aid and CPR Training; relevant school plans; California Standards for the Teaching Profession; state priorities
- Support: Response to Intervention (RtI), SPED compliance & Accom vs. Mods,
• Effective Instruction: Lesson planning; Supporting English Learners: ELD and Specifically Designed Academic Instruction in English (SDAIE) strategies
• Discipline Policy - Promoting student engagement and a positive learning environment through appropriate classroom management

**Ongoing: August-June: Weekly Early Release Wednesdays**

• Teacher planning and individualized professional growth plan meetings
• Technology integration
• Use of Data Director or other data management systems
• Common core alignment and long range planning
• School and teacher designed professional development
• Professional learning communities by content area
• Data analysis (student, classroom, school-wide) and Data-driven decision making: data system, web-based assessments, student data chats

**Ongoing: August – June: Pupil Free Days**

• Common core implementation workshops
• Individualized professional development selected by teachers to meet their growth plan needs
• Meeting students’ needs through character education curriculum
• Differentiated instructional strategies for all students

**Meeting the Needs of All Students**

*English Learners*

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

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan *or* implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:
How English Learners’ needs will be identified
What services will be offered
How, where, and by whom the services will be provided
How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

The Charter School will continue to meet the requirements of federal law relative to equal access to curriculum for English learners. The school has developed and implemented the Los Angeles Academy of Arts and Enterprise English Learner Master Plan.

In accordance with its master plan, the Charter School timely identifies potential English learners (ELs) and provides them with an effective English language acquisition program. The school’s master plan is based on sound educational theory; adequately supported with trained teachers; and is periodically evaluated to ensure continued program success.

Identification of English Learners

A home language survey is part of the enrollment documentation for all new students. Upon enrolling at the Charter School all parents/guardians will fill out a home language survey. If a language other than English is indicated on the survey, the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California, will be used to determine English proficiency. If the student has already taken the assessment at a previous school, the Charter School will research the student’s California English Language Development Test (CELDT) achievement test scores to determine progress toward English proficiency and to plan instructional support. The Charter School will administer the annual CELDT during the month of October. Initial CELDT exams will be administered to qualifying students upon enrollment during the remainder of the school year.

English Learner Instruction, Services, and Supports
The Charter School’s instructional program for English learners promotes language acquisition, oral language development, and enriched learning opportunities for all EL students. The key components of the Charter School’s English Learner program are:

- Targeted support for English learners through an English Language Development (ELD) course during the regular instructional day and beyond the school day.
- Use of Specifically Designed Academic Instruction in English (SDAIE) instructional strategies in all areas of the curriculum
- Pairing of English learners with bilingual students or peer-coach “buddies.”
- Regular opportunities in every discipline for students to make presentations and express their learning and themselves verbally.
- Progress monitoring of English learners through Reading Plus, SBAC interim assessments, classroom assessments, and teacher evaluations
- Additional reading courses for EL students to accelerate their progress in language acquisition
- Push-in and pull-out support in and out of the classroom provided by EL teacher assistant(s)

Students are mainstreamed into regular courses during instructional day in ensuring that they are afforded meaningful access to the school’s academic core curriculum. The standards-based instructional program is presented in English with provisions to ensure comprehension for English Learners and development of English as a second language.

**ELD Courses** - Students identified (using the criteria above) with a need for an ELD course are placed in either a middle school or high school ELD class. The ELD classes are part of the Charter School’s school day and are additional classes given to students identified as students in need of targeted English support. The Director of Guidance and Counseling currently progress monitors academic progress for English language learners.

- Various SDAIE strategies and differentiated instruction are used in all classes in order to also assist EL students.
- English teachers assist their colleagues in supporting EL students in other core areas as well as VAPA and other elective courses.

**Reading Intervention Courses** - English learners who have not achieved grade level proficiency are assigned to take an additional reading course. The reading classes focuses on improving reading development. In particular, the classes will increase reading comprehension, fluency, phonemic awareness, phonics, and vocabulary development.

Research indicates that teaching literacy “is essential to achievement in every academic
subject and to educational and economic opportunities beyond school.” The panel found that focusing on phonemic awareness, phonics, reading comprehension, and fluency has a positive effect on the literacy development of language-minority students. The research found that language-minority students “rarely approach the same levels of proficiency in text-level skills achieved by native English speakers.” In order to increase the found the text level-skills, it is important to build vocabulary knowledge as well as ability to define words, listening comprehension, and syntactic skills as these are all linked to reading and writing proficiency.

Instruction is differentiated to meet the needs of the individual student, and currently comprises of two main components: Reading Plus and PW Impact Teengagement curricula.

- **Reading Plus** is a web-based reading program. Students take an annual baseline assessment which determines the rate and comprehension relative to content difficulty in order to provide an intervention track for each student. Performance goals are automatically set, monitored, and modified based on ongoing assessments that are given throughout the individualized instruction path.

- **PW Impact Teengagement** is centered on high-interest topics, and students engage with technical, complex texts to read, think and write critically about real-world issues. Units written at four Lexile levels from intervention to college-ready allow for differentiation among students. Instruction is often given in small groups that have been clustered by ability level.

The Charter School’s emphasis on literacy development through these reading intervention courses has yielded improved student achievement outcomes as well as increased reclassification rate of its EL students as indicated on the California Department of Education’s website. For example in 2012-13, the school’s RFEP rate was more than 1.5 times the RFEP rate of the district, county, and state. During the second year of implementation (2013-14), the Charter School’s RFEP rate was more than doubled the district, county, and state RFEP rates. Detailed EL data is available above in the Community Need for Charter School section.

The Charter School’s reading courses are taught by credentialed teachers who are English language arts credentialed. In addition, teachers at the Charter School are required to possess English Learner authorization. Teachers are regularly trained in Specifically Designed Academic Instruction in English (SDAIE) and are expected to incorporate SDAIE strategies in their lessons and other best practice strategies when working with EL students.

The Charter School’s partnership with Youth Policy Institute (YPI) also assists EL students through afterschool tutoring and homework assistance. The school also provides students access before, during and after school to assistive technology such as Duo Lingo - a web-based language interactive application, which facilitates language acquisition.

**Meeting the New State Standards**

The Common Core State Standards for English language arts and California State Standards for English Language Development articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English Learners. With Common Core pushing toward literacy across all content areas, the school has made literacy instruction a priority across all content areas. English Learners will also benefit from the Charter School’s VAPA and entrepreneurship programs, which will allow student to present their learning in creative and artistic ways. The school’s curriculum also allows students to learn how to engage in real-world situations so that they are able to participate on equal footing with native speakers in all aspects of social and civic endeavors.

**Reclassification of English Learners**

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

1. Score of Basic or above on the most recent California Content Standards Test (CST)* or CMA in English-language arts for SPED (as applicable);
2. English proficiency on the CELDT: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher;
3. Teacher evaluation with a grade of C or better in grade level English class; and
4. Parent consultation and approval.

*The CST has been replaced by SBAC. As of the time of filing this renewal, the State has not established assessment criteria to replace CST as part of reclassification. The school agrees to use whichever instrument is approved by the California Department of Education (for the purposes of reclassification) throughout the duration of the charter.

The Charter School has enjoyed success with Redesignated Fluent English Proficient (RFEP) students. In school year 2013-2014, 61% of the student body was classified as Fluent English Proficient; another 31% were classified as English Learners. Charter School’s Redesignated Fluent English Proficient was 34% - a rate at more than 2.5 that of the district (14%), county (13%) and state (12%). At (22%), the Charter School’s 2012-2013 rate was 1.5 that of the district (14%), county (13%) and state (12%).
Evaluation of English Learners

In the fall of every academic year, EL students take the CELDT assessment and are reclassified as results become available. The Charter School also uses the state assessment and teacher recommendation in order to monitor student progress and reclassification. A variety of assessments in all classes (core) will also assist in monitoring the progress of EL students and their individual needs. EL teachers will work directly with the Director of Guidance and Counseling and other school leaders to evaluate and improve services given to EL students.

Progress Monitoring

The Director of Guidance and Counseling or other later identified faculty, will monitor the progress of English learners, long term English learners (LTEls), and reclassified fluent English proficient (RFEP) on an ongoing basis and via various sources of data including annual CELDT assessment data, standardized assessments, Reading Plus data, report cards, progress reports, classroom performance, teacher evaluations, Response to Intervention, parental feedback, and if applicable, Individualized Education Plans. This information will assist the school in determining student progress as well as the school’s effectiveness servicing the needs of its EL population. Through quarterly data analysis, teachers identify ELs, LTEls, and FEPs who may be struggling to access grade level content. These students continue to receive individual and small group intervention and targeting tutoring support by the EL paraprofessional(s). Moreover, the Charter School continues to offer reading courses to students who meet the reclassification criteria but still require support with English. Students are also encouraged to participate in the afterschool program to continue receiving academic support beyond the school day. Teachers are regularly trained in Specifically Designed Academic Instruction in English (SDAIE) and are expected to incorporate these strategies in their lessons and other best practice strategies when working with EL students.

Gifted and Talented Students and Students Achieving Above Grade Level

The Charter School meets the academic needs of all its students, from those needing intervention to those needing accelerated studies. Students identified as gifted or talented will be progress monitored by the Director of Guidance and Counseling or another student services department member. High achieving students will be identified as those who are:

- Reading at least one or more years above grade level;
- Scoring in the advanced range on internally developed standards-based benchmark assessments;
- Achieving mastery in all core courses as evidenced by report card grade of “A”; and
- Scoring in the advanced range on corresponding state assessments.
The Charter School’s teachers will provide gifted students with opportunities for more advanced learning through advanced coursework such as honors or AP coursework (including the arts), curriculum enrichment, creative research projects, and portfolios. These students are provided with targeted classroom instruction and enrichment opportunities intended to meet their specific learning needs.

The Charter School’s small, individualized environment allows teachers to create learning activities that target the needs of all students. Through differentiation of instruction, teachers can create enriching lessons with additional learning activities for gifted and talented students, while meeting the needs of all learners in a given classroom. Teachers consistently analyze student data and performance to inform instruction in ensuring that all students are achieving and receiving the appropriate services within the context of curriculum delivery and instruction. Middle school students who are academically ready for high school coursework are provided opportunities for the same, such as Algebra. Given the small size of the school, the Charter School offers honors and advanced courses based on demand and will expand honors/AP the offerings as the school continues to grow. The Charter School will not offer honors or AP courses which have not been included in the Charter School’s UC Doorways UC/CSU approved course list.

Accelerated students are also provided enrichment opportunities outside of the core instructional program such as: additional exposure to visual and performing arts and entrepreneurial classes, exhibitions, and internships. For example, advanced students are pushed to express themselves creatively through musical and artistic performances in and out of the school. Leadership provides students a chance to engage in shared decision making, project oversight and overall school improvement. Students are also able to enroll in other programs for remediation, enrichment, or acceleration.

**Students Achieving Below Grade Level**

The school’s thematic program, which allows students to make real-world connections through engaging activities in the arts and entrepreneurial courses, encourages all students to be more engaged. This allows students, including those entering below grade level to benefit more from the core curriculum. The school will take steps to ensure that these students, in particular, are successful. For example, the school will determine the level of mastery in reading, writing, and mathematics for all students using baseline data and interim assessment data from the SBAC assessments. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services). Accordingly, services for academically low-achieving students begin with an assessment of student achievement data, including previous report cards, standardized test scores, teacher comments and information provided by the student’s parents. Standardized assessments indicate below grade level performance, low grades, and teacher feedback may lead to a Response to Intervention referral.
The Charter School will use the Response to Intervention (RtI) process to identify students achieving below grade level and to provide a multi-tiered system of supports for these students. The school will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness. The RtI implementation will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems. The RtI model will have four essential components: a school-wide, multi-level instructional and behavioral system for preventing school failure, screening, progress monitoring, and data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance to the law).  

Faculty comprise the RtI teams who will review (tier 1 meetings) the screening data and identify students in need of additional support through tier 2 intervention. For those students that meet benchmark standards from the administered assessments, they will continue to remain at tier 1 and be progress monitored until the next benchmark assessment. Those students not meeting benchmark standards will be identified and monitor to determine tier 2 status. The second tier involves instructional modifications and assessments that are developed for students who do not respond sufficiently to tier 1 strategies. At this stage, the process includes assessing students’ skills and evaluating the instructional environment, curriculum, and delivery of instruction. Specific interventions are designed and delivered as needed, often in small-group contexts, and students’ progress is measured frequently. Students not demonstrating progress in tier 2 interventions will be moved into tier 3 status and those interventions will be implemented. At tier 3, instruction and interventions are further individualized and students may be referred for evaluation of eligibility for special education. Throughout this process the school will identify barriers to learning and strategies to overcome such barriers.

Low-achieving students will also be targeted for small group tutoring as well as a variety of intervention and enrichment activities such:

- Before- and after- school tutoring and enrichment through partnership with Youth Policy Institute

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• After school teacher office hours for homework help and individualized tutoring
• Remedial classes to build basic skills
• Summer intensives in English language arts and mathematics
• English language development classes as needed
• Test preparation workshops

Socio-Economically Disadvantaged/Low Income Students

The Charter School will identify socioeconomically disadvantaged students based on students qualifying for the Federal Free and Reduced Lunch Program, a proxy for level of poverty.

In 2014, school records indicated that 98% of students at the Charter School qualified for the Federal Free and Reduced Lunch Program. The Charter School serves a community that faces particular challenges regarding poverty, employment, domestic violence, substance abuse and gangs. Serving a predominantly low-income student population, the school recognizes how these and other issues related to family income and the stigma of poverty may impact students’ self-esteem and their perception of what they can achieve academically.

When teachers make judgments about students based on their socioeconomic levels, they are hindering students from having an equal opportunity for academic achievement. Thus, the Charter School ensures that its faculty and staff are trained to be sensitive to not single out students as members of this subgroup, but rather view students as individuals. Accordingly the school identifies needs and monitors socioeconomic students using the same criteria for all other subgroups/students. Teachers, counselors and administrative staff work cooperatively in identifying any social, emotional, economic or academic needs of students and monitor their progress through data and assessment systems already in place at the school (as described in Element 2 and 3 herein). Through the RtI process, struggling students are identified, monitored, and appropriate support is provided.

The Charter School’s educational program is designed to meet the unique needs of socio-economically disadvantaged students by:

• Providing a small and safe learning environment where every student can receive individualized attention and support (e.g. teachers and staff know students by name, foster relationships, and offer support beyond the traditional school day);
• Enforcing a culture of high expectations for all, where every students is encouraged to take the most rigorous course they can, while struggling students are supported through interventions and tutoring initiatives;
• Relating content to students' prior knowledge and real world experiences, which has been proven to improve achievement for socioeconomically disadvantaged students; 31
• Using the arts and enterprise courses as a method of engaging students interest beyond the traditional classroom experience (see previous research provided in Arts Integration section);
• Providing support that students may not receive at home (e.g. tutoring, homework help and access to computer labs before and after school)
• Providing one to one college preparation support (counselors meet with every student to map out college plans);
• Providing peer group counseling service and clinical support through onsite school counselors with parent consultation and authorization;
• Facilitating fee waivers for college entrance exams;
• Funding and providing college tours of local universities;
• Ensuring that students’ basic needs are met so that they can be academically successful (e.g. providing additional meals such as breakfast, lunch, afterschool snack, supper);
• Providing a free school and physical education uniforms for every student;
• Partnering with community organization to provide onsite and offsite services to students and families.

The Charter School also believes it is critical to provide families with additional resources regarding the United States secondary and college educational system. To do this, the Charter School partners with the Parent Institute for Quality Education (PIQE) to provide a free 9-week course to parents each school year. The PIQE course teaches parents how to become advocates for their student’s education. Course topics include high school graduation requirements and college entrance requirements, financial aid, school governance structure, parent’s rights, A-G requirements, API, AYP, CAHSEE, and admission tests such as SAT and ACT.

**Students with Disabilities**

**Federal Law Compliance**

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

**Special Education Program**

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

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

**SELPA Reorganization**

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

LAAAE currently participates in LAUSD SELPA Option 2. For the 2015-16 school year, LAAAE plans to submit an application for LAUSD SELPA Option 3. If it does not qualify under this option, it will remain under LAUSD SELPA Option 2 and will execute the applicable memorandum of understanding.

**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.
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 schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s ("OIM") required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

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

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

  The usual file including District ID.

- **Norm day**

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

- **CBEDS (Including Charter Schools)**

  All Students enrolled as of December 1 of each school year

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

- **Dropout (Including Charter Schools)**

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

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

  Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD
The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

**Students in Other Subgroups**

Subgroups for which AYP data is calculated have been addressed in previous sections with the exception of Hispanic or Latino students. Since Hispanic or Latino accounts for over 96% of the students in the preceding five years, the same interventions and supports provided for the other subgroups, as addressed in previous sections (e.g., students achieving below grade level, socioeconomically-disadvantaged students, English learners, and students with disabilities) will be applicable to this subgroup. Should foster or homeless youth enroll at the Charter School, they will be provided appropriate support onsite and referred to additional offsite support, if necessary.

**ELEMENT 2: MEASURABLE PUPIL OUTCOMES
ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**

The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide 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**

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

A completed State Priorities table provided in Element 1 will meet this requirement and can be incorporated herein by reference.

**Measuring Pupil Outcomes: Summative Assessment Performance Targets**

**Performance Targets Aligned to State Priorities**

A completed State Priorities table provided in Element 1 will meet this requirement and can be incorporated herein by reference.

**Other Performance Targets**

A completed State Priorities table provided in Element 1 will meet this requirement and can be incorporated herein by reference.

**Measuring Pupil Progress Toward Outcomes: Formative Assessment**

**Standardized Testing**

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

**Standard and Required State Assessments include:**

- Standardized Assessments
- CELDT/ELPAC - Given to EL students every October for the annual assessment and within 20 days upon arrival for a first time U.S.A. EL student
- CAHSEE - Frequency is six times per academic school year: October, November, February, March, April, May
- SAT (grades 11 and 12 given every once a month)
- ACT (grades 11 and 12 once a month)
- PSAT (grades 10 and 11 in October)
- SBAC (annually in the Spring)
- SBAC Interim Comprehensive Assessments (throughout school year)
- SBAC Interim Block Assessments (throughout school year)
• EAP - Early Assessment Placement embedded in the 11th grade ELA State testing
• Fitnessgram

Students are expected to demonstrate adequate progress. Students not demonstrating adequate progress on standardized assessments will be provided interventions.

School-Based Assessments in courses will include:

- Standards-based assessments (SpringBoard, Reading Plus, Khan Academy, TIEAC)
- Weekly teacher-generated quizzes
- Teacher-generated and textbook-adopted assessments
- Quarterly and semester exams
- Portfolios and presentations (as needed)
- Class participation/presentations and rubrics
- Quarterly projects/investigations
- Teacher made performance-based assessments
- UDL Design Framework*

*Universal Design for Learning supports teachers’ efforts to meet the challenge of diversity by providing flexible assessment strategies that help teachers differentiate instruction to meet varied needs, especially for SPED and EL student populations. It does this by providing options for Instruction (Presenting information and content in different ways) and Assessment (Differentiating the ways that students can express what they know)

Standards-based assessments are embedded in the SpringBoard curriculum used in the instruction of ELA and math. This curriculum, aligned to Common Core State Standards, additionally provides class and individual diagnostics of student performance. Collectively, these tools allow teachers to assess students based on individual common core standards. The school has begun transitioning regularly incorporating Data Director, a centralized standards-based assessment program.

Student achievement in developing conceptual thinking, problem-solving skills, and content mastery is assessed using multiple measures. As a program focused on exposing to careers in arts and enterprise, LAAAE also uses formative assessments, which vary from teacher to teacher, when assessing student performance and progress (e.g. career portfolios, performance-based tasks, exhibitions and presentations, peer and self-assessments, audio/visual presentations, journals, research projects, reviews/case studies). These will also help determine whether students are meeting the expectations set forth by the school’s mission and vision.
Data Analysis and Reporting

LAAAE uses a variety of processes to collect, disaggregate, and analyze data. Baseline data for initial student placement is collected upon student registration using reports from previous school records (as applicable) and standardized test scores, or other performance-based criterion examinations, report card grades, attendance records, and behavioral records.

At the beginning of each school year and at least quarterly, the school administration will work collaboratively with faculty to generate meaningful reports on assessment data and identify areas of instructional weaknesses pinpointing thresholds of student progress. State standardized assessments will be used to determine mastery of content standards and make decisions regarding school-wide improvement; baseline data will be used for baseline and instructional purpose, program reporting, or as a measure for developing school improvement plans; Reading Plus and other classroom based assessments will be used as screening and progress monitoring tools to differentiate instruction; interim assessments will be used for ongoing progress-monitoring of students. In addition to required and mandated assessments, teacher-made and text-adopted classroom assessments will further determine mastery of content standards for earning specific class credit requirements.

All data will be disaggregated and used by teachers to inform instruction on student knowledge and skills relative to CCSS and applicable state academic content standards as follows:

1. Data reports from Data Director, CELDT, Reading Plus, and standardized assessments will be disaggregated and will be used to inform decisions about adjustments to the educational program. Different members of the leadership team will lead different data reports either in silo or in collaboration with other staff. These reports will be made available to teachers and kept teachers in classroom data binders to identify areas needing improvement while informing instruction to enhance curriculum delivery and teacher effectiveness. Academic updates, as they become available, are provided at every regularly scheduled board meeting for board review and consideration.

2. The school leadership team (currently comprised of the principal, assistant principal, director of athletics and school culture, director of compliance and operations, director of curriculum and instruction, and director of guidance and counseling) will meet regularly to: evaluate data and correlate to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students and their academic levels; identify professional development to enhance students’ achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
3. Based on the data analysis, the school leadership team and school faculty collaboratively develop an instructional focus calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Through the use of the calendars, student assessment data will drive-decisions for continuous improvement of the teaching and learning process. Department chairs and/or the school leadership team will communicate with teachers to determine the areas of students’ strengths and weaknesses as demonstrated by class work assignments and assessment results.

4. Each teacher will be trained and expected to use available data to determine the instructional focus lessons and differentiate instruction accordingly. Struggling students and students referred by teachers will be targeted for tutoring and other services as needed. Students at and above mastery level will be challenged through the use of additional hands-on investigations, projects and research assignments that will reinforce the mastery of benchmarks.

**Targeted Interventions**
Using real-time data from frequent assessment results, LAAAE will provide the necessary individual, classroom and/or school-wide intervention programs which include: requiring students to attend specific targeted tutoring during and after school; providing for supplemental intervention programs and support within the respective reading and math classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed).

The school will use data on an ongoing basis to inform instructional practices. Allowing for increased data will serve as a feedback system to guide teachers in lesson planning and individualizing instruction and to provide students with knowledge of their current levels of performance. These actions will enhance instructional interventions by closely monitoring activities and aligning results with effective instructional decision-making.

Teachers also meet at least biweekly for RtI. Teachers routinely evaluate existing intervention strategies for students who are not meeting expectations academically and socially. These intervention strategies are updated throughout the year.

**Sharing Data with Stakeholders**
LAAAE developed a process to ensure the data is being shared in a variety of ways, including but not limited to: staff professional development meetings, department meetings, IEP meetings, RtI meetings, parent meetings, back to school nights, progress reports, and the use of the school’s database PowerSchool. PowerSchool allows students and parents access to see notes from the teacher, student grades and attendance. Progress reports are issued to the students and parents at our back to school progress report nights. Progress report night provides a forum wherein students and families are able to meet with all teachers to discuss academic and behavioral concerns. Parents and students also
receive copies of students state assessment results and in parent meetings. The schools also host parental workshops wherein parents are taught how to read the data.

Teachers complete a progress report, quarter grades, and have continuous contact with parents via letter, phone calls and emails or through parent-teacher conferences prior to the final grade reports each semester.

The comprehensive assessment program is used to inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening. Assessment serves as a feedback to guide teachers in lesson planning and individualizing instruction. Additionally, it guides students in understanding full mastery of each respective standard and keeps parents informed about student progress through specific learning objectives.

*Specific English and Math Intervention Using Data*
Staff participates in a review of data including student standardized test scores to verify proficiency levels, grades and teacher recommendations to determine courses that best fit the needs the individual students. Students below the proficiency levels in English and math are provided with additional supports to achieve mastery, which addresses the school’s critical learner needs. These supports include taking additional remedial courses in reading and math, and having ongoing tutoring with their respective teachers and the after-school program. Additional detailed information is provided in preceding sections of the petition – ELA Intervention, Mathematics Intervention, Reading Intervention Courses, and Students Achieving Below Grade Level.

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

*Grading Policy*
Students will have regular examinations, performances, projects, papers, and other assignments that may be graded using a conventional letter-grade system. Letter grades ranging from an A to an F may be given for all courses. The current grades include: A (90-100); B (80-89); C (70-79); and F (0-69). Missing work may result in a grade of incomplete (I). Grades are maintained in PowerSchool or a comparable student information system. Teachers may determine the deadlines for submission of missing work, as well as, the consequences and final grades when students fail to complete missing work. Grade point averages may be weighted based on successful completion of advanced coursework. Middle school grades appear on middle school transcripts. High school grades and coursework completed for high school credit in the middle school appear on the high school transcript. Transferable coursework will also be reflected on student transcripts. Grade point averages may reflect distinctions for plus and minus grades. A valedictorian and a salutatorian may be recognized at the high school graduation.

Grade Point Averages (GPA) are calculated for any of the reasons listed below:
• Eligibility for high school graduation;
• Class rank;
• Eligibility to participate in interscholastic or extracurricular activities, such as California Interscholastic Federation or National Honor Society;
• Awards and recognition programs;
• Eligibility for the honor roll and/or membership in honor societies; and/or
• College admissions and scholarship competitions.

**Type and frequency of Progress Reporting**

Students must earn a minimum Grade Point Average (GPA) of 2.0 to graduate from high school in the State of California. This is also the minimum requirement for participation in sports and activities. We believe in academic rigor and achievement of potential, therefore, LAAAE enforces stronger site regulations designed to minimize disruption of the school environment and maximize the climate for learning.

Official progress reports are distributed at parent conferences according to the following schedule:

- Quarter 1 Progress Report (September)
- Quarter 2 Progress Report (November)
- Quarter 3 Progress Report (February)
- Quarter 4 Progress Report (April)

Report cards are issued at the end of every quarter. Understanding progress reports and report cards may be key in making sure students are on track to graduate. Because progress reports happen at the halfway mark in the reporting period, this allows students and their families to make necessary study preparations following the progress report to ensure academic success.

Interim assessment results, daily student work, and final exams are used to determine student performance. The school also hosts parent conferences, open house meetings, parental workshops, and coordinates other appropriate methods of communication with parents/guardians regarding student progress. Parents of students performing below/far below proficient performance are requested to participate in a scheduled parent conference to discuss the parents’ and the teachers’ plan to improve their child’s performance. Faculty regularly meet to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

**Promotion/retention Policy and Procedures**

The school will use data (state and district requirements, report cards, testing scores, and past performance) as factors for placement in the appropriate courses to best suit each child. Depending on individual student assessment results, some students may be
required to enroll in remediation courses for mathematics and reading, which will take the place of electives.

LAAAE does not endorse social promotion. The school has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. The middle school promotion policy adopted by the Charter School governing board is excerpted below.

Students shall progress through grade levels by demonstrating growth in learning and meeting standards of expected student achievement.

As early as possible in the school year in students’ school careers, the principal or designee shall identify students who may be at risk of retention in accordance with law, Charter School board policy, and the following criteria:

- Teachers’ grades in courses. *Middle school students must successfully complete at least half of their courses to be promoted to the next grade.*
- State-wide achievement test scores (e.g. California Standards tests).
- Other performance-based assessments as designated by the school principal.
- In the case of English Language Learners, student progress towards proficiency in the use of the English Language.

When a student in grades 6-8 is retained or recommended for retention, the principal or designee shall offer programs of direct, systematic and intensive supplemental instruction in accordance with Education Code 37252.2 to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, and summer school programs.

When a student is identified as being at risk of retention or recommended for retention, the principal or designee shall so notify the student’s parent or guardian in writing as early in the school year as practical. The student’s parent/guardian shall be provided with an opportunity to consult the teachers responsible for the decision to promote or retain the student. (Education Code 48070.5)

The principal/designee shall also provide a copy of the school’s promotion/retention guidelines to those parents/guardians who have been notified that his/her child is eligible for retention.

Before retaining a student, the principal or designee shall determine that:

- The student has not met standards of expected student achievement.
• Remedial help has been provided consistently but has not sufficiently prepared the student for advancement.

• Appropriate support targeted to the student’s needs and maturity will be provided in addition to retention.

To repeal a retention decision, the appealing party shall submit a written request to the principal specifying the reasons that the decision should be overruled. The request shall be placed on the subsequent Board of Director’s agenda and shall be resolved within 60 days.
ELEMENT 4: GOVERNANCE

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

**General Provisions**

As an independent charter school, LAAAE, 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 LAAAE.

LAAAE shall comply with the Brown Act and the Public Records Act.

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

LAAAE 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 LAAAE amends the bylaws, LAAAE shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

LAAAE 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. LAAAE shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on the school website will satisfy this requirement.

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

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

LAAAE 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. LAAAE shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.
LAAAE 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.

LAAAE 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 LAAAE, that LAAAE 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.

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

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

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

Legal and Policy Compliance

LAAAE 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.

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

Responding to Inquiries

LAAAE, 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. LAAAE, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. LAAAE shall provide the District with current and accurate contact information for the school, school administrators, and Board members.
If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to charter school operations, or breach of charter, is received or discovered by the District, LAAAE shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**Notification of the District**

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

**Student Records**

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

**Governance Structure**

The Charter School governing board will determine the academic direction and oversees the operation of the Charter School. The Charter School governing board will hire and oversee the Charter School principal. The principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the Charter School within the scope of the Charter School governing board’s operating policy and in compliance with district, state, and federal guidelines. The Charter School's onsite leadership team will ensure the operations of the Charter School (e.g. resources, courses, and policies) are in accordance with the mission and vision of the Charter School. The principal, as the instructional leader, will make all Charter School-based decisions, establishing and implementing procedures for the day-to-day operations of the Charter School. The principal will hire, oversee, and evaluate faculty and staff. The faculty and staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community. The Charter School’s faculty and staff will report directly to the principal, who reports to the Charter School’s governing board.
The following is the organizational chart for the Charter School:

The Charter School’s governing board is the ultimate policy-making body for the Charter School, and will have the responsibility for the affairs and management of the Charter School. The Charter School’s governing board will provide continuing oversight of the Charter School’s operations, including a responsibility to effectively and properly manage public funds.
**Roles and Responsibilities**

The Charter School’s governing board will have a legal and fiduciary responsibility of the Charter School. The Charter School’s governing board will be responsible for providing fiscal accountability by approving and monitoring the budget. The Charter School’s governing board will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, fundraising, and overseeing that Charter School resources are managed effectively. This goal will be accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary, dismissing the principal.

Board candidates meet with the principal and with the board’s executive committee (chair, secretary and treasurer) to become acquainted with the Charter School’s educational program, mission, vision, finances, fundraising goals, and board member expectations. Candidates vetted by the executive committee are then presented to the full Charter School’s governing board for election. Currently, the Charter School governing board member responsibilities and expectations are outlined in the following that include but are not limited to:

**Strategic Planning**
- Approve Charter School’s mission and review the principal’s performance in fulfilling the Charter School’s mission;
- Assess the environment and approve the Charter School’s strategy in relation to it;
- Review and approve the Charter School’s plans for funding its strategy;
- Review and approve the Charter School’s five-year financial goals;
- Annually review and approve the Charter School’s budget; and
- Approve major policies.

**Leadership and Organization**
- Participate in the Charter School’s fundraising activities;
- Ensure that the status of the Charter School’s strength and workforce planning is equal to the requirements of the long range goals;
- Approve appropriate compensation, benefit policies, and practices;
- Conduct the performance review of the principal and establish his/her compensation based on recommendations of the executive committee;
- Suggest possible nominees to the Charter School’s governing board who can make significant contributions to the work of the board and the organization;
- Determine eligibility for and appoint Charter School governing board committees in response to recommendations of the executive/nominating Committee; and
- Review the performance of the Charter School governing board and take steps to improve its performance.

**Operations**
• Review the results achieved by the Charter School as compared with the mission, annual and long range goals, and the performance of similar charter schools;
• Ensure that the financial structure of the Charter School is adequate for its current needs and its long-range strategy;
• Provide candid and constructive criticism, advice, and comments; and
• Approve major actions of school administration on behalf of the Charter School, such as capital expenditures and major program and service changes.

Communication
• Be informed about the Charter School’s mission, policies, and programs;
• Inform others about the Charter School; and
• Keep up-to-date on developments in the charter school environment.

Meetings
• Attend Charter School governing board and committee meetings and functions, such as special events. Per the Charter School governing board bylaws, a director may be removed from the Charter School governing board if s/he misses without reasonable excuse or justification for three successive Charter School governing board or committee meetings; and
• Review agenda and supporting materials prior to board and committee meetings.

Audit
• Be assured that published reports accurately reflect the operating results and financial condition of the Charter School.;
• Follow applicable policies; and
• Review compliance with relevant material laws affecting the Charter School.

Evaluation and Monitoring Procedures
The Charter School’s governing board carries out several evaluation and monitoring procedures throughout the school year. Most noticeably, the Charter School’s governing board solicits stakeholder feedback at each Charter School’s governing board meeting and retreat. The Charter School’s governing board has also requested a fixed agenda item at every board meeting titled principal’s update. This agenda item includes a review of both academic progress, which includes applicable academic data as may be available, and school enrollment figures. To ensure adequate fiscal oversight, the Charter School’s governing board has also requested a review of financial reports at every regularly scheduled Charter School’s governing board meeting.

To promote graduation rate, the Charter School’s governing board chair personally meets with senior students in danger of not graduating. Other attendees at this meeting may include the principal, assistant principal, director of guidance and counseling, director of...
athletics and school culture, and the student’s parent(s) and/or family. Through a collaborative effort, a strategic plan is identified which will lead to graduation. To encourage postsecondary enrollment, the Charter School’s governing board chair also meets with and motivates students who are on track to graduate.

At the end of the academic school year, stakeholders complete a climate survey wherein they answer questions about the Charter School’s culture, the effectiveness of their teachers, and provide constructive feedback about what they think is working and what is not. Data from this survey is then used to drive discussions and workshops at the next retreat.

In addition, the Charter School’s governing board certifies compliance to LAUSD’s yearly oversight visit. Each year, the school is evaluated by LAUSD for compliance with the charter petition, regulations, and laws and rules. The Charter School’s governing board oversees this process and certifies compliance. LAUSD also provides feedback review on their oversight visits.

**Governing Board Composition and Member Selection**

The members of the Charter School’s governing board is typically comprised of community members who possess the expertise in areas of business, arts and entertainment, finance, school management and governance. These professionals will be responsible for establishing policies consistent with the Charter School’s mission and ensuring that the educational programs and Charter School operations are in compliance with all statutory and regulatory requirements.

The following is a list of the Charter School’s governing board members and a brief description of their backgrounds, skills, and experience highlighting their contribution in servicing as a Charter School governing board member.

**Moctesuma Esparza**

Moctesuma Esparza, an award-winning filmmaker, producer, entertainment executive and entrepreneur, is well known for his contributions to the movie industry and commitment to creating opportunities for Latinos in entertainment. As a partner in the highly successful Esparza-Katz Productions with Robert Katz, he has worked with stars such as Robert Redford, Jennifer Lopez, Andy Garcia, Jimmy Smits, Martin Sheen, Robert Duvall and Halle Berry. Esparza most recently founded Maya Entertainment, a vertically integrated production, acquisition and distribution company. It is the only Latino owned and managed production/distribution/exhibition entity in the United States, dedicated to the growing U.S. Latino market. Born and raised in Los Angeles, Esparza received a B.A. and MFA in Theatre Arts, Motion Pictures and Television, from UCLA and from the onset of his career dedicated himself to empowering and transforming the images of Latinos in Hollywood.
Mr. Esparza has received numerous awards and honors including being named one of the 50 “Most Powerful and Influential Latinos” of 2008 by The Imagen Foundation, recipient of the 2013 EY Entrepreneur of the Year Award, an Academy Award nomination, a Golden Globe nomination, an Emmy award, a Clio award, Alma Award and a Cine Golden Eagle award.

**Tonantzin Esparza**

Tonantzin Esparza is an accomplished producer, actress, distribution consultant, and currently Founder and Managing Partner of JoyLab Media – a Los Angeles based production and distribution company. Previously, she served as V.P. of Acquisitions, at Maya Entertainment, a Los Angeles based film production and distribution company focusing on independent films. She was responsible for all content acquisitions, strategic planning, and brand stewardship for the international and U.S. divisions, acquiring and packaging content for theatrical, television, home entertainment and digital. Additionally, she helped launch the international sales division, including strategy, recruiting key talent and co-production opportunities.

Tonantzin is a Screen Actors Guild and Producers Guild member and was born and raised in Los Angeles. She earned her B.A **summa cum laude** in Theater at the UCLA School of Theater, Film and Television with a double major in Chicana/o Studies. Tonantzin is completed her M.A. at New York University with a focus on Entrepreneurship, Media and Business at the Leonard N. Stern School of Business.

**Hector Orcí**

In 1986, Hector. Orcí founded La Agencia de Orcí & Asociados—a 100% independent, Latino-owned and managed communications agency. Mr. Orcí is highly respected and has been recognized as a leader by members of the industry, clients and the community. He serves on the boards of the American Advertising Federation, the Association of Hispanic Advertising Agencies and the New America Alliance.

**Norma Orcí**

In 1986, Norma Orcí founded La Agencia de Orcí & Asociados—a 100% independent, Latino-owned and managed communications agency. Ms. Orcí is a frequent speaker at colleges and universities around the country and has served on the boards of the Mexican American Legal Defense Fund, New America Alliance, and other community organizations.

**Otto Pádron**

Otto is President and COO of Meruelo Media Holding. Before joining the Meruelo Media team, Otto was Senior Vice President for Univision Television Network, the leading Spanish language Network in the US. Otto is the only executive to successfully have headed programming for both major US Spanish language networks, Univision and Telemundo. His unique media background brings a rich perspective and matchless insight of the Hispanic viewer profile, content and cultural preferences to any project. As a shaping member of these powerhouse brands, Otto skillfully blended solution-based ideas
with a value-oriented management style driven by bottom-line results. During his 20+ year tenure programming these competitive networks, Otto developed a keen understanding of relevant entertainment formats and has established a reputation for delivering winning results through production excellence and flawless execution.

Otto is a Lieutenant Colonel with over 30 years of service in the US Army. He’s an Infantry officer having served in some of the most demanding units in the Army from the 1st Ranger Battalion to 20th Special Forces Group Airborne. LTC Padron has been featured in the “US Army Strong” campaign and in national print publications as one of America’s top Hispanic leaders. He holds an advanced degree in Military Strategic Studies from the US Army Command and General Staff College, Ft. Leavenworth, Kansas. Additionally, Otto is a decorated and tested leader with multiple combat tours in Iraq. Otto is also a Commissioner at the City of Los Angeles Convention Center. He holds a double Bachelor of Science in Broadcast Communications and Economics from the University of Miami, Coral Gables and an MBA from Florida International University’s Chapman School of Business.

Eduardo Prado
Eduardo Prado is the Founder, President and Chief Executive Officer of Fairbridge Capital Partners. Mr. Prado has over 20 years of experience within financial services/brokerage industry. Prior to the formation of Fairbridge Capital he founded and self-funded Finacorp Securities in 1994 to offer fixed-income products to small and mid-size institutions. At the time, he became the youngest member/owner broker dealer to be granted licensing in NASD District 2. In 1998, he created an online trading platform for bonds that formed the foundation for Tradebonds.com. He has since been at the forefront of creating technologies for the bond market and has expanded this technology internationally. Prior to founding Finacorp Securities, Mr. Prado worked as a principal at U.S. Central Securities as well as at Commerce Bank, where he built the bank’s safekeeping system handling over a billion dollars’ worth of money market securities. Mr. Prado’s experience as a bond trader on both the buy and sell side has provided insight and guidance for the formation of Tradebonds and the various internal systems used at Finacorp. He has been a noted speaker at several international and domestic industry conferences on the topic of electronic trading systems and fixed income trading.

Mr. Prado is a graduate of the University of Southern California where he earned a B.S. in Finance. He is also involved in leadership roles with the following organizations/charities: Loyala High School (Los Angeles) and The Special Olympics. He holds security licenses Series 7, Series 24, Series 27, Series 63 and Series 79.

Policies to Ensure the School’s Vision, Mission, and School-Wide Learner Outcomes

Grade Retention
In the summer of 2013, retention board policies were adopted that stipulate academic requirements for promotion to the next grade level. Prior to this, no such policy existed at the school. Not only has this been instrumental to increasing student success, it has also
positively contributed to changing the school culture to one that encourages rigor, achievement, and sets high expectations. At the beginning of the second semester of this policy’s implementation, over 50% of the middle school was forecasted to be retained. Yet, only 10 students did not meet promotion requirements by the end of the second semester. Of those 10 students, many were retained largely for failure to attend school. High school students are now also more motivated to pass their classes as they cannot progress in class standing without requisite earned credits.

**Academic Grades** - In the summer of 2014, to further increase academic expectations, the board adopted a policy to eliminate the “D” grade. Aligning with public postsecondary admission requirements, students must now earn at least a “C” to receive credit for a course. The effects were materialized almost immediately. In the first quarter of the 2014-2015 school year, 45% of the student body earned an honor roll compared to the previous year’s first quarter.

**Nutrition** – Effective in the 2012-2013 school year and continuing into the 2013-2014 school year, the board approved a breakfast-in-the-classroom program. The purpose behind this program is to ensure that the academic performance of the student body is not being impeded by their nutritional needs. Students frequently complained that they were not getting breakfast at home before they came to school and were not eating school lunch until noon or later. Since implementing the breakfast program, students report an improvement in their mood, participation, ability to focus, and motivation to be on time for school so they do not miss out on the morning meal.

**Uniform Policy** - Students are required to wear black (or dark) pants/shorts, and a polo in the school colors (blue, grey or white) with the school’s logo embroidered on the chest. The uniform colors are not gang-color related and thus minimize gang interference when students are traveling to and from school since local gangs target individuals based on the colors and items of clothing they wear. The uniform requirement also minimizes clothing-related bullying from their peers, reduces parent stress over buying different clothing for their child to wear to school each day, and contributes positively to the school culture by uniting students and giving them pride and identity.

**Criteria and Process for Selecting Governing Board Members**

**Board Selection**
All powers of the corporation shall be exercised by and under the authority of the Charter School’s governing board. The property, business, and affairs of the corporation shall be managed under the Charter School governing board’s direction. The Charter School’s governing board is the ultimate policy-making body for the Charter School, and will have the responsibility for the affairs and management of the Charter School. The guidelines and policies about the selection, composition, and duties of the Charter School’s governing board are set out in the Charter School’s charter petition and bylaws.
The Charter School governing board’s Bylaws clearly specify the selection, removal procedures, and term limits of the Charter School’s governing board members, and is summarized as follows:

The authorized number of directors shall be not less than three individuals, nor more than thirty-five. The exact number of directors, the individuals to serve as directors, and their terms of office will be determined from time to time by the Charter School’s governing board. No reduction of the authorized number of directors shall have the effect of shortening the term of any incumbent director.

Directors shall be elected at a duly organized meeting of the Charter School’s governing board. Newly created directorships resulting from an increase in the number of directors comprising the Charter School’s governing board and all vacancies occurring on the Charter School’s governing board for any reason shall be filled by the majority of the members in office at a duly organized meeting of the Charter School’s governing board. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will qualify upon majority vote, agreement to support the founding organization’s vision, and upon any other qualifications determined by the board.

Any director may be removed from office without cause by a vote of two thirds of the board of directors then in office. Any director may be removed at the discretion of the board from office at the end of a calendar year for missing, without reasonable excuse or justification three successive Charter School governing board or committee meetings or half or more meetings of the Charter School governing board or any committee of Charter School governing board on which the director serves.

**Governance Procedures and Operations**

*Board Meetings*

The Charter School governing board will hold regular meetings in July, October, December, January, March and May. The Charter School governing board will hold special meetings as needed, and will give proper notice per the Brown Act for both regular and special meetings. The timeline and annual calendar are determined in accordance to the bylaws approved by the Charter School’s governing board.

Charter school governing board meeting dates and agenda will be posted in the Charter School’s main office and on the Charter School’s website calendar at least 72 hours in advance, in accordance with the Brown Act. The Charter school’s governing board encourages parents, all student-elected officials, and faculty representative be present at every Charter School governing board meeting to ensure active stakeholder engagement in Charter School governance. During these meetings the Charter School governing board chair actively supports participants to verbalize their concerns, as well as participate in developing and refining existing and new programs to meet state priorities.
The Charter School’s governing board actions will be memorialized in meeting minutes, which shall be duly approved by the Charter School’s governing board at a subsequent meeting. The minutes will be taken by a person so assigned by the Charter School’s governing board. Meeting minutes will be signed by the Charter School’s governing board secretary and maintained in the Charter School’s main office.

**Board’s Decision-Making Procedures**

A quorum will consist of a simple majority of Charter School’s governing board. Every act or decision done or made by a majority of the Charter School’s governing board present at a meeting duly held at which a quorum is present shall be regarded as the act of the Charter’s School’s governing board, unless a greater number be required by the Articles of Incorporation or the provisions of the California Nonprofit Public Benefit Law, especially those provisions relating to (a) approval of contracts or transactions, (b) appointment of committees, and (c) indemnification of directors.

A majority of the Charter School’s governing board present, whether or not a quorum is present, may adjourn any meeting of the Charter School’s governing board to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place is fixed at the meeting adjourned.

The Charter School’s governing board may participate in a meeting through use of conference telephone, electronic video screen, electronic transmission or similar communication equipment, so long as all the procedures required by the Brown Act regarding teleconference meetings are followed.

**Stakeholder Involvement**

*Parents and Staff in Governance*

One of the primary predictors of student success is stakeholder involvement. Parents of the Charter School students are encouraged to participate in the educational process of their child(ren). Parents can participate in school governance through representation on the Charter School’s governing board. As required by the Brown Act, Charter School governing board meeting agendas are posted prior to Charter School governing board meetings. Parents are also notified through an automated call whenever a Charter School governing board meeting is scheduled to occur. Moreover, the Charter School’s governing board requests that a parent, student, and faculty representatives be present at every Charter School governing board meeting to ensure that each group is actively involved and represented in governance. During Charter School governing board meetings, stakeholders are given a voice and encouraged to verbalize their concerns, as well as participate in developing and refining existing and new policies and programs.

Parents can participate in Charter School governance, as well as, support student’s educational development. The Charter School has developed a Parent Teacher Organization (PTO). In addition to issues regarding parent/teacher/student relations, the
PTO will develop family events, support groups, and interest groups. Teachers from both the middle and high Charter School grade spans, in addition to the principal, serve as Charter School liaisons to the PTO.

The Charter School has developed a collaboration with the Parent Institute for Quality Education (PIQE) to offer afterschool sessions where parents learn ways to assist with the development of their child. PIQE is an organization that has developed a program that teaches parents how to:

- Establish and maintain a supportive home learning environment.
- Communicate and collaborate with teachers, counselors, and principals.
- Navigate the school system and access its resources.
- Encourage college attendance and graduation.
- Identify and avoid obstacles to academic success.
- Support their child’s emotional and social development.

According to the PIQE website, the PIQE program has been very successful throughout California, helping over 475,000 parents become more involved in their children’s education. The Charter School coordinates sessions for parents conducted by PIQE professionals who are familiar with parent involvement strategies for low-income and immigrant families.

As the Charter School continues to sponsor parent education classes through the Parent Institute for Quality Education (PIQE), the school anticipates that more parents will use their growing understanding of the public educational system to take a more active role in their student’s school, and will participate in PTO decision-making and activities.

**Stakeholders Consulted on Educational Program**

The Charter School consults on a regular basis with stakeholders regarding the Charter School’s educational program. Parents and students will receive course lists at parent meetings, during scheduling for each semester, and at the beginning of each school year. Course lists will be available to parents and students throughout the school year.

The Charter School has engaged with Charter School stakeholders through a number of meetings, retreats, and events. During these activities, ongoing analysis of data and student achievement guided the direction of the Charter School’s LCAP. Accordingly, the stakeholder involvement plan meets LCFF stakeholder involvement requirements and guidelines.

The multiple opportunities for involvement and collaboration of parents, community partners, students, faculty, and school staff have successfully and actively engaged in the development of the Charter School’s LCAP through the following methods:
- **Biannual stakeholder retreat** - continuing in the established retreat tradition, the Charter School’s governing board sponsored two retreats which were held on September 6-7, 2013 and January 24-25, 2014. Each of the retreats were attended by more than 400 Charter School stakeholders, including the Charter School governing board, administrative leadership, faculty, staff, the entire student body, and parents. The retreat is a reflective process where all participants study academic data and develop action plans inclusive of the eight state priorities as defined by the Local Control Funding Formula (LCFF). Priority setting includes but is not limited to refining academic content and performance standards, course access and enrollment, pupil achievement, parental involvement, pupil engagement, and school climate. As was done in the September retreat, the mid-year retreat included a mechanism to include all students. Specifically, there was a special master schedule on Friday, January 24. All students were randomly placed in groups which would travel together to attend onsite teacher developed workshops. School-wide learner outcomes and academic standards were reviewed and clarified at both biannual retreats. Graduation, as well as promotion/retention plans were thoroughly considered and reviewed. The multiple opportunities for involvement and collaboration have successfully yielded an increase in student achievement. The ongoing analysis of data and student achievement continue to guide the direction of the curriculum and course offerings. Through this collaboration and analysis, the Charter School continuously evaluates the entire Charter School program to ensure that high expectations which are aligned to the school-wide learner outcomes are maintained as well as an infrastructure which enables the same.

- **Coffee with the principal** - coffee with the principal is a monthly meeting that provides parents with information about governance and school operations issues, and calls for feedback, volunteers, and suggestions about how certain aspects of school priorities should be developed, evaluated, and refined.

- **Annual climate survey** - The entire student body, faculty and staff, in addition to any parents who wish to participate, complete a school climate survey at the end of each school year. This survey allows the Charter School stakeholders to freely and anonymously rate their teachers and voice their concerns and provide feedback about all aspects of the school. The results are provided to faculty to assist them in identifying perceived areas of growth, in addition to provide opportunities to improve their craft.

- **Parent teacher organization** - the parent teacher organization is dedicated to the belief that collaboration between parents and teachers is a crucial aspect of student success. The Charter School’s families are encouraged to attend meetings in order to share ideas and develop plans that will help students meet their full
potential. The purpose of the Charter School’s parent teacher organization is to enhance and maximize the educational experience of every child enrolled in the Charter School by:

- Promoting open communication and understanding between parents and staff;
- Sponsoring assistance to teachers in classroom settings;
- Holding fundraisers for supplemental educational materials and experiences;
- Supporting Charter School and family social interaction and;
- Providing a non-biased forum for sharing information on issues that impact students.

Membership is open to any parent or guardian of children currently attending the Charter School, and any current Charter School teachers and administrators. Regular meetings are held pursuant to the bylaws.

Nominations for the parent representative to the Charter School’s governing board shall be pursued, first, by sending a survey to all parents requesting parents to volunteer to stand for election. In the absence of volunteers for any specific position, a nominating committee will be formed to nominate a candidate.

**Partnerships with the Extended Community**

To help provide a wide range of services and educational offerings more economically and efficiently, the Charter School has entered into partnerships with several educational organizations, which expand the breadth of our work. The following list details the names of current and proposed organizations with which the Charter School collaborates with and the range of services that each organization offers:

**About Face Cadet Program** (AFCC) provides behavioral intervention programs to students.

**Amgen Biotech Experience** provides teacher professional development and temporarily loans professional-grade-laboratory equipment and sets for advanced laboratory activities.

**Aquarium of the Pacific** provides faculty professional development and discounted admission for school stakeholders.

**Aztecs Rising (through Gang Reduction and Youth Development [GRYD])** provides gang prevention and gang intervention programs to students.
California State University, Dominguez Hills (through Young Scholar Program) provides an opportunity to earn college credits to high school students.

Casa de la Familia provides counseling services and resources to students and parents.

Concordia University Irvine provides Teen Entrepreneurs Academy scholarships to students.

Covered California provides workshops on healthcare options to families.

Didi Hirsch (through Los Angeles County Department of Mental Health) provides a variety of mental health services to students and their families.

Fashion Institute for Fashion Merchandising (FIDM) sponsors the school’s Fashion Club and provides onsite fashion related and higher education presentations to students.

Finacorp Securities, Inc. provides guest speakers and workshops in finance and investing to students.

Gay Men’s Chorus Los Angeles (GMCLA) provides onsite antibullying workshops and funds field trips for students to attend community events.

Heart of Los Angeles (HOLA) offers onsite afterschool arts and academic enrichment programs to students.

Kaiser Permante Educational Theatre provides onsite presentations on healthy lifestyles and behaviors to students.

La Agencia de Orcí provides guest speakers and workshops in advertising and marketing to students.

Lafayette Park provides facilities for physical education programs and Charter School assemblies.

Los Angeles Theater Center (LATC) provides facilities for assemblies and retreats as well as free or discounted performance tickets to students and staff.

MacArthur Park Neighborhood Council provides monthly opportunities to collaborate with community leaders to improve the quality of life for students and their families.

Meruelo Media provides guest speakers and workshops in multimedia to students.

National Foundation for Teaching Entrepreneurship provides ongoing professional development to faculty and business related activities field trip opportunities to students.
Operation HOPE offers a financial education curriculum to students.

Parent Institute for Quality Education provides workshops to parents.

Public Counsel provides guest speakers who pro bono legal advice to parents.

Rampart Division Community Police Advisory Board (CPAB) provides monthly opportunities with law enforcement to share community policing information.

Rampart Division Los Angeles Police Department provides community activities such as the Cadet Program and Juvenile Intervention and Prevention Program (JIPP) to students.

Regis House Community Center provides volunteer opportunities to students.

Search to Involve Pilipino Americans (SIPA) provides counseling services and group therapy to students.

Sierra Club’s Inspiring Connections Outdoors funds student field trips for hiking, rafting, and other outdoor activities.

Sunrise Community Counseling Center provides counseling services and resources to students and their families.

Teach for America (TFA) provides professional development, instructional materials, and resources to its corps members.

University of Southern California Interaxon provides onsite guest speakers and workshops in neuroscience topics to students as well as provide field trip opportunities to Brain Camp.

Youth Policy Institute (YPI) provides onsite after school enrichment, intervention, and recreational activities. Through a federal grant collaborative pursuit, YPI is also providing an onsite school social worker as well as a full service community schools manager effective January 2015.

LAAAE continues to seek the partnership of other organizations as our school’s enrollment, curriculum, and the services that we provide expand.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Equal Employment Opportunity

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

ESEA/NCLB and Credentialing Requirements

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

Employee Positions and Qualifications

The professionals at the Charter School share the educational philosophy of the Charter School and are committed to the education of all children. All personnel are committed to the mission and vision of the Charter School. Employees’ job descriptions, titles, and work schedules are reviewed and modified as necessary to meet the needs of the Charter School and its students.

The following is a list of all Charter School employee classes/positions, including administrators, certificated staff, instructional support staff, and classified staff with job descriptions along with minimum and desirable qualifications:
PRINCIPAL

Serves as the instructional leader, chief fiscal officer, and the chief administrator the Charter School and is responsible for the direction of the instructional program, staff performance, and the operation of the school plant. Duties and Responsibilities include, but are not limited to:

JOB DESCRIPTION

Faculty and Instructional Program

- Develop and manage an articulated academic program;
- Recruit highly qualified teachers;
- Mentor and develop teachers to become leaders in their classroom and the Charter School;
- Observe and evaluate faculty on a regular basis;
- Review instructional documents and provide feedback to teachers;
- Design and review progress towards professional growth plan goals with teachers and
- In collaboration with others, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

Students

- Ensure academic program meets compliance regulations around credit and course requirement;
- Develop and implement an ongoing process for assessing students’ needs (including delivery of internal and external benchmarks);
- Implement student recruitment plan;
- Coordinate standardized and internal testing and evaluation of students;
- Design and implement a data-driven system to monitor and assess student achievement.
- Develop and implement a student incentive policy; and
- Manage student enrollment, attendance, and discipline policies and procedures.

Community & Communications

- Articulate the desired Charter School culture and provide evidence of success;
- Represent the Charter School at meetings/forums;
- Facilitate parent and family relations;
- Manage relationships with external educational partners;
- Develop and maintain relationships between parents, students, teachers, classified staff, community members, Charter School’s governing board, and all other stakeholders;
- Schedule and coordinate meetings, Charter School events, and workshops for Charter
School constituencies;

- Demonstrate an effective management skills, including collaboration, teamwork and delegation; and
- Submit regular reports to the Charter School’s governing board on the progress of the school.

School Operations

- Collaborate with the leadership team to synthesize the Charter School’s vision, goals, and objectives into an annual operational plan;
- Implement policies adopted by the Charter School’s governing board;
- Develop and manage the instructional calendar;
- Organize professional development programs;
- Collaborate with the leadership team to coordinate support services, such as: transportation, food services, counseling, and compliance reporting;
- Manage the faculty and staff to achieve a successful academic program and achievement of educational goals;
- Provide instructional leadership to faculty;
- Develop and implement the curriculum in adherence to the charter; and
- Implement and model the professional standards of the Charter School.

QUALIFICATIONS

Education

- An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university.
- Coursework in multicultural education or equivalent study.
- Coursework in culture, language, and methodology or equivalent study.

Credentials

- A California K-12 teaching credential and an Administrative Services Credential authorizing K-12 service.

Experience

At least five school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in K-12 teaching service.

In addition to or concurrent with the five years required above:
- At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12, inclusive.

- At least one year of service in an administrative or supervisory position utilizing an administrative credential, such as assistant principal or equivalent position.

Knowledge, Skills, Abilities, and Personal Characteristics

- Knowledge of current instructional programs and curriculum;
- Ability to lead, direct, and supervise teachers and staff, including sensitivity to what is appropriate in dealing with students, teachers, administrators, and the public;
- Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
- Ability to recognize, use, and credit ideas of others;
- Recognition that differences in backgrounds present an educational challenge toward the improvement of working relationships;
- Evidence of educational leadership at the secondary level, including the ability to: promote and provide opportunities for recognition, development, and leadership among students and colleagues; and work cooperatively with students, families, Charter school personnel, and community partners;
- Professional growth appropriate for educational administration at the secondary level; awareness of and ability to recognize the effect of proposed or new local or state requirements on secondary educational offerings; alertness in the perception of policy and information needs;
- Understanding of and sensitivity to diversity in the school community and knowledge of resources and instructional materials related to diversity;
- Knowledge of effective administrative and managerial practices and ability to implement them;
- Leadership skill in facilitating group processes, including consensus building and conflict resolution;
- Ability to communicate effectively with students, parents, peers, other personnel, and community representatives, both individually and as a group;
- Ability to direct the management activities associated with the positions of middle school principal and senior high school principal;
- Knowledge of Charter School governing board policies and procedures, goals and objectives, organizational structure and functions, the California Education Code, Charter School governing board rules, negotiated contracts, and consent decrees;
- Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment;
- Ability to compose and comprehend written communication;
- Knowledge of and skill in budget preparation and control;
- Ability to observe and evaluate subordinates’ activities;
• Mobility to traverse all areas of the work site; and
• Ability to travel to other sites/locations.

ASSISTANT PRINCIPAL

The assistant principal will assist the principal in overseeing the development and day-to-day operations of the academic programs and school operations according to the specified goals of the charter petition. Duties and Responsibilities include, but are not limited to:

JOB DESCRIPTION

Provides educational leadership by:

• Assisting in formulating, interpreting, and implementing the school’s administrative policies;
• Supervising instruction and activities;
• Developing and improving instructional programs and student services, plan management, staff development, and community affairs; and
• Performs other functions as necessary.

QUALIFICATIONS

Education

• An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university.
• Coursework in multicultural education or equivalent study.
• Coursework in culture, language, and methodology or equivalent study.

Credentials

• A California K-12 teaching credential and an Administrative Services Credential authorizing K-12 service.

Experience

• At least four school years of successful full-time public school certificated position(s), with no fewer than three years of which must have been in teaching service.
• At least two school years of service in a certificated position(s) directly related to a secondary instructional program covering grades 6 through 12, inclusive.
• At least one year of verifiable experience in a non-classroom setting is preferred.

Knowledge, Skills, Abilities, and Personal Characteristics
• Leadership in the field of education and in securing community cooperation;
• Capacity to lead, direct, and supervise fellow workers in education on a democratic basis;
• Understanding of, and sensitivity to the needs of the various cultural and ethnic groups in the school community;
• Ability to direct the management activities associated with the position of principal or assistant principal;
• Knowledge of the Education Code, Charter School governing board policies and operating procedures, and negotiated agreements;
• Facility in oral and written communication; and
• Appropriate manner including poise, tact, good judgment, and ability to work effectively with LAUSD personnel, community representatives, and students.

TEACHERS

Teachers teach specific subjects in departmentalized classes for which they are appropriately authorized. Teachers are selected by the principal on an application and interview basis. Selection of teachers is based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Duties and Responsibilities include, but are not limited to:

JOB DESCRIPTION

Instructional Process

• Maintain current teaching certification as applicable;
• Deliver instruction to students in assigned subjects;
• Plan and implement a program of instruction that adheres to the Charter School’s philosophy, goals and objectives as outlined in the school charter;
• Make purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task;
• Plan and implement a program of study designed to meet individual needs of students;
• Create a classroom environment conducive to learning by employing a variety of appropriate teaching strategies;
• Encourage student enthusiasm for the learning process and the development of good study habits;
• Prepare substitute folder containing appropriate information;
• Plan and prescribe purposeful assignments for teaching assistants, tutors and volunteers as needed;
• Demonstrate a strong grasp of subject matter; and
• Use effective oral and written expression.
Student Evaluation

- Recognize learning problems and make referrals, as appropriate;
- Evaluate accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students' work, mastery skills check lists, criterion-referenced tests and norm-referenced tests;
- Provide progress and interim reports as required; and
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Curriculum Development

- Keep current in subject matter knowledge and learning theory and display willingness to share this knowledge for continual improvement of the school's curriculum;
- Assist on the ongoing curriculum revision process, including the revision of written courses of study; and
- Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Student Safety

- Uphold consistently the Charter School’s policies for classroom management, student interaction, and student discipline;
- Take necessary and reasonable precautions to protect students, equipment, materials and facilities;
- Uphold responsibility as a mandated reporter to report any form of suspected child abuse and/or neglect;
- Share responsibility during the school day for the supervision of students in all areas of the school; and
- Provide for the supervision of assigned students when circumstances require a brief absence from the assignment.

Public Relations

- Uphold and enforce Charter School rules and policies;
- Work cooperatively with parents to strengthen the educational program for their children; and
- Establish and maintain cooperative relationships with other staff members.

Professional Growth

- Develop and follow an annual professional development plan that includes clearly stated metrics of success;
• Maintain membership in appropriate professional organizations;
• Attend faculty and staff meetings as required;
• Contribute to the intellectual capital of the Charter School by asking questions and making suggestions for improvement; and
• Maintain appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.

QUALIFICATIONS

Education

• An earned bachelor’s degree from an accredited college or university.
• NCLB compliance for core, college preparatory subjects.

Credential

• A California credential or credential combination authorizing teaching service in the area and at the level of the assignment.
• English Learner authorization
• Bilingual competency and/or certification, is preferred.

Knowledge, Skills, Abilities, and Personal Characteristics

• Thorough knowledge of and ability to conduct and implement a cognitively challenging instructional program as required by approved course of study;
• Ability to differentiate instruction to meet diverse student learning needs;
• Ability to cooperate with the school faculty and administration in the development of a coherent program of instruction;
• Ability to work effectively with students, parents, staff members, and community representatives in providing a rigorous educational program;
• Thorough knowledge of content and pedagogy necessary for effective instruction; enthusiasm for, and imagination and creativity in teaching the necessary skills for academic success; and commitment to the education of all students;
• Understanding of the physical, intellectual, social, and emotional developmental growth patterns of students;
• Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups;
• Ability to communicate effectively including giving clear concise instructions, using academic language, and appropriate level of delivery, and listening without bias and providing appropriate feedback/reinforcement;
• Ability to compose and comprehend written communication;
• Ability to properly use and to care for the materials, supplies, and equipment employed in teaching;
• Appropriate personal appearance, cleanliness, and manner; and
• Poise, tact, and good judgment, and commitment to the education of all students.

TEACHER ASSISTANT

Provides instructional support and assistance to teachers and other certificated personnel. Duties and Responsibilities include, but are not limited to:

JOB DESCRIPTION

• Assists teachers or other certificated personnel in preparation for, carrying out, and following up on instruction to individual or small groups of students as assigned; may also assist with instructional materials, audio-visual equipment, and the maintenance of student records;
• Assists teachers, the leadership team, and/or staff with maintaining control of assigned classes to ensure a suitable learning environment, both in classrooms and on Charter School grounds;
• May be assigned limited responsibility to teach specific subject matter, in which the teacher assistant has special skills or training, to a small group of students, under the immediate supervision of a teacher or other certificated personnel; and
• Performs other functions as necessary.

QUALIFICATIONS

Education and Experience

• Possession of a high school diploma or GED.
• All teacher assistants must meet one of the following requirements:
  o Possession of an earned Associate of Arts (AA) degree or higher from a recognized college or university  OR  
  o Have a passing score on the CBEST OR  
  o Completion of 60 semester units or 90 quarter units from a recognized college or university.

Non-degreed teacher assistants are, on a continuing basis, required to be enrolled in, and successfully complete, college courses as described below.

  a. Degree Track: A minimum of 12 college semester units (or equivalent quarter units) must be successfully completed each school year. The unit must be in courses leading toward a baccalaureate degree and a teaching credential.
  b. Non-Degree Track: Enrollment in a college course at all times during the September-June school year. Such coursework must be successfully completed and result in receipt of college unit or credit.

Knowledge, Skills, Abilities, and Personal Characteristics
• Understanding of the physical, intellectual, social, and emotional growth patterns of students;
• Ability to properly use and to care for teaching materials, supplies, and equipment;
• Appropriate appearance and cleanliness;
• Commitment to the education of students;
• Appropriate matter, including poise, tact, and use of good humor;
• Oral and written communication skills; and
• Ability to work effectively with all racial, ethnic, language, disability, and socioeconomic groups.

SPECIAL EDUCATION COORDINATOR

Coordinates, implements, and monitors legal and LAUSD special education policy compliance activities regarding students with disabilities eligible for special education. Duties and Responsibilities include, but are not limited to:

JOB DESCRIPTION

• Develops and coordinates measurement, scheduling, training, implementation, and monitoring procedures and activities for school compliance reviews;
• Coordinates and provides services necessary for IEP compliance;
• Assists in the implementation of special education consent decrees and the development of compliance policies, procedures, and communications;
• Develops relevant training and monitoring systems;
• Coordinates and serves as a consultant for the implementation, monitoring, and evaluation of special education instructional programs to meet federal, State, and LAUSD compliance standards at all grade levels;
• Provides assistance and support in the investigation and resolution of complaints related to special education compliance;
• Participates in, and contributes to, the development and revision of comprehensive special education policies and procedures;
• Prepares monitoring reports and other written material for submission to the California Department of Education, LAUSD administrative offices, and other agencies as may be appropriate; and
• Performs other functions as necessary.

QUALIFICATIONS

• An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university.
• Coursework in multicultural education or equivalent study.
• Coursework in culture, language, and methodology or equivalent study.
Credential

- A California credential authorizing special education service.
- English Learner authorization, is preferred.
- Bilingual competency and/or certification, is preferred.

Knowledge, Skills, Abilities, and Personal Characteristics

- Knowledge of the fundamental principles and accepted practices, current trends, literature and research in the field of special education;
- Knowledge of special education curriculum, instructional objectives, and best instructional methods and strategies;
- Knowledge of federal, state and local policies, rules, laws, regulations, and legislation pertaining to special education including the Federal Corrective Action Plan (FEDCAP) for California, the Division of Special Education’s *Schools For All Children Strategic Plan For Achieving Measurable Results For All Students Including Those With Disabilities*, consent decrees, consent decree action plans, the Individuals with Disabilities Education Act (IDEA), Federal Corrective Action Plan (FEDCAP) for California, State of California Special Education Regulations, and District special education policies;
- Knowledge of Quality Assurance Process (QAP) and District Validation Review (DVR);
- Ability and integrity in dealing with confidential matters;
- Ability to provide leadership including decision-making, problem-solving, and delegation of authority;
- Ability to work effectively and cooperatively with diverse racial, ethnic, socio-economic, linguistic, and disability groups;
- Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment; and
- Leadership skill in facilitating group processes, including consensus building and conflict resolution.

DIRECTOR OF CURRICULUM AND INSTRUCTION

Monitors the academic activities of the Charter School such as: curriculum, instruction, assessment, and professional development. Duties and Responsibilities include, but are not limited to:

**JOB DESCRIPTION**

- Provide ongoing professional development in common core state standards, assessment, RTI, SDAIE, and other relevant instructional strategies;
- Support content area teachers in making the demands of the discipline accessible to students with instructional challenges;
• Collect and monitor the academic growth of the student body through available data;
• Train teachers how to read data and how to use it in planning and driving the school’s curriculum and strategic plan;
• Assist in selecting texts, materials, and refining curriculum;
• Assist in the development and alignment of instructional pacing guides, unit plans, lesson plans, and overall curriculum;
• Assist teachers in the development of a-g course descriptions;
• Assist in the development of reports such as the School Accountability Report Card, Single Plan for Student Achievement, and WASC Self-Study; and
• Performs other functions as necessary.

QUALIFICATIONS

Education

• An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university.
• Coursework in multicultural education or equivalent study.
• Coursework in culture, language, and methodology or equivalent study.

Credentials

• A California K-12 valid teaching credential.
• An Administrative Services Credential authorizing K-12 service is preferred.

Experience

• At least four school years of successful full-time public school certificated position(s), with no fewer than three years of which must have been in teaching service;
• At least two school years of service in a certificated position(s) directly related to a secondary instructional program covering grades 6 through 12, inclusive; and
• At least one year of verifiable experience in a non-classroom setting is preferred.

Knowledge, Skills, Abilities, and Personal Characteristics

• Thorough knowledge of and ability to conduct and implement a cognitively challenging instructional program as required by an approved course of study;
• Ability to differentiate instruction to meet diverse student learning needs;
• Ability to cooperate with the school faculty and administration in the development of a coherent program of instruction;
• Ability to work effectively with students, parents, staff members, and community representatives in providing a rigorous educational program;
• Thorough knowledge of content and pedagogy necessary for effective instruction;
enthusiasm for, and imagination and creativity in teaching the necessary skills for academic success; and commitment to the education of all students;

- Understanding of the physical, intellectual, social, and emotional developmental growth patterns of students;
- Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups;
- Ability to communicate effectively including giving clear concise instructions, using academic language, and appropriate level of delivery, and listening without bias and providing appropriate feedback/reinforcement;
- Ability to compose and comprehend written communication;
- Ability to properly use and to care for the materials, supplies, and equipment employed in teaching;
- Appropriate personal appearance, cleanliness, and manner; and
- Poise, tact, and good judgment, and commitment to the education of all students.

FINANCIAL MANAGER

Manages and advises on financial matters and accounting procedures pertaining to student body funds, cafeteria collections, and other authorized collections. Duties and Responsibilities include, but are not limited to:

JOB DESCRIPTION

- Collects, counts, records and deposits all monies for field trips, fundraising, and any other source involving monetary activity; posts and maintains accurate ledgers for internal funds;
- Reviews and sorts mail; date stamps invoices and statements; establishes and maintains control procedures for processing incoming correspondence and action documents; maintains files of financial transactions and related correspondence in accordance with approved retention schedules;
- Develops and monitors purchase orders; prepares credit applications with vendors; purchases approved items; verifies that items ordered are received;
- Codes invoices/statements, collates appropriate backup documentation and routes for account payable processing; processes reimbursements; submits school bills for payment; reconciles check register; prepares check register for Charter School governing board agenda review;
- Contacts vendors, administrative offices and financial institutions to resolve problems or discrepancies related to accounts, balances, purchases and payments;
- Assists in budget and audit development; monitors budget line items for variances;
- Tracks and coordinates maintenance of equipment; develops and maintains property inventory;
• Coordinates minor facility concerns and repairs;
• Coordinates payroll transactions and transmits appropriate reports; disseminate paychecks and paystubs;
• Calculates monthly employer and employee CalSTRS contributions; coordinates with CalSTRS consultant to ensure appropriate retirement reporting; prepares voucher for payment to LACOE;
• Disseminates, collects, and monitors free/reduced lunch applications; determines eligibility for free/reduced lunch; provides qualifying notices to applying families;
• Coordinates menu with food service provider; certifies meal plan; orders and monitors meals delivered; processes monthly reimbursement claim with National School Lunch Program;
• Advises principal regarding internal compliance, account balances, audit findings, and site policies and procedures related to accounting and financial management and
• Performs other functions as necessary.

QUALIFICATIONS

Education:

• Possession of a high school diploma or GED.

Experience:

• Five years of progressive office experience.

Knowledge, Skills, Abilities, and Personal Characteristics

• Accounting practices and procedures;
• Office practices, procedures, and management techniques;
• Principles and terminology of purchasing;
• Budget procedures;
• Sales, withholding, and federal and state employment tax regulations;
• Statistical and arithmetical presentation of data;
• Basic principles of office computer operation;
• Spreadsheet and word processing programs;
• Operate office computer, calculator, and other office machines;
• Follow established administrative procedures;
• Technically supervise and coordinate the work of students assisting in a student body activity;
• Establish and maintain effective relations with students and school employees;
• Conduct business and maintain favorable relations with vendors; and
• Exercise independent judgment and apply sound business practices to student body financial activities.

DIRECTOR OF GUIDANCE AND COUNSELING / GUIDANCE COUNSELOR

Provides counseling services to secondary students for the early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment. Duties and Responsibilities include, but are not limited to:

JOB DESCRIPTION

• Identify and provide advocacy, child welfare, and attendance services to students;
• Facilitate student achievement by preventing students dropping out, improving their social adjustment, and adding to their sense of stability;
• Identify, assess, and provide clinical intervention to students with behavioral, social, and attendance issues for appropriate school-based and community services;
• Have knowledge of and ability to utilize effective group and individual counseling skills and techniques;
• Provide counseling services and on-going case management to targeted students and their families;
• Participate in the development and revision of policies and procedures relating to safety, violence prevention, and the welfare of students;
• Protect the educational rights of at-risk students, foster-care, homeless students, pregnant and parenting teens, and other disenfranchised youth by linking them to the appropriate services and advocating on their behalf;
• Participate in the development, planning, and implementation of multi-disciplinary and integrated learning support services such as Student Success Team (SST), Resource Coordinating Team (RCT), School Attendance Review Team (SART), and Dropout Prevention and Recovery Team;
• Initiate referrals for parents and students to appropriate community agencies when their needs are beyond the scope of the school; work cooperatively with these and other agencies on a continuing basis regarding aspects of the student’s problems which may affect school adjustment;
• Develop and maintain school-site attendance plan and motivation/incentive programs;
• Promote the development and involvement of community partnerships;
• Participate in crisis response as may be necessary;
• Provide leadership in facilitating group processes, including consensus building and conflict resolution;
• Assist in the coordination of standardized assessments including: Advanced Placement (AP), California English Language Development Test (CELDT), California High School Exit Exam (CAHSEE), California Standards Tests (CSTs), Smarter Balanced (SBAC), and Preliminary SAT (PSAT);
• Assist students with institutions of higher education processes such as college applications and financial aid;
• Assist in the development of the master schedule and assign students to appropriate classes. Modify student schedules as may be necessary; and
• Develop and implement training as needed for school staff.

QUALIFICATIONS

Education and Experience

• An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university.
• Coursework in multicultural education or equivalent study.
• Coursework in culture, language, and methodology or equivalent study.

Knowledge, Skills, Abilities, and Personal Characteristics

• Knowledge of and experience in the use of counseling and guidance techniques with secondary students;
• Ability to work effectively and cooperatively with colleagues, other personnel, and community representatives and agencies;
• Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts;
• Knowledge of uses, interpretation, and limitations of standardized individual and group tests;
• Ability to communicate effectively with students, parents, and personnel;
• Ability to work effectively with students in an advisory capacity and with adults in a consultative role;
• Understanding of the relationship between the total education program and counseling/guidance services;
• Understanding of the physical, intellectual, social, and emotional growth patterns of students;
• Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups;
• Ability to compose and comprehend written communication;
• Ability to travel to other sites/locations;
• Mobility to traverse all areas of the worksite and
• Ability to use word processing, spread sheet, and presentation software.

OTHER CERTIFICATED STAFF/SUBSTITUTE TEACHERS
A list of day-to-day substitutes is established and a list of qualified substitutes are maintained. The Charter School has also established relationships with educational staffing agencies to fill as-needed teaching assignments.

**OFFICE PERSONNEL**

Support office personnel are selected by the principal on an application and interview basis. Selection is based on the ability to perform the job duties for that position. Office personnel duties include, but are not limited to:

- Answering telephones;
- Filing reports;
- Enrolling students;
- Managing/monitoring office operations;
- Ordering and purchasing office and classroom supplies, and vendor management;
- Developing and implementing clerical and administrative procedures for daily Charter School operations;
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned; and
- Bilingual translation and communication with parents and community.
ELEMENT 6: HEALTH AND SAFETY OF PUPILS

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

**Health, Safety and Emergency Plan**

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

**Family Educational Rights and Privacy Act (FERPA)**

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

**Criminal Background Checks and Fingerprinting**

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

**Immunization and Health Screening Requirements**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be

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

**Safe Place to Learn Act**

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

**Custodian(s) of Records**

Pursuant to Penal Code section 11102.2(b); the Department of Justice (DOJ) implements a confirmation program to process fingerprint-based criminal offender record information background responses on individuals designated by applicant agencies to serve as custodian of records. No person shall serve as an agency custodian of records unless they have been confirmed by the DOJ. Every agency must designate at least one custodian of records.

The Charter School principal and assistant principal have been confirmed by the DOJ and serve as the custodians of records. The custodian of records is responsible for the security, storage, dissemination and destruction of the criminal records furnished to the agency and will serve as the primary contact for the DOJ.

**Student Health and Wellness**

The health and safety of the Charter School staff and pupils is a high priority for the Charter School. The Charter School follows required safety activities included in policies and procedures. The Charter School will continue to comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and the EPA. The Charter School operates as a drug, alcohol, and tobacco free workplace.

The Charter School has adopted a wellness policy that addresses the following:

**Nutrition Education**

School: The Charter School will put up posters that promote good eating habits and healthy food options. Other information will be available through the school website, flyers and/or Charter School newsletter.
Students: Nutrition education is included in the classroom as well as the multipurpose room. Students are required to participate in physical education courses.

Staff: Charter School staff will attend in-services and/or nutrition trainings.

Parent: The Charter School will support parents’ effort to provide a healthy diet and daily physical activity for their children.

School Meals: Meals served through the National School Lunch and Breakfast Program will:
- Be appealing and attractive to children;
- Be served in clean and pleasant setting;
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations; and
- Serve only low-fat (1%) white, chocolate, or strawberry milk.
- Beverage vending machines in faculty/staff areas at school and school sites shall include water and 100% fruit juice.

Staff Wellness: The Charter School shall provide information about wellness resources and services and establish a staff committee to assist in identifying and supporting the health, safety and wellbeing of site staff.

- The Charter School site shall be in compliance with drug, alcohol and tobacco free policies;
- The Charter School site shall provide an accessible and productive work environment free from physical dangers or emotional threat that is as safe as possible and consistent with applicable occupation and health laws, policies and rules; and
- Employees shall be encouraged to engage in daily physical activity during the workday as part of work breaks and/or lunch periods, before or after work hours in site sponsored programs or as part of discounted membership in local fitness facilities.

Emergency Situations
The Charter School will develop policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. Faculty and staff will be trained in basic first aid and CPR.

Fire Drills: Fire drills will be held four times every school year as prescribed by law. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.
Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills (e.g. Earthquake): Disaster drills will be conducted at least once each school quarter. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from a member of the leadership team.

In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of lock downs or disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The Charter School site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all Charter School employees are immediately designated “Civil Defense Workers” and are not allowed to leave the Charter School until they are given official clearance to do so by the principal or designee.

Bomb Threats: The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the
crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the leadership team will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the principal or designee will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Evacuation Plan: A disaster of a significant nature may require the evacuation of the Charter School. Immediately upon notification by outside authorities that the Charter School must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the Principal or his/her designee.

Students will remain with their teachers at the designated evacuation site until the principal or designee gives the “all clear” signal. In the event students cannot return to the school site, the principal or his/her designee will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.
Prescription Medications: Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing Charter School staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with notice to alert them that additional medication is needed.

Staff Responsibilities: All employees are responsible for their own safety, as well as that of others in the workplace. The Charter School will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on the Charter School’s premises, or in a product, facility, piece of equipment, process, or business practice for which the Charter School is responsible, the employee will bring it to the attention of their supervisor or principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the principal regarding the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis, the Charter School may issue rules and guidelines governing workplace safety and health. Employees will familiarize themselves with the rules and guidelines as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

Child Abuse Reporting: The Charter School will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting and AB 1432 regarding required child abuse and neglect mandated training. Charter School staff must report to the proper authorities if they suspect the following occurring to a student:
- sexual assault;
- neglect;
- willful cruelty or unjustifiable punishment;
- cruel or inhuman corporal punishment or injury; and/or
- abuse in out-of-home care.

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. The principal will work with all faculty and staff
members to make sure all appropriate steps are taken if a child abuse situation occurs. Faculty and staff will understand that it is their duty and responsibility to report any reasonable suspicions of child abuse and/or neglect. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars ($1,000) or by both. Staff will not be made to investigate any incident, only report to the principal and proper authorities.

Suspected cases of child abuse may be brought to the principal or his/her designee for consultation. Charter School staff will complete a written report of the situation and immediately notify the Department of Children Services. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, Charter School staff will obtain the contact information of the agency person removing the child. This information will placed in the student’s record and be available to the parent(s)/guardian(s).

Auxiliary Services: School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, custodial services, hazardous materials) by developing appropriate policies and awareness training. Charter School will contract with an outside agency for its food service needs. Charter School will ensure that its auxiliary services such as food services, transportation, custodial services are safe and free from hazardous materials through monitoring the execution and implementation of activities described by vendor contracts.
ELEMENT 7: RACIAL AND ETHNIC BALANCE

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

Court-ordered Integration

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

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

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

Plan for Achieving and Maintaining LAUSD’s Racial and Ethnic Balance Ratio

The Charter School will continue to make every effort to recruit students of various racial and ethnic groups in order to continue achieving a balance reflective of the general population residing within the jurisdiction of LAUSD. Students are primarily recruited in the neighborhood where the school is located, which automatically reflects the demographics of nearby LAUSD schools.

Recruitment efforts include, but are not necessarily limited to the following plan structured to achieve and maintain the LAUSD ethnic balance goal:

Charter School Student Outreach and Recruitment Plan

Timeline
The recruitment campaign will be active from January to March, or later if the enrollment target is not met by March 15. The open enrollment period is from January 1 to March 15. Enrollment meetings may be held between February 15 and March 15.
Word of Mouth Campaign

- Attend middle school enrollment meetings at local LAUSD and charter elementary schools, at agreed upon dates and times.
- Post banners advertising enrollment grade around the highly-trafficked perimeter of the current facility.
- Ask current parents to distribute flyers to their friends and neighbors.
- Incorporate use of social media to recruit students.
- Office staff disseminate print marketing material in the local community to market the Charter School. Depending upon availability, different Charter School staff also regularly attend community events to inform the community about the Charter School.

Languages
The Charter School enrollment materials are available in English and Spanish.

Publicity
The Charter School may advertise in local newspapers as well as on its school website: www.laaae.org. The Charter School’s website functions as a promotional tool, as well as several social media platforms to interact with students and the general public. The Charter School will continue to promote its programs insofar as is feasible via radio broadcast.

Acceptance Procedures
If the number of applicants received by March 15 is less than the number of spaces available, send acceptance letters to families and notify them of the school orientation meeting.

If the number of applicants received by March 15 is greater than the number of spaces available in a specific grade, the Charter School will telephone and mail notification of the student enrollment lottery, which will be held the following week.

Enrollment Lottery
A public random drawing will be held to determine which students may be admitted to the Charter School. If there are fewer lottery participants than spaces available, the balance of spaces will be filled on a first-come basis. More lottery information is provided in Element 8, Lottery Preferences and Procedures.

School Orientation Meeting
The Charter School will hold a school orientation meeting to provide accepted students and families with relevant information about student rights and responsibilities, promotion/graduation guidelines, student activities, and school expectations and culture.

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

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

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.
ELEMENT 8: ADMISSION REQUIREMENTS

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

Non-Discrimination

The 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. LAAAE 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.

The 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.

The Charter School will admit all students who wish to attend the Charter School, so long as demand does not exceed space. In such cases, a lottery shall be performed as described in this petition. The Charter School will not require any child to attend the Charter School.

Student Recruitment

McKinney-Vento Homeless Assistance Act

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

The Charter School primarily focuses its student recruitment efforts within the 2-mile area surrounding the Charter School. This area is predominantly immigrant, low-income, and Spanish speaking. The Charter School uses flyers and word-of-mouth campaigns with the help of its parent volunteers to attract families from the immediate community to ensure the population of students enrolled reflects the surrounding community. The Director of Guidance and Counseling visits elementary schools in the neighborhood, at previously agreed upon dates and times, to recruit students for the sixth grade. School staff also attend local community events to recruit students.
Lottery Preferences and Procedures

Preference will be given to pupils that reside within the Los Angeles Unified School District (LAUSD) attendance area and students currently enrolled at the school and their siblings. Students living within LAUSD boundaries and siblings of existing students do not participate in the lottery if there is space. The order of enrollment preference shall first be provided to siblings of existing students, followed by students living with LAUSD boundaries. Existing students do not participate in the lottery presuming their intent to reenroll was submitted by March 15. Should demand exceed space, students living within LAUSD boundaries and siblings of existing students will participate in their own lottery pool before conducting a lottery for students without enrollment preferences. Preference eligibility will be determined through information entered on the lottery form. The Charter School will be non-sectarian in its programs, curriculum, and operations. The Charter School will not charge tuition. The Charter School will adhere to all state and federal laws regarding the minimum age of students.

Public Random Drawing

Should the amount of pupils that wish to attend the Charter School exceed the Charter School’s capacity, attendance, except for existing pupils of the charter school who return their intent to reenroll by March 15, shall be determined by a public random lottery will take place per Education Code, section 47605(d)(2)(B). Existing pupils who timely return their intent to reenroll shall be notified of the same with an acceptance letter. Preference eligibility will be determined through information entered on the lottery form. The Charter School’s annual open enrollment window is January 1 to March 15. Only lottery forms received prior to the March 15 deadline will be considered for the public random drawing. Applicants who are not otherwise exempt from the drawing will receive a letter with the date, time, and location of the public drawing, their corresponding number, and enrollment preference category, if applicable. Additionally, the Charter School will post the lottery date, time and location on its website homepage (www.laaae.org). The lottery will take place at the Charter School campus in a general meeting space such as the multipurpose room that is easily accessed by visitors. The public display of the lottery will demonstrate to those attending and observing, that the procedures are fairly executed. The drawing will be conducted in both English and Spanish and will be led by three staff (at least two individuals from the leadership team and one teacher) and three applicants. The lottery will take place the week following the March 15 deadline at 6:00 p.m., enabling working parents to attend the lottery.

The Charter School will retain the following documents to demonstrate that the lottery was conducted fairly: information session agenda(s)/notice(s); submitted lottery forms; list(s) of students per lottery pool; and sign-in sheet(s) for the public random drawing.

Multiple waiting lists may be developed, depending upon enrollment preferences and grade availability from the lottery forms that do not receive admission. One set of waiting lists will include applicants with enrollment preferences. The other will include the balance of applicants.
The waiting list(s) will be ordered by the date on which the lottery forms were received and by lottery preferences as described in the preceding section. Parents of students on the waiting list will be notified by telephone of space in the applicable grade level. The Charter School will allow two business days for parents/guardians to respond. The response must be provided in person, by telephone, or by writing to the school leadership team member who led the drawing. If no response is received at the end of two business days, then the Charter School will contact the next family on the appropriate waiting list(s). All relevant communications with parents on the waiting list will be logged and maintained in the Charter School’s administrative office until the end of the school year.

The Charter School will comply with the Family Educational Rights and Privacy Act (FERPA) by sending the following notification to parents each school year:

The Family Educational Rights and Privacy Act (FERPA) Notice

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
Accrediting organizations;
To comply with a judicial order or lawfully issued subpoena;
Appropriate officials in cases of health and safety emergencies; and
State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a school bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call 202-260-3887 or visit http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.
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).

Annual Financial Audits

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

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

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

In addition:
- P1, first week of January
- P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Annual Audit Procedures

As required in the Charter School’s petition and state law, the Charter School has been operating in compliance with the state of California’s policies on developing an annual budget, conducting annual audits, as well as quality accounting practices. In consultation with the principal, the Charter School contracts with an accounting firm which assists in the accounting procedures checks and balances. This firm also prepares the bank reconciliations and submits them to the appropriate authorities. Financial reports are reviewed at each board meeting. Audits are performed by a certified public accountant at an independent accounting firm. Audit reports are provided to the school’s governing board. Audits must be performed in compliance with the requirements described by the US Office of Management and Budget. Previous independent audits have demonstrated that the school’s accounting practices are compliant with guidelines.

Each fiscal year an independent auditor conducts an audit of the financial affairs of the Charter School to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and to review the Charter School's internal controls. The Charter School will continue retaining auditors to conduct independent financial audits, which
employ 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 principal will lead the request for proposals to engage firms identified on the State Controller’s list of approved auditors. The principal will make a recommendation at a regularly scheduled Charter School governing board meeting and will subsequently collaborate with the auditor to produce requested items for testing. The Charter School’s governing board will determine with which auditor to engage. All auditors report directly to the Charter School’s governing board. The audits are performed in compliance with the requirements described by the U.S. Office of Management and Budget. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency. The Charter School agrees to resolve outstanding issues from the audit, insofar as is feasible, prior to the completion of the auditor’s final report.

The Charter School principal will review any audit exceptions or deficiencies with the Charter School governing board’s treasurer or designee to develop a plan to address any deficiencies, findings, material weaknesses, or exceptions. The principal will report such recommendations to the full Charter School governing board explaining how these findings have been or will be resolved to the satisfaction of the auditing agency and the anticipated timeline for doing so.

Financial Plan

The school depends on principal apportionment for the bulk of its operating resources, supplemented by state block grant and lottery income, federal Titles I, II and V allocations as well as child nutrition funds. The Charter School also receives funds from State programs. In addition, the Charter School receives local funds from the district in lieu of taxes for a portion of their Charter School funding. (See budget for detail.)

As a public school, the Charter School will continue pursuing government grants for which it may be eligible. As a 501(c)3 non-profit organization, the Charter School also pursues charitable gifts and grants from corporations, foundations and individuals. These grant funds have been used to supplement the Charter School’s attendance-based revenue.

After Charter School governing board approval, the Charter School will engage an independent public accountant, certified by the State of California, to audit the Charter School’s financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. The Charter School will prepare the necessary financial reports to be submitted to the district.

Two interim reports and a year-end report, in a format to be produced by LAUSD, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the sponsoring district unless a different system is agreed to by all parties.

Financial Reports
The Charter School will continue conducting all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will continue to be as established by the Federal Government. The Charter School elects to receive funding directly.

The Charter School is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application.

The Charter School shall continue to provide LAUSD with all financial and related reports, including enrollment attendance to enable LAUSD to meet its requirements by law. Notwithstanding the petitioners’ expectation to receive Title I funding under the Federal guidelines, said funding may not be forthcoming until the Charter School meets established criteria for a determined school year.

LAUSD may at its discretion provide services to the Charter School on a fee for service basis, if requested by the Charter School to do so. In such a case, LAUSD will determine the cost of providing such services.

**Compliance with AB1994 and AB1137**

The Charter School will comply with requirements of AB 1994 and AB 1137. The Charter School will provide an annual financial report to LAUSD in a format developed by the Superintendent of Public Instruction. The principal will send this financial report to the Superintendent of Public Instruction. In addition, the principal will submit the annual audit to the State Controller, Los Angeles County Office of Education, California Department of Education, and LAUSD.
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 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.

Notification of the District

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

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
• If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP.

• If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

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

**Outcome Data**

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

**Rehabilitation Plans**

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

**Readmission**

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

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

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

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, 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?
Discipline Foundation Policy

Student discipline at the Charter School is based on positive support and involves multiple parties including school staff, teachers, parents, and students. The Charter School seeks input from parents, teachers, and students on how to best provide a safe and healthy school environment.

Based on stakeholder feedback, the Charter School has developed a comprehensive student discipline policy included in the student handbook. Charter School staff review the discipline policy with students and parents prior to admission to the Charter School. By enrolling in the Charter School, the students and parents acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy. The discipline policy will include the students’ rights and responsibilities and the Charter School’s suspension and expulsion policies. The discipline policy will not be discriminatory, arbitrary, or capricious, and will follow the general principles of due process. The policy will be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA.

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.

The Charter School’s foundational beliefs and practices align with the District’s Discipline Foundation Policy. Specifically, the Charter School implements a schoolwide positive behavior and intervention and support (PBIS) program called TEAM(LAAAE). School level practices also include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences. Serving as examples, faculty and staff model community norms, including treating others with respect, appreciating differences, finding peaceful solutions, showing empathy and compassion, and defending the rights of others. Expected student behaviors are rewarded with points which students can redeem for prizes. The program aims to reduce tardies, increase attendance, and improve school climate and culture through a multi-tiered system of academic, social, and behavioral supports to address students’ attendance, behavioral, and academic needs. Through positive reinforcement, PBIS is intended to mitigate punitive approaches that infringe on instructional time. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Staff are trained and annually review de-escalation strategies for students in crises. These strategies focus on developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and stabilize students who have been triggered safely.

Behavior Modification Intervention and Student Support Services
Once the student has been referred to office staff, determination of disciplinary actions will be made by the administration after careful review of specific incidents. Parent(s) will be notified
with a phone call and in writing, in severer cases, when a student has received a referral to Behavior Modification Intervention (BMI).

Disciplinary consequences will be appropriate and are issued at the discretion of the administration. The leadership team, office staff, and other faculty are able to assist in classroom management and diffusing challenging situations. Students who do not adhere to their responsibilities, and who violate the school rules may expect consequences for their behavior. Once a student has been referred to the office, consequences may include but are not limited to:

- Loss of privileges;
- Warning, both verbal and written;
- Separation from other students in class;
- Restorative justice practices;
- Notification to parents/guardians;
- In-school and after-school detention;
- In-school suspension;
- Out-of-school suspension; and
- Expulsion.

The decision regarding the consequence will be based on circumstances unique to each individual incident of inappropriate behavior. Factors such as, the cause and severity of the offense, the student’s attitude, length of time since the last incident, and the student’s past behavior records may influence the disciplinary action to be taken. A good record of behavior may result in the administration of minimal disciplinary actions, while the student who is more frequently involved in problematic behavior may expect more severe consequences. A single incident of severe inappropriate behavior may require the application of a more severe consequence.

Grounds for Suspension and Expulsion

Students who present an immediate threat to the health and safety of others may be suspended or expelled. A student may be suspended or expelled for any of the acts enumerated in this section.

Reasons for Suspension and Expulsion (Education Code 48900 and 48915)

The Charter School does not consider suspensions or expulsions as effective means of improving student behavior and compliance with school rules and policies. While either or both may become necessary in extraordinary circumstances, disciplinary issues shall first be attempted to be dealt with through other strategies. A student may be suspended or expelled for acts which occur, but not limited to: while on school grounds; while going to or leaving from school; and during, or traveling to or from, a school-sponsored activity.
Below are excerpts from the Administrator Recommendation of Expulsion Matrix as posted on the California Department of Education’s website (http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp).

**Must Recommend Expulsion**

In accordance with Education Code Section 48915(c), the principal shall suspend and recommend expulsion of a pupil determined to have committed any of the following acts:

a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.
b. Selling or otherwise furnishing a firearm.
c. Brandishing a knife at another person.
d. Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.
e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of *EC* 48900 or committing sexual battery as defined in subdivision (n) of 48900.
f. Possession of an explosive.

**Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate**

In accordance with Education Code Section 48915(a), the principal shall recommend expulsion for the following violations [except for 48915 subsections (c) and (e)] unless the principal finds that expulsion is inappropriate due to a particular circumstance.

a. Causing serious physical injury to another person, except in self-defense.
b. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
c. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the *Health and Safety Code*, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
d. Robbery or extortion.
e. Assault or battery, or threat of, on a school employee.

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

**May Recommend Expulsion**

In accordance with Education Code Section 48900, in addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed below:

a. Inflicted physical injury†
b. Possessed dangerous objects
c. Possessed drugs or alcohol
d. Sold look alike substance representing drugs or alcohol
e. Committed robbery/extortion
f. Caused damage to property‡
g. Committed theft
h. Used tobacco
i. Committed obscenity/profanity/vulgarity
j. Possessed or sold drug paraphernalia
k. Received stolen property
l. Possessed imitation firearm
m. Committed sexual harassment
n. Harassed, threatened or intimidated a student witness
o. Sold prescription drug Soma
p. Committed hazing
q. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
r. Participating in the act of hate Violence and Terroristic Threats

The recommendation for expulsion shall be based on one or both of the following:
1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

† Section 48900 (t) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student shall be subject to discipline pursuant to 48900(a).
‡ Section 48900 (u)"school property" includes, but is not limited to, electronic files and databases.

In-School Suspensions
In alignment with California Education Code Section 48911.1, the principal or designee may assign a student to a supervised in-school suspension for any offense that qualifies for suspension for the length of the suspension.

Process for Suspension and/or Expulsion - Informal Conference
Suspension shall be preceded by an informal conference conducted by the principal or designee, with the student and his/her parents. 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 by the principal or designee by telephone. Should this not render success, the principal or designee will follow up in writing. A conference will be conducted as soon as possible thereafter. The principal may notify law
enforcement if it is reasonably suspected that the student committed offenses identified in Penal Codes 245, 626, and Education Code 48900. If the student is subsequently arrested, the principal or designee will take immediate steps to notify the parent of the place to which the student is reportedly being taken.

**Notice to Parents/Guardians**
At the time of a student’s suspension, the principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. A written notice will follow initial contact. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to school.

**Length of Suspension**
The length of a suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive days per suspension or twenty (20) days total per year, unless the student has an IEP, in which case will not exceed (10) without a manifestation determination. Students are expected to continue completing their respective assignments throughout a suspension period. The Charter School will continue to provide the student with an education, including textbooks or other instructional materials, classwork, and homework, as well as support from appropriate staff and opportunities to complete missed assignments or other in-class activities. Upon a recommendation by the principal for expulsion, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The principal will make this determination upon either of the following findings:
- Whether the pupil’s presence will be disruptive to the educational process; or
- Whether the pupil poses a threat or danger to others.

Upon this determination, the pupil’s suspension will be extended, pursuant to Education Code 48911 (g) pending the results of an expulsion hearing.

**Expulsion Procedures**

**Expulsion Hearing**
Upon recommendation of expulsion by the principal, the student and student’s guardian(s) and/or representative(s) will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The determination will be made by the principal upon either of the following determinations:

(1) the pupil’s presence will be disruptive to the education process or
(2) the pupil poses a threat or danger to others.

Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing. Students recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. A written hearing waiver will be solicited from parents electing to waive the hearing. Unless postponed for good cause, the hearing shall be held within 30 school days after the recommendation for expulsion. The school will be responsible for
providing the student with appropriate educational opportunities, while the student is on suspension and awaiting an expulsion hearing.

The expulsion hearing (which is usually held in closed session, unless otherwise requested, 72 hours in advance) will be presided over by an expulsion administrative panel appointed by the Charter School’s governing board. The expulsion administrative panel will consist of at least three members who are certificated. No teacher of the pupil or Charter School governing board member will serve on the expulsion administrative panel. A facts and findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the expulsion administrative panel to summarize the evidence presented at the hearing and to substantiate the expulsion decision. The administrative panel may recommend to reinstate the student, to reinstate the student with a behavioral contract, or to expel. A special meeting of the Charter School’s governing board will be convened within one week of the expulsion hearing. At that meeting, the final expulsion hearing decision and outcome will be reported, by a representative of the expulsion administrative panel, to the Charter School’s governing board, who will uphold or not uphold the recommendation.

Written notice of the hearing shall be forwarded by the principal or principal’s designee, to the pupil and the pupil’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:

a. The date and place of the expulsion hearing;
b. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
c. A copy of the disciplinary rules which relate to the alleged violation;
d. Notification of the pupil’s or parent/guardian’s obligation provide information about the pupil’s status at the school to any other school district or school to which the pupil seeks enrollment;
e. The opportunity for the pupil or the pupil’s parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
f. The right to inspect and obtain copies of all documents to be used at the hearing;
g. The opportunity to confront and question all witnesses who testify at the hearing; and
h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil’s behalf including witnesses.

Recording of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof, only if it is the kind of evidence on which reasonable persons can rely in the
conduct of serious affairs. A decision by the expulsion administrative panel to expel must be supported by substantial evidence that the pupil committed the expellable offense(s).

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses, when the principal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the pupil who is being considered for an expulsion, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900, a complaining witness shall have the right to have his/her testimony heard in a session closed to the public.

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days’ notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall
admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Notification of Expulsion
The principal, following the Charter School governing board’s decision to expel shall send written notice of expulsion, including the expulsion administrative panel's findings of fact, to the pupil or parent/guardian. This notice shall include the following:
(1) Notice of the specific offense(s) committed by the pupil.
(2) Notice that the pupil has a right to appeal and the date and process by which an appeal may be filed.
(3) Notice of the pupil’s or parent/guardian’s obligation to inform any new district in which the pupil seeks to enroll of the pupil’s status.
(4) Effective date of expulsion.
(5) Notice of alternative education placement.
(6) Date the student to be reviewed for readmission.

Appeal Of Suspension Or Expulsion
If a suspension was assigned by a principal’s designee, a parent may request an appeal by submitting a written appeal request, addressed to the principal, within 72 hours of the imposed suspension. If the suspension was assigned or upheld by the principal, a parent may request an appeal, addressed to the Charter School’s governing board chair, within 72 hours of the principal’s notification. Lastly, a parent may request an appeals hearing at a regularly scheduled Charter School governing board meeting. The Charter School’s governing board will issue a decision the same day. A written notice with the decision will be provided to the parent. A suspension appeal decision by the Charter School’s governing board is final.

Parent/s or legal guardian/s may appeal an expulsion within thirty (30) days from the notice of expulsion by submitting a written request for appeal, or providing that request in person or via telephone to the principal. If the request is made in person or via telephone, the principal will
create a memorandum that documents the request and forward it to the Charter School’s governing board for review and consideration.

Written notice of the appeal shall be forwarded to the pupil and the pupil’s parent/guardian at least ten (10) calendar days before the date of the appeals hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:

a. The date and place of the expulsion appeal hearing;
b. A statement of the specific facts, charges, and offense(s) upon which the proposed expulsion is based;
c. A copy of the disciplinary rules which relate to the alleged violation;
d. Notification of the pupil’s or parent/guardian’s obligation to provide information about the pupil’s status at the school to any other school district or school to which the pupil seeks enrollment;
e. The opportunity for the pupil or the pupil’s parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
f. The right to inspect and obtain copies of all documents to be used at the hearing;
g. The opportunity to confront and question all witnesses who testify at the hearing; and
h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil’s behalf including witnesses.

The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) at which time the parent(s) must attend to present their appeal. A fair and impartial panel of representatives assigned by the Charter School’s governing board will hear the appeal. Such hearing will be presided over by an expulsion appeals administrative panel which will consist of at least three members who are certificated. No teacher of the pupil or Charter School governing board member will serve on the administrative appeals panel. This panel will not include any of the members of the expulsion administrative panel. The expulsion appeals administrative panel will deliberate in closed session after hearing presentations from both the principal and the student and his/her parent/s or legal guardian/s. The expulsion appeals administrative panel will issue its decision the same day as the hearing. The expulsion appeals administrative panel may recommend to reinstate the student, to reinstate the student with a behavioral contract, or to expel. The decision of the expulsion appeals administrative panel will be final.

A facts and findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the expulsion appeals administrative panel to summarize the evidence presented at the hearing and to substantiate the appeal decision. A special meeting of the Charter School’s governing board will be convened within one week of the expulsion appeal hearing. At that meeting, the final decision and outcome will be reported, by a representative of the expulsion appeals administrative panel, to the Charter School’s governing board, who will uphold or not uphold the recommendation.
Recording of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence
While technical rules of evidence do not apply to expulsion appeals hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the expulsion appeals administrative panel to expel must be supported by substantial evidence that the pupil committed the expellable offense(s).

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses, when the principal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the pupil who is being considered for an expulsion, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900, a complaining witness shall have the right to have his/her testimony heard in a session closed to the public, as previously detailed in this element.

In the event of a decision to expel a student from the Charter School, the Charter School will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

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

If the student is not reinstated, the student can enroll at their home school. Students who are not reinstated, must be sent written notification of such, including specific reasons why reinstatement was denied; and must be given a new eligibility review date.

For new enrollees, the Charter School will request a copy of the rehabilitation plan and work with the expelling school/district to ensure the student is provided with the supports and interventions needed for successful reinstatement.
Outcome data will be maintained including:
- Suspensions
- Expulsions and Expulsion Placements
- Reinstatements
- Out of the District Expellees

Students who demonstrate successful rehabilitation are able to be reinstated. The Charter School will expunge the expulsion order once the student has successfully completed the prescribed rehabilitation plan.
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).

Benefits

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-CalSTRS members) will be provided by the Charter School. Certificated employees with creditable assignments (e.g. principal, assistant principal, and faculty) will not receive social security benefits, but will instead receive California State Teachers Retirement System (CalSTRS) benefits. Non-CalSTRS eligible and classified employees will receive social security benefits.

The Charter School will provide contributions for benefits such as: life, health, dental, vision, and related to full-time employees. Part-time employees will have access to purchase life, health, dental, and vision plans among others. Upon hiring, the principal will ensure that each employee is set up to receive benefits including but not limited to retirement, STRS, social security and health insurance as applicable by employee type and full- or part-time status.

Retirement

All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (CalSTRS). Employees will contribute the required percentage, and the Charter School will contribute the required employer’s portion. Withholdings from employees and the Charter School will be forwarded to the CalSTRS fund as required. LAAAE will submit retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of CalSTRS. Social Security payments will be contributed for all non-certificated employees in accordance to Federal and State laws. Full-time classified employees may elect to participate in 403b or similar plan.
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).

Attendance Alternatives

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

The Charter School is a school of choice. No student is required to attend. Parents are advised of this provision at the school orientation meeting. This provision is also indicated in the Charter School student handbook.
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

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

**Rights of District Employees**

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).

Mandatory Dispute Resolution

The Charter School staff and governing board 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

David Calvo, Principal  
Los Angeles Academy of Arts and Enterprise  
600 S. La Fayette Park Place  
Los Angeles, CA  90057

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

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

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

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

**Exclusive Public School Employer**

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

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

Revocation of the Charter

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

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

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

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

Closure Action

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

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

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

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

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

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

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

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

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

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

1. The effective date of the school closure

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

3. The students’ school districts of residence

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

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

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

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

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

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

Notification of employees and vendors shall include:

1. The effective date of the school closure

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

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

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

School and Student Records Retention and Transfer

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

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

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

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

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

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

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

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

Financial Close-Out

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

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

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

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

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

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

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

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

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Facilities**

**District-Owned Facilities**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Non-District-Owned Facilities

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

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

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

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

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.
It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

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

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

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

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

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

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

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

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.
Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**

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

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

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

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

**Hold Harmless/Indemnification Provision**

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

**Fiscal Matters**

**District Oversight Costs**

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

**Cash Reserves**

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

**Special Education Revenue Adjustment/Payment for Services**

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

**Audit and Inspection of Records**

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

- Charter School is subject to District oversight.

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

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

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

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

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

**Internal Fiscal Controls**

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

**Apportionment Eligibility for Students Over 19 Years of Age**

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

**Local Control and Accountability Plan**

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

District Required Language
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Assurances and Affirmations

Los Angeles Academy of Arts and Enterprise (also referred to herein as “Charter School”) shall:

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


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

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


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

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

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

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).
NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

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

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

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

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

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

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

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

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

**Modified Consent Decree Requirements**

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

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

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

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

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

- **CBEDS (Including Charter Schools)**

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

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

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

- Monthly SESAC and Suspension data (Including Charter Schools)

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

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and Method by which Pupil Progress Toward Outcomes will be Measured

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

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

Measurable Goals of the Educational Program

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

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

Standardized Testing

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

Element 4 – Governance

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

General Provisions

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

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

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

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

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

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

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.
Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

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

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

**LEGAL AND POLICY COMPLIANCE**

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

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

**RESPONDING TO INQUIRIES**

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

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

**NOTIFICATION OF THE DISTRICT**

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

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PLAN

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

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.
Element 7 – Means to Achieve Racial and Ethnic Balance

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

**COURT-ORDERED INTEGRATION**

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

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

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

**FEDERAL PROGRAM COMPLIANCE**

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

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

- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact

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

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

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

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

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

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

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

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

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

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.
Element 8 – Admission Requirements

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

**McKinney-Vento Homeless Assistance Act**

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

**Non-Discrimination**

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

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

Element 9 – Annual Financial Audits

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

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.
The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

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

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

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF THE DISTRICT**

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

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

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

**OUTCOME DATA**

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

**REHABILITATION PLANS**

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

**READMISSION**

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

**REINSTATEMENT**

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

**GUN-FREE SCHOOLS ACT**

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

**Element 11 – Employee Retirement Systems**

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

[NOTE: No District Required Language is being provided for inclusion in this element.]

**Element 12 – Public School Attendance Alternatives**

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.
Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

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

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

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) busin
ess days from the date of receipt of the Written Notification. The parties agree to schedule a conference to dis
cuss 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 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).
Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Element 16 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

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

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

**Closure Procedures**

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

**Designation of Responsible Person(s) and Funding of Closure**

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

**Notification of Closure Action**

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

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

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

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

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

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

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

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

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

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

In addition to the four required items above, notification of the CDE shall also include:
1. A description of the circumstances of the closure

2. The location of student and personnel records

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

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

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

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

Notification of employees and vendors shall include:

1. The effective date of the school closure

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

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

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

**School and Student Records Retention and Transfer**

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

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

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

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

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

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

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

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

Financial Close-Out

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

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

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

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

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.
For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

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

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.
Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

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

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

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

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

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

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

Additional Provisions

FACILITIES

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

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

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

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

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

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

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

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

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

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

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**:  
  (i) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  (ii) **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services**: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  (i) **Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
(ii) **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

**Non-District-Owned Facilities**

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

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

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

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

**INSURANCE**

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

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

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

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

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

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

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

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

Evidence of Insurance
Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:
Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

**Hold Harmless/Indemnification Provision**

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

**Fiscal Matters**

**District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.
Cash Reserves
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

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

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

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

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

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

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

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

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

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